



# **SELF STUDY REPORT**

**FOR**

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

**J.P. COLLEGE OF ENGINEERING**

J.P. COLLEGE OF ENGINEERING COLLEGE ROAD AYIKUDY TENKASI

TIRUNELVELI

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

J.P. College of Engineering (JPCOE) established in 2008, is a premier institution dedicated to excellence in technical education. The college holds ISO 90012015 certification and operates with approval from the All India Council for Technical Education (AICTE) and is affiliated with Anna University, Chennai. JPCOE has rapidly emerged as a leading institution in the field of engineering education. The college is run by the DMI sisters and is part of the DMI Foundations Trust (DFT), founded by Rev. Fr. Dr. J.E. Arulraj. The trust's primary goal is to support the growth and development of the society.

The college offers six undergraduate programs designed to provide a comprehensive educational experience. These programs emphasize both theoretical knowledge and practical skills, preparing students to meet the challenges of the evolving technical landscape. The institution's commitment to academic rigor, ethical values, and holistic development ensures that students are well-equipped to become responsible global citizens.

JPCOE places a strong emphasis on creating a supportive and inclusive environment for all its stakeholders. The institution has adopted several best practices to ensure gender equality, safety, and security for women employees and girl students. It also prioritizes environmental sustainability through initiatives such as tree plantation drives, rain water harvesting and the use of renewable energy sources.

Furthermore, the college fosters a culture of community engagement and social responsibility. Students actively participate in community service projects, environmental initiatives, and social justice advocacy efforts. These activities not only benefit the community but also help students develop a sense of social responsibility and leadership skills.

### **Vision**

To evolve as Centre of Excellence in Teaching, Innovative Research and Consultation in Engineering and Technology and to empower the rural youth with technical knowledge and professional competence thereby transposing them as globally competitive and self-disciplined technocrats.

### **Mission**

To inculcate technical Knowledge and soft skills among rural students through student-centric learning process and make them as competent Engineers with professional ethics to face the global challenges, thus bridging the 'rural-urban divide'.

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

### **Institutional Strength**

- Proactive management promoting continuous development of academic systems

- Friendly student-teacher relationships fostering effective mentorship
- Focus on holistic development through extra-curricular and co-curricular activities
- Emphasis on skill development and value addition
- Strong focus on career counseling and campus placements
- Promotion of ethical values and professional conduct
- Utilization of renewable energy resources on campus
- Active involvement in community service and outreach programs
- Adoption of advanced teaching-learning processes for curriculum enrichment
- Opportunities for internships and industry exposure for students

### **Institutional Weakness**

- Need for enhanced strategies to support and motivate academically weaker students
- Need for increased research publications
- Need for focused preparation programs for various competitive examinations

### **Institutional Opportunity**

- Explore opportunities in emerging fields like AI, IoT, and data science to stay relevant in the rapidly evolving tech landscape
- Establish state-of-the-art research facilities and training centers
- Leverage the institution's location to build strong relationships with nearby industries
- Enhance internship and placement opportunities through industry partnerships
- Establish partnerships with foreign universities for student and faculty exchange programs

### **Institutional Challenge**

- Keeping pace with rapidly evolving industry requirements and technological advancements
- Enhancing graduate employability in a challenging economic environment
- Maintaining the quality of student intake across all departments
- Inculcating language proficiency for few students admitted from rural background

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

J.P. College of Engineering, affiliated with Anna University, Chennai, rigorously adheres to the Choice Based Credit System (CBCS) mandated by the university. The curriculum integrates crosscutting issues like Professional Ethics, Human Values, and Sustainability, ensuring holistic development. It is regularly updated to align with industry trends and technological advancements, fostering employability and competitiveness among students.

The college emphasizes innovative teaching methodologies and is supported by Information and Communication Technology (ICT) to enhance the learning experience. Faculty members go beyond prescribed syllabi, incorporating additional content to enrich students' knowledge and skills. The institution's Skill Development Centre equipped with industry-collaborated labs, further enriches the teaching-learning process.

The students of J.P. College of Engineering actively engage in mini-projects, laboratory works, and technical report writing, bridging theoretical knowledge with practical applications. The curriculum includes opportunity for online certification courses through platforms like SWAYAM, Coursera, fostering self-learning and skill development. Beyond the curriculum, Additional certificates and value-added courses enrich students with the latest technological trends. Many students undertake project works, internships, and fieldworks, cultivating real-world skills and fostering an environment of innovation on campus.

The effectiveness of the curriculum and teaching methods are regularly monitored by the Department Advisory Committees (DAC), Program Assessment Committees (PAC), as per Internal Quality Assurance Cell (IQAC) guidelines. Feedback from stakeholders, including parents, employers, alumni, students, and staff, is actively sought and analyzed to drive continuous improvement in the teaching-learning process.

J.P. College of Engineering emphasizes Outcome-Based Education (OBE), which ensures that learning outcomes are clearly defined and achieved. The curriculum is designed to meet industry standards, preparing students for competitive examinations and higher education opportunities both in India and abroad. This focus is reflected in the increasing placements and average pay-packages received by graduates.

The college encourages an innovation culture through initiatives like the Entrepreneurship Development Cell (EDC) and Incubator, which nurture business skills among students. Alumni engagement plays a crucial role, maintaining strong ties with the college community and contributing to ongoing curriculum improvements and career development initiatives.

## **Teaching-learning and Evaluation**

J.P. College of Engineering attracts high-caliber students, which is reflected in their academic ranks upon admission. The institution provides robust academic support, including remedial classes for slow learners and bridge courses for lateral entry students. Advanced learners are encouraged to participate in Hackathons and design contests, encouraging a competitive and supportive learning environment. A mentoring system ensures personalized guidance for students, with each faculty member overseeing a group of students as their local guardian.

The college adheres to AICTE norms in recruiting well-qualified and experienced faculty, contributing significantly to the teaching-learning process. The faculty-student ratio is maintained at an optimal level, allowing for individualized attention. Faculty members are assigned courses, based on their competencies and specializations, and they meticulously prepare course plans, lesson plans, and academic materials to enhance the learning experience.

The College embraces innovative teaching methodologies, including ICT tools and modern pedagogical techniques to enrich student engagement and learning outcomes. The curriculum is aligned with industry requirements through technical training programs, industrial visits, guest lectures, workshops, and conferences, which focuses on students' supplement domain knowledge and practical skills development.

The college follows a systematic examination and evaluation system compliant with university regulations, periodically updated for efficiency. Course objectives and outcomes are formulated using Bloom's taxonomy; ensuring assessments go beyond rote learning to assess application, analysis, and evaluation skills. Continuous internal evaluation and semester-end examinations are structured to maintain high academic standards.

The College systematically assesses Program Educational Objectives (PEOs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) to gauge student attainment levels. Comprehensive assessment procedures enable the institution to implement corrective measures based on annual attainment reviews. Feedback mechanisms, including course evaluations and student feedback, facilitate continuous improvement in teaching practices and curriculum alignment with industry demands.

## **Research, Innovations and Extension**

J.P. College of Engineering promotes a vibrant research environment, collaborating with R&D institutes, industry, and consultancy agencies. It has established a Research Coordinators Committee and an Industry Institute Interaction committee to promote and oversee research and consultancy activities. A well-defined R&D policy document supports faculty and staff by outlining objectives, schemes, resources, and financial benefits. The institute emphasizes original research through a robust plagiarism policy, ensuring scholarly integrity.

The college has secured research projects, including funding from external agencies like the Department of Science and Technology (DST), Micro Small and Medium Enterprises (MSME) and Tamil Nadu State Council for Science and Technology (TNSCST). More than 20 functional Memorandums of Understanding (MoUs), the college encourages faculty to undertake research by providing SEED funding, access to labs, and academic leave for doctoral pursuits. Financial support for attending conferences and paper presentations is also facilitated, enhancing scholarly dissemination and professional development.

The College is actively engaged in community outreach by conducting over 40 extension activities in the past five years, including blood donation camps and other social initiatives. The institution integrates more than 90% of its students through activities organized by the NSS unit, encouraging a sense of social responsibility and community service. Awards and recognitions from governmental and non-governmental bodies underscore the effort of students that made impactful contributions to society.

### **Infrastructure and Learning Resources**

J.P. College of Engineering boasts a well-equipped campus spread across 14 acres, featuring ICT-enabled classrooms, spacious seminar halls and an auditorium. The infrastructure includes modern amenities like digital boards, ensuring interactive and effective learning environments. The campus is aesthetically designed with lush lawns, barrier-free environment and eco-friendly features, providing a conducive atmosphere for academic pursuits.

J.P. College of Engineering maintains a well-stocked central library with the latest books, journals (International Journal of Communication Networks and Information Security and IEEE Journal of the Electron Devices Society), and digital resources through memberships like DELNET and Tamil Nadu Digital Library (TNDL). The library's digital facilities, including internet access, support remote learning and research activities. The college also utilizes an Integrated Library Management System (ILMS) – Autolib for managing library operations and generating reports.

To enhance communication and online teaching, the institution leverages ERP-CAMU and Google Classroom. For safety and convenience, CCTV surveillance is strategically placed throughout the campus. The college regularly upgrades its IT infrastructure to ensure the availability of systems for student usage and research. The campus is equipped with an uninterrupted power supply, including diesel generators and solar power installations, to maintain essential amenities.

The college provides internet connection with sufficient bandwidth and Wi-Fi facilities to every student, monitored by openDNS web content filter powered by CISCO Umbrella. These comprehensive learning resources and well-maintained campus facilities contribute to a conducive environment for academic and research activities.

### **Student Support and Progression**

J.P. College of Engineering supports economically weaker students through both government scholarships and financial aid provided by the college's Equity Action Plan. This ensures that students from diverse backgrounds have access to quality education without financial constraints, and enhances their academic journey and progression.

The institution focuses on holistic development through structured skill development courses in communication, soft skills, technical skills and life skills. Co-curricular and extra-curricular activities are an integral part of the system, encouraging a well-rounded student experience. Remedial coaching and bridge courses cater to academically weaker and lateral entry students, respectively, addressing their specific needs and ensuring academic progress.

The mentor system assigns roles and responsibilities of each faculty member, personalized guidance to a group

of students, complemented by professional counseling services provided by qualified student counselors. This support framework nurtures students' personal and academic growth, contributing to improved performance in placements and competitive exams.

The institution actively involves students in sports, cultural activities, and various committees such as Class Review, Library, Anti-ragging, and Women Development, ensuring their participation in governance and enhancing campus life. A transparent grievance redressal mechanism supports timely resolution of student issues, maintaining a conducive and safe learning environment.

The institution offers a comprehensive set of higher education programs and robust placement services to prepare students for a successful transition into the workforce. A significant majority of students, more than 80%, have benefitted from these initiatives, which enhance their employability and job readiness. Beyond academics, the college encourages student participation in various extracurricular clubs and organizations, such as the NSS, YRC, Life Skill Club, Green Campus Club, and Oxford Learners Club institution also actively promotes cultural and sports activities, with 32 students receiving outstanding performance awards in national and international programs. Over the years, the college has conducted 123 sports and 35 cultural events for the enrichment of the student community.

The institution values alumni contributions through the Alumni Association, promoting connections that benefit current students through mentorship, career guidance, and networking opportunities. This engagement enriches student experiences and supports their career progression and employability.

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

J.P. College of Engineering operates with a well-defined organizational structure where the policies formulated by the management committee, the Board of Governors and Internal Quality Assurance Cell (IQAC) are effectively implemented by the Principal. This is achieved with the assistance of Heads of Departments and various specialized committees. Faculty members play a crucial role by participating in the management processes such as Board of Governors, Academic Council, and IQAC. This inclusive approach extends to the participation of faculty, non-teaching staff, and students in various institutional committees, promoting a decentralized yet cohesive governance framework.

The college has embraced e-governance for efficient management of admissions, finance, accounts, and examinations through ERP software. This digital approach ensures transparency and streamlined operations. Additionally, the college is committed to the welfare of faculty and staff, offering various benefits such as medical leave, on-duty leave, maternity leave, provident fund, and financial support for higher education. These measures are aimed at promoting the personal and professional growth of the institution's human resources.

To promote continuous professional development, faculty members are encouraged to participate in faculty development programs, refresher courses, workshops, and conferences. The college provides financial support for the activities like on-duty leave, travel allowances, daily allowances, and registration fees. Furthermore, the institution facilitates faculty members in enhancing their educational qualifications by adjusting their workload and timetable and providing academic leave.

The institute has established a robust performance appraisal system for both faculty and non-teaching staff,

ensuring that their contributions are recognized and rewarded appropriately. A well-defined policy for budgeting and auditing, which includes both internal and external audits, is in place to maintain financial integrity. IQAC regularly reviews the teaching-learning process, evaluation methods, and course structures to introduce new courses that enhance not only the quality of placements but also the overall knowledge and skill sets of students.

The institute has formulated and continues to implement a strategic plan aimed at its overall development. This plan is aligned with the institution's vision and mission and involves stakeholders from across the institution, fostering a sense of collective ownership and consensus-building.

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

J.P. College of Engineering prioritizes the needs of woman employees and girl students by providing comprehensive safety and security measures, counseling services, and other necessary facilities. J.P. College of Engineering adopts an environmental friendly approach to campus maintenance. Initiatives include continuous tree plantation drives and implementation of rain water harvesting. The institution also harnesses renewable energy resources, such as wind and solar powers, to reduce its carbon footprint. Wind Energy Conversion System (WECS), Solar panels and LED lighting are extensively used across the campus.

The institution is committed to providing an inclusive environment for differently-abled students. Facilities such as ramps and aiding equipment for physically challenged people ensure easy accessibility to all parts of the campus. Special restrooms and reserved seating arrangements are also provided to cater to their needs.

Students at J.P. College of Engineering actively participate in various community service initiatives, such as Swachh Bharat Abiyan activities, blood donation camps, disaster relief efforts, and outreach activities. These activities foster a sense of social responsibility and community engagement among students.

A biogas plant converts food waste into gas, handling approximately 10 to 15 kg of waste per day. Water management strategies include bore wells, rainwater harvesting pits, and a 1500 LPH RO water plant, with several water coolers and dispensers placed at various locations on campus.

Fire extinguishers are strategically placed throughout the campus to ensure quick response in case of emergencies. Regular safety drills and training sessions are conducted to prepare staff and students for any unforeseen events.

J.P. College of Engineering conducts regular green audits and environment audits through external agencies, securing awards and recognition for its environmental initiatives. The institution has regularly conducted environmental programs beyond the campus, showcasing its commitment to sustainability and environmental stewardship.

Our Institute conducts two best practices such as Empowering Students presentation skill and Students mentoring system for improving the performance of the students. JPCOE annual "**Project Expo**" raises innovation, creativity, and critical thinking skills among students by providing a platform to showcase projects that bridge the gap between theoretical knowledge and practical application.



## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |   |
|---------------------------------|---|
| Name                            | J.P. COLLEGE OF ENGINEERING   |
| Address                         | J.P. COLLEGE OF ENGINEERING College Road<br>Ayikudy Tenkasi Tirunelveli |
| City                            | Tenkasi   |
| State                           | Tamil Nadu  |
| Pin                             | 627852  |
| Website                         | <a href="http://www.jpcoe.ac.in">www.jpcoe.ac.in</a>                    |

| Contacts for Communication |                     |                            |            |                  |                           |
|----------------------------|---------------------|----------------------------|------------|------------------|---------------------------|
| Designation                | Name                | Telephone with<br>STD Code | Mobile     | Fax              | Email                     |
| Principal                  | M.RAJKUM<br>AR      | 04633-8012520430           | 8012520430 | 04633-26832<br>0 | principal@jpcoe.ac.<br>in |
| IQAC / CIQA<br>coordinator | E.A.MOHAM<br>ED ALI | 04633-8012520500           | 9842671027 | 04633-26832<br>0 | IQAC@jpcoe.ac.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<br><a href="#">JPCOE Minority.pdf</a> |
| If Yes, Specify minority status            |   |
| Religious                                  | Christian                                 |
| 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                        | Received EoA from AICTE for the next academic year |

| <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                   | J.P. COLLEGE OF ENGINEERING College<br>Road Ayikudy Tenkasi<br>Tirunelveli | Rural            | 14                          | 25000.38                        |

## 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,Civil Engineering   | 48                        | HSC                        | English                      | 30                         | 19                             |
| UG  | BE,Computer Science And Engineering,Computer Science and Engineering                   | 48                        | HSC                        | English                      | 120                        | 119                            |
| UG  | BE,Electrical And Electronics Engineering,Electrical and Electronics Engineering       | 48                        | HSC                        | English                      | 60                         | 31                             |
| UG  | BE,Electronics And Communication Engineering,Electronics and Communication Engineering | 48                        | HSC                        | English                      | 60                         | 59                             |
| UG  | BE,Mechanical Engineering,Mechanical Engineering                                       | 48                        | HSC                        | English                      | 30                         | 22                             |
| UG  | BTech,Information Technology,Information Technology                                    | 48                        | HSC                        | English                      | 60                         | 62                             |

### **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              | 3                |        |        |       | 2                          |        |        |       | 66                         |        |        |       |
| Recruited   | 1                | 2      | 0      | 3     | 1                          | 1      | 0      | 2     | 33                         | 33     | 0      | 66    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 0                          | 0      | 0      | 0     |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |  |               |  |               |              |
|---|-------------|--|---------------|--|---------------|--------------|
|   | <b>Male</b> |  | <b>Female</b> |  | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |  |               |  |               | 12           |
| Recruited   | 9           |  | 3             |  | 0             | 12           |
| Yet to Recruit  |             |  |               |  |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |  |               |  |               | 0            |
| Recruited   | 0           |  | 0             |  | 0             | 0            |
| 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              |             |               |               | 9            |
| Recruited   | 5           | 4             | 0             | 9            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

### Qualification Details of the Teaching Staff

| <b>Permanent Teachers</b>    |                  |               |               |                            |               |               |                            |               |               |              |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |               |               | <b>Associate Professor</b> |               |               | <b>Assistant Professor</b> |               |               | <b>Total</b> |
|                              | <b>Male</b>      | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| Ph.D.                        | 1                | 2             | 0             | 1                          | 0             | 0             | 6                          | 1             | 0             | 11           |
| M.Phil.                      | 0                | 0             | 0             | 0                          | 0             | 0             | 1                          | 7             | 0             | 8            |
| PG                           | 0                | 0             | 0             | 0                          | 1             | 0             | 26                         | 25            | 0             | 52           |
| 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   | 524                                     | 7                          | 0            | 0                | 531   |
|           | Female | 404                                     | 0                          | 0            | 0                | 404   |
|           | 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   | 17     | 13     | 21     | 33     |
|          | Female | 19     | 12     | 18     | 34     |
|          | Others | 0      | 0      | 0      | 0      |
| ST       | Male   | 0      | 0      | 0      | 0      |
|          | Female | 0      | 0      | 0      | 0      |
|          | Others | 0      | 0      | 0      | 0      |
| OBC      | Male   | 110    | 81     | 83     | 108    |
|          | Female | 79     | 63     | 63     | 119    |
|          | Others | 0      | 0      | 0      | 0      |
| General  | Male   | 3      | 3      | 1      | 6      |
|          | Female | 1      | 3      | 3      | 3      |
|          | Others | 0      | 0      | 0      | 0      |
| Others   | Male   | 0      | 0      | 0      | 0      |
|          | Female | 0      | 0      | 0      | 0      |
|          | Others | 0      | 0      | 0      | 0      |
| Total    |        | 229    | 175    | 189    | 303    |

**Institutional preparedness for NEP**

|   |  |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | J.P. College of Engineering has embraced the multidisciplinary approach advocated by the National Education Policy (NEP) 2020. Our institution offers a diverse range of engineering programmes, providing |
|---|--|

students with opportunities to engage in interdisciplinary learning and research. The college has implemented the Choice Based Credit System (CBCS) structure, allowing for greater flexibility and customization of academic paths. Under the CBCS, our courses are categorized as Core, Professional Elective, Open Elective, Skill-Based, and Value-Based. This structure enables students to explore subjects beyond their primary field of study, promoting a holistic educational experience. Each programme includes non-major elective courses, providing students the chance to gain exposure to multidisciplinary education in different domains. Experiential learning is a key component of our curriculum, integrated into undergraduate programmes. This includes projects, field trips, study tours, and internships, allowing students to apply theoretical knowledge to real-world scenarios and gain practical insights across various disciplines. In line with NEP guidelines, Anna University has introduced courses on environmental studies for all UG students, promoting eco-consciousness and sustainable thinking. Additionally, value education courses are offered to nurture holistic development and ethical awareness among our students. J.P. College of Engineering actively encourages multidisciplinary research. We believe this approach will equip our students to address complex, real-world challenges more effectively. Our faculty members collaborate across departments to create interdisciplinary research opportunities and guide students in these endeavors. To further promote the multidisciplinary approach, our institution organizes various activities such as interdepartmental projects, technical symposiums, and workshops that bring together students from different streams. We also facilitate student participation in national-level competitions like Smart India Hackathons, encouraging them to apply their skills to solve multifaceted problems. While adhering to the guidelines set by our affiliating university regarding program structure and duration, we continuously explore ways to enhance the multidisciplinary nature of our offerings. Our faculty members regularly participate in NEP promotion programmes, including Faculty Development Programs (FDPs) and seminars, to stay updated on the latest interdisciplinary teaching methodologies and

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| <p>2. Academic bank of credits (ABC):</p> | <p>implement them in their classes.</p> <p>J.P. College of Engineering is committed to implementing the Academic Bank of Credits (ABC) system as envisioned by the National Education Policy 2020. As an affiliated institution, we are working within the framework provided by our parent university to integrate the ABC system into our academic structure. Our college has taken initial steps to register with the ABC system, ensuring that we are prepared for its full implementation. We are actively working on creating the necessary infrastructure to allow our students to open individual Academic Bank Account through the Academic Bank of Credits. Each student will be provided with a unique ID and access to the Standard Operating Procedure (SOP) for managing their academic credits. Our institution has adopted the regulations set forth by our affiliating university, which allows for multiple entry of undergraduate education. This aligns with the ABC system's goal of providing flexibility to students in their academic pursuits. Students enrolled in our undergraduate programmes now have the option to pause and resume their studies within a predetermined timeframe, accommodating various life circumstances and learning paths. J.P. College of Engineering has established a higher education cell to promote international education opportunities. We regularly organize seminars on global education trends and encourage our students to participate in international training programs. This initiative broadens our students' perspectives and allows them to earn credits through diverse international experiences. To support the ABC system, we are encouraging our faculty to develop innovative, learner-centered teaching approaches. Our teachers are creating video lectures, animated presentations, and additional reading materials to enhance the learning experience. Many of our faculty members have published textbooks and regularly prepare content that goes beyond the syllabus, keeping students updated on industrial and social expectations. J.P. College of Engineering has become a nodal center for NPTEL courses, further expanding our students' opportunities to earn credits through online learning. We actively motivate our students to enroll in NPTEL and other MOOC courses to enhance their self-learning abilities and</p> |
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|                              |  |
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|                              | <p>gain knowledge of the latest technological developments in their domains. While we face some limitations as an affiliated college, J.P. College of Engineering is fully committed to embracing the ABC system. We continue to work closely with our affiliating university to implement these changes effectively, ensuring our students benefit from the flexibility and opportunities provided by the Academic Bank of Credits.</p>   |
| <p>3. Skill development:</p> | <p>J.P. College of Engineering places a strong emphasis on skill development, aligning with the vision of the National Education Policy 2020. Our institution has implemented a comprehensive approach to enhance both technical and soft skills of our students, preparing them for the challenges of the modern workforce. From the first year onwards, our dedicated skill development team arranges specialized soft skill development programs, inviting external experts to conduct sessions. These programmes focus on communication, leadership, teamwork, and problem-solving skills, which are crucial for professional success. Recently, our college has been sanctioned as a NAAN MUDHALVAN skill development center, further enhancing our capacity to provide industry-relevant skills training. J.P. College of Engineering has established numerous Memorandums of Understanding (MoUs) with leading professional bodies, training centers, and industries. Through these partnerships, we organize a variety of skill-enhancing activities such as industrial visits, technical talks, workshops, hands-on training sessions, and internships. These real-world experiences significantly boost our students' practical skills and industry readiness. Our curriculum incorporates skill-based training with credits through initiatives like NAAN MUDHALVAN, ensuring that skill development is an integral part of the academic journey. To further support this, we have established a state-of-the-art Skill Development Centre with industry-collaborated labs in cutting-edge areas such as Artificial Intelligence, Internet of Things, AR and VR, Mobile Technology, Cloud Computing, Renewable Energy Sources, and Robotic Process Automation. This center provides students with the competencies and confidence needed to tackle real-world challenges in the corporate world. Value-based education is another crucial aspect of our skill</p> |

development approach. We conduct life skill programs to promote moral principles and organize observances of significant national days and events to encourage a sense of national integration and citizenship. Our Student Induction Programme (SIP) includes technical talks on Universal Human Values (UHV) and professional ethics, delivered by experts to instill strong values in our students. Participation in social service and extracurricular activities is encouraged to develop well-rounded individuals. Registration in the National Service Scheme (NSS) and Youth Red Cross (YRC) is mandatory in our curriculum. We also have various clubs like Green Campus Club, Cultural Club, Life Skill Club, Equipment Learning Club, Fine Arts Club, Clean Campus Club, Tamil Mandram and Oxford Learners' Club that promote social welfare programs, engaging students with social issues and solutions. J.P. College of Engineering actively promotes holistic development through life skill programs such as yoga, meditation, women's safety, and health & hygiene workshops, organized with the help of industry professionals and experts. These programs contribute to the overall well-being and personal growth of our students.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

J.P. College of Engineering recognizes the importance of integrating the Indian Knowledge system into its educational framework, aligning with the vision of the National Education Policy 2020. Our institution is committed to promoting India's rich cultural heritage, traditions, and knowledge systems while preparing students for global challenges. Understanding that language is a crucial carrier of culture, we have implemented a multilingual approach to instruction. While English remains the primary medium of instruction due to its global relevance, we encourage faculty to use a bilingual approach, especially for students from rural backgrounds. This method has shown to improve students' receptive skills and overall comprehension of complex concepts. In line with the curriculum framework of our affiliating university, we have integrated the Indian knowledge system into our programs. First-year undergraduate students are required to study either Tamil or Professional English as mandatory credit courses. These courses not only enhance language skills but also provide insights into

Indian literature, philosophy, and cultural expressions. To make learning engaging and culturally relevant, we incorporate a variety of interactive activities in our teaching methods. These include group discussions, role-plays, storytelling sessions, and multimedia presentations that draw from Indian contexts and scenarios. Such activities not only reinforce learning but also make the educational experience more enjoyable and relatable for our students. J.P. College of Engineering has established a vibrant Student Welfare Council that organizes various cultural events throughout the academic year. Annual events like Pongal Festival Celebration, Yoga day, X-Mas Celebration, Engineers Day and Project Expo provide platforms for students to showcase their creativity while embracing Indian culture. We also conduct competitions and performances centered around Indian mythology, classical music and dance, rangoli, and traditional musical instruments, fostering a deep appreciation for our cultural heritage. Our institution proudly celebrates national events such as Independence Day, Republic Day, and other significant cultural festivals. These celebrations serve as reminders of our rich history and the sacrifices made by our freedom fighters, instilling a sense of patriotism and national pride in our students. To promote regional culture and traditional sports, our Physical Education department has introduced programmes like Silambam classes, a traditional Tamil martial art. We also organize events like "Pattimandram", a form of group discussion native to Tamil Nadu, to showcase our local cultural heritage. Our students actively participate in traditional sports tournaments. Recognizing the importance of holistic development, we encourage participation in various cultural and sports activities. Our students have achieved notable success in events like the CM Trophy, demonstrating how traditional Indian sports can be integrated into modern educational settings. To ensure that our faculty is well-equipped to integrate Indian knowledge systems into their teaching, we regularly organize and encourage participation in online programs focused on Indian Knowledge systems. This continuous learning approach enables our educators to effectively blend traditional wisdom with modern educational practices.

## 5. Focus on Outcome based education (OBE):

J.P. College of Engineering has fully embraced Outcome-Based Education (OBE) as a cornerstone of its educational philosophy, aligning with the National Education Policy 2020. Our institution recognizes OBE as a student-centric approach that focuses on the course outcomes in all components and aspects of education. Since 2018, we have been implementing OBE strategies and techniques in our teaching-learning process. This shift has led to a redefinition of our institution's vision and mission, emphasizing the knowledge, skills, and attitudes that our graduate engineers should demonstrate upon completing their 4-year programme of study. At J.P. College of Engineering, we have structured our curriculum to be outcome-focused. Each programme and course has specific, clearly defined outcomes listed in the syllabi. These outcomes guide the learning process, allowing students to understand the skills and knowledge they are expected to acquire. Our faculty members, acting as facilitators, direct students towards achieving these desired outcomes. In line with OBE principles, we have moved away from traditional teaching approaches to more learner-centered methods. Our curricula now include skill-based courses, job-oriented courses, and project work to ensure that education is truly outcome-based. We employ continuous internal assessments, including essay writing, drawing, quizzes, group discussions, seminars, peer team teaching, and assignments, to evaluate students' progress towards achieving the defined outcomes. Each department at J.P. College of Engineering has framed its vision and mission in alignment with the institute's overarching goals. Program Educational Objectives (PEO) and Program Specific Outcomes (PSO) have been carefully crafted by every department to achieve these visions and missions. Furthermore, Course Outcome (CO) statements are developed for each course and mapped to the 12 Program Outcomes (POs) as per NBA/Washington Accord guidelines. To ensure the effectiveness of our OBE implementation, we conduct regular assessments. Based on formative and summative assessments, we set target levels and compute attainment levels for POs and PSOs across all courses in a program. This data-driven approach allows us to continuously refine our teaching methods and curricula. Recognizing the importance of practical exposure, we organize site/industry visits,

technical talks, seminars, and workshops to bridge any curriculum gaps and address all POs comprehensively. These activities provide students with real-world context for their learning outcomes. To maintain the quality and effectiveness of our OBE implementation, we have established several oversight bodies. At the department level, we have constituted a Department Advisory Board, Program Assessment Committee, and Department Quality Assurance Cell, all operating under the guidelines set by our Internal Quality Assurance Cell (IQAC). J.P. College of Engineering is committed to preparing graduates who are industry-ready, in line with NEP 2020 objectives. To this end, we encourage participation in initiatives like "MSME Hackathons," which strategically develops skills among students. This program aims to create a skilled and certified workforce that can contribute to India's growth and help establish the country as a global skills capital. We also emphasize the use of assessment tools, teaching our students to use these platforms to evaluate their competence in various subjects. This self-assessment capability is crucial for continuous learning and improvement, a key aspect of OBE.

6. Distance education/online education:

J.P. College of Engineering, as an affiliated institution, primarily offers regular on-campus programs. However, recognizing the evolving landscape of education and the push towards digital learning as emphasized by the National Education Policy 2020, we have made significant strides in incorporating online and blended learning approaches into our educational framework. While we do not offer full-fledged distance learning or online programs, our institution has embraced Information and Communication Technology (ICT) to enhance the teaching and learning process. Our management is committed to continuously expanding the college's infrastructure and ICT capabilities to meet the growing demands of digital education. The COVID-19 pandemic accelerated our adoption of online teaching technologies. During this period, J.P. College of Engineering fully utilized blended learning approaches, combining traditional physical classes with online tests, quizzes, webinars, and assignments. This experience has equipped our faculty and students with valuable skills in navigating virtual learning platforms, which we continue to

leverage in our post-pandemic educational delivery. In line with regulatory guidelines, we offer our students the opportunity to enhance their degrees through online learning. Students with a minimum CGPA of 8.5 up to the 4th semester can earn a BE (Honors) degree by acquiring 18 additional credits through online courses offered by NPTEL and the SWAYAM MOOCs platform. J.P. College of Engineering actively encourages and motivates students to enroll in NPTEL online courses. These courses not only enhance students' self-learning abilities but also provide them with knowledge about the latest technological trends in their respective fields. We view these online courses as an excellent complement to our regular curriculum, offering students flexibility and access to a wider range of specialized topics. To further support online learning, we encourage our students to utilize resources like KALVI TV, a group of DTH channels that broadcast high-quality educational programs 24/7 across the country. This initiative has proven particularly beneficial for students seeking additional explanations or alternative teaching approaches. During the pandemic, our institute developed various online platforms to ensure the smooth conduct of teaching and learning processes. We continue to use and improve these platforms, integrating them into our regular educational practices. Virtual labs provided by MHRD have become an integral part of our practical training, allowing students to perform experiments and gain hands-on experience in a digital environment. We regularly conduct online quizzes and webinars featuring industry experts, providing our students with exposure to real-world perspectives and current industry trends. Our blended mode of classes combines the best of both worlds – the personal interaction of traditional classroom teaching with the flexibility and resource-rich environment of online learning. J.P. College of Engineering strongly encourages students to pursue online certifications. Besides NPTEL courses, we promote certifications under MSME Hackathons and Future Skills Prime, among others. These certifications not only enhance our students' knowledge but also improve their employability by demonstrating their skills to potential employers.

**Institutional Initiatives for Electoral Literacy**

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| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p> | <p>Yes, J.P. College of Engineering has established an active Electoral Literacy Club (ELC) as part of our commitment to fostering civic responsibility and democratic participation among our students. The ELC at our institution operates with enthusiastic support from both students and faculty, playing a crucial role in educating and engaging our college community in the electoral process. The primary objective of our Electoral Literacy Club is to develop a culture of informed electoral participation among our students. We believe in empowering our students with the knowledge and understanding the necessity to become responsible citizens who recognize the value of their vote and the importance of participating in the democratic process. Our ELC organizes a variety of activities throughout the academic year to familiarize students with various aspects of the election process. These activities include workshops on voter registration procedures, mock voting exercises to acquaint students with Electronic Voting Machines and informational sessions on the importance of ethical voting practices. The club operates under the guiding principle of 'My Vote My Rights' and emphasizes that 'Every Vote Should Register'. Through these initiatives, we aim to instill in our students a sense of civic duty and an understanding of their role in shaping the nation's future through the power of their vote. The Electoral Literacy Club at J.P. College of Engineering is structured with faculty members serving as mentors and advisors, while students form the core membership and leadership of the club. Students can become members of the ELC by registering at the beginning of each academic year, ensuring a continuous influx of fresh ideas and enthusiasm. By maintaining an active Electoral Literacy Club, J.P. College of Engineering not only complies with educational directives but also contributes to the broader goal of strengthening democracy by producing informed and engaged citizens. We are proud of the positive impact our ELC has had on increasing electoral awareness and participation among our student body.</p> |
| <p>2. Whether students' co-ordinator and co-ordinating</p>                      | <p>J.P. College of Engineering is dedicated to fostering</p>   |

faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?

democratic engagement and active citizenship among its students. To achieve this, the institution has established an Electoral Literacy Club (ELC) that is functional and representative in character. The ELC is coordinated by appointed faculty members and student representatives who are selected by the college. This structure ensures effective implementation and participation in various electoral awareness campaigns and activities. The ELC at J.P. College of Engineering is guided by dedicated faculty coordinators and student leaders. Key faculty members include Mr. I. Ayyanraj Assistant Professor in Mechanical Engineering Department, and Mrs. P. Mahalakshmi, Assistant Professor in the Department of Computer Science and Engineering. These faculty coordinators are responsible for imparting the principles of democratic engagement and active citizenship to the students. They are supported by the Principal and three additional teaching faculty members who serve as co-coordinators, ensuring a well-rounded and comprehensive approach to electoral literacy. The ELC is designed to be representative of the diverse student body at J.P. College of Engineering. The club includes ten student representatives from various departments, ensuring broad participation and inclusivity. These student leaders hold key positions within the ELC, including President, Vice President, Secretary, and Joint Secretary. This structure allows for effective communication and coordination among members, fostering a sense of ownership and responsibility among students. The ELC at J.P. College of Engineering is not only functional but also representative in nature. The club's activities are aimed at raising awareness about the importance of voting, the electoral process, and the role of citizens in a democracy. The ELC conducts various programs, workshops, and campaigns to educate and engage students in the democratic process. By involving both faculty and students, the club ensures that the message of electoral literacy reaches a wide audience within the institution. The ELC actively recruits student participants for a variety of awareness campaigns and activities. These initiatives include voter registration drives, workshops on the electoral process, and interactive sessions on the importance of voting. The club also collaborates with external organizations and government bodies to enhance its

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.

outreach and impact.

J.P. College of Engineering's Electoral Literacy Club (ELC) has undertaken various innovative programs and initiatives to promote electoral literacy, democratic engagement, and active citizenship among students and the broader community. These initiatives are designed to involve students in the electoral process and encourage participation from all sections of society, including underprivileged groups. The ELC actively encourages students to participate in voter registration drives, both on campus and in their home communities. This initiative ensures that students and community members are registered to vote, fostering a sense of civic responsibility. Additionally, the ELC collaborates with district election administration to assist in the conduct of polls, providing students with hands-on experience in the electoral process. The ELC organizes comprehensive voter awareness campaigns aimed at educating students about their voting rights and the importance of participating in elections. These campaigns include lectures for the students, informing them of their rights and inspiring them to exercise those rights by casting their votes. The club also conducts seminars and interactive sessions that emphasize the significance of informed and ethical voting practices. To promote ethical voting, the ELC organizes campaigns that highlight the importance of making informed voting decisions. These campaigns educate students on the moral and civic responsibilities associated with voting, ensuring they understand the impact of their choices on society. The ELC places a high priority on enhancing the participation of underprivileged sections of society, including transgender individuals, commercial sex workers, disabled persons, and senior citizens. Through targeted outreach programs, the club works to ensure these groups are aware of their voting rights and are encouraged to participate in the electoral process. The ELC motivates students to participate in SVEEP (Systematic Voters' Education and Electoral Participation) competitions, which help them gain knowledge and confidence in electoral processes. The club organizes various ELC competitions on campus with the support of local administrative officials, such as the Thasildar and Collectorate office. Students actively participate in these events, earning

cash rewards, certificates, and medals for their involvement. Under the guidance of Faculty Coordinator Mr. I. Ayyanraj, the ELC conducts outreach rally activities to spread the importance of voting among rural populations. These rallies aim to raise awareness about electoral participation and motivate community members to vote. To improve students' understanding of the country's Constitution, the ELC conducts awareness campaigns and educational programs. These initiatives help students appreciate the foundations of democratic governance and the role of citizens in upholding these principles. Student ambassadors from the ELC also extend their efforts to promote electoral literacy among the college's service staff. By conducting events and activities, they ensure that all members of the college community are informed about the importance of voting and are encouraged to participate in elections.

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.

J.P. College of Engineering is committed to advancing democratic values and enhancing participation in electoral processes through a variety of socially relevant projects and initiatives. These efforts not only contribute to the academic and civic growth of the students but also positively impact the wider community. One of the significant initiatives undertaken by the college involves organizing awareness drives and rallies in rural areas. Students actively participate in these drives, using pictorial signboards and other visual aids to communicate the importance of voting and the electoral process. These rallies are designed to educate and motivate rural populations to participate in elections, ensuring that their voices are heard. A noteworthy project by the students of J.P. College of Engineering is the development of a prototype Electronic Voting Machine (EVM). This project not only showcases the technical skills of the students but also serves an educational purpose. The prototype EVMs are demonstrated to the public during awareness exhibitions, effectively illustrating how voting machines work and promoting transparency and trust in the electoral process. These demonstrations are conducted as part of an annual awareness exhibition program, organized in collaboration with the District Collector's Office. The college encourages students to engage in research projects and surveys related to electoral processes. These projects often focus on

identifying improvements in voting technology and procedures. For instance, a mini-project on enhancing the functionality and security of voting machines has been undertaken by students, reflecting their commitment to advancing the electoral system. The National Service Scheme (NSS) coordinator at J.P. College of Engineering plays a vital role in promoting electoral participation. NSS volunteers are encouraged to serve as election volunteers in nearby panchayats during elections. This hands-on involvement provides students with a practical understanding of the electoral process and highlights the importance of civic duty. The college actively supports the creation of educational content related to electoral literacy. Students and faculty collaborate to produce publications, pamphlets, and other materials that highlight the significance of democratic participation and ethical voting practices. These publications are distributed during awareness campaigns and are designed to inform and inspire both students and the broader community. Through these various initiatives, J.P. College of Engineering significantly contributes to advancing democratic values. The college's efforts in electoral literacy not only empower students with knowledge and skills but also foster a culture of active citizenship and civic responsibility. By engaging in socially relevant projects, the institution plays a crucial role in strengthening the democratic fabric of society.

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

At J.P. College of Engineering, ensuring that eligible students are registered as voters is a priority. The Electoral Literacy Club (ELC) collaborates with the District Collector's Office, which also serves as the District Election Office (DEO), to institutionalize mechanisms for voter registration and to promote awareness of the importance of voting among students. The ELC actively collaborates with the District Collector's Office to organize and participate in events aimed at raising awareness about the significance of voting. These events include rallies, surveys, and competitions, all designed to educate students about their voting rights and encourage them to register as voters. By partnering with local election authorities, the college ensures that its initiatives are aligned with official electoral processes and regulations. The ELC conducts various awareness programs and campaigns to motivate first-year

students to enroll their names in the electoral roll. These initiatives are aimed at students who have recently turned 18 and are eligible to vote but may not yet be registered. Through informative sessions, workshops, and interactive activities, the ELC educates students about the electoral process and the importance of participating in elections. To better understand voting practices and registration status among students, the college encourages student projects and surveys focused on electoral participation. These surveys often target first-year students, gathering data on their awareness of voting rights and their registration status. The insights gained from these surveys help the ELC tailor its initiatives to effectively address any gaps in voter registration. The college has established institutional mechanisms to facilitate the voter registration process for eligible students. These mechanisms include dedicated registration drives organized on campus, where representatives from the District Election Office assist students in completing their registration. Additionally, the ELC provides guidance and support to students throughout the registration process, ensuring that all eligible students have the opportunity to enroll as voters. To further encourage voter registration, the ELC organizes competitions and offers incentives for participation. These competitions not only raise awareness about the importance of voting but also engage students in a meaningful way, making the registration process more appealing. Participants in these competitions receive recognition and rewards, fostering a sense of civic responsibility and community involvement. J.P. College of Engineering is committed to continuously improving its efforts to register eligible students as voters. The college plans to expand its collaboration with electoral authorities and explore new strategies to enhance voter registration initiatives. By maintaining a strong focus on electoral literacy and participation, the institution aims to ensure that all eligible students are registered and prepared to exercise their voting rights.

## 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 |
|---------|---------|---------|---------|---------|
| 889     | 910     | 869     | 846     | 794     |

| 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: 170

| 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 |
|---------|---------|---------|---------|---------|
| 70      | 75      | 84      | 90      | 91      |

### 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 |
|---------|---------|---------|---------|---------|
| 159     | 150.6   | 100.44  | 232.25  | 247.74  |

| 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:**

**Curriculum:**

J.P. College of Engineering, which is affiliated with Anna University, follows the curriculum and syllabus prescribed by the University for all its UG programs. The curriculum is a blend of Humanities and Social Sciences, Basic Sciences, Engineering Sciences, Professional Core, Employability Enhancement Courses, Open Electives and Professional Electives. The college also offers Value Added Courses to students, which are not prescribed in the curriculum.

**Implementation of effective Curriculum through Academic Calendar:**

The implementation of the curriculum is carried out effectively through an academic calendar that is prepared by the Principal and the heads of departments at the beginning of each semester based on the academic Schedule issued by the affiliating university. The academic calendar includes the commencement and end of classes, duration of the semester, Internal Assessment Tests/Model Examination Schedule, End Semester Examinations, Parents Teachers Meeting, Annual Day, Sports Day and holidays. Based on the academic calendar, the department plans various activities such as symposiums, seminars, conferences, workshops, guest lectures, and industrial visits.

**Delivery of the Curriculum:**

Before the commencement of each semester, the head of the departments convenes a meeting with their faculty to allocate courses based on their specialization, area of research, and previous year pass percentage.

**Preparation of Time Table:**

The Department Time Table Coordinator prepares the class and master time table, taking into account course credits and difficulty. The time table includes time for library hours, mentoring, and extracurricular activities. The finalized time table is displayed on department Notice Boards, classrooms, and on the ERP (CAMU) system for easy student access.

**Preparation of Course Materials:**

Faculty members prepare course materials and lab manuals for their assigned courses, which undergo auditing by heads and the IQAC. HODs ensure curriculum delivery and that all students have access to

course materials prior to the start of internal exams. The internal assessment process is carried out transparently as a part of the teaching-learning process.

### Internal Assessment Test (IAT)

The internal assessment process is an integral part of the teaching-learning process, carried out transparently and in accordance with the academic schedule set by the University. Two sets of question papers are prepared by the concerned course coordinators, incorporating Bloom's Taxonomy and with the approval of the heads, are forwarded to the exam cell for centralized exams. With the principal's approval, one question is selected for the conduction of exams. Course coordinators evaluate the papers within the scheduled date, and the exam papers are distributed to students after their approval. The assessment mark entry is made during the Assessment Period with the approval of Principal. Regular Class committee meetings and Parents Teachers Meetings are conducted to ensure effective curriculum planning and implementation through continuous internal assessment.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for 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:** 16

| File Description  | Document                      |
|---|-------------------------------|
| 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> |
| Provide Links for any other relevant document to support the claim (if any)                                   | <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:** 37.95

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 |
|---------|---------|---------|---------|---------|
| 479     | 310     | 341     | 260     | 245     |

| File Description                            | Document                      |
|---|-------------------------------|
| 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:**

The institution adopts the Anna University curriculum, integrating cross-cutting issues such as gender, environmental education, human sustainability values and professional ethics across all programmes. To raise awareness, the institution conducts various programmes, inviting resource persons to deliver lectures and workshops on these critical issues.

**DISCUSSIONS ON CROSS-CUTTING ISSUES :**

**Gender Equality:**

- 1.The institution ensures equal opportunities for both genders in terms of admission, training programmes, sports activities, employment and counselling.
- 2.To celebrate and encourage women, the institution marks International Women's Day and offers opportunities for girls to participate in various events.
- 3.The institution provides equal opportunities for both boys and girls to showcase their talents in various co-curricular and extracurricular activities such as paper presentations, technical quizzes, workshops, and non-technical events.

4. The institution also offers separate, clean and well-maintained hostels for both boys and girls.
5. The institution has established a Women Empowerment Cell, which regularly conducts awareness programmes related to the Prevention of Sexual Harassment (PoSH) for students. The cell aims to promote gender equality, prevent discrimination, and create a safe and inclusive environment for all students.

#### **Human Values:**

1. The curriculum incorporates a course on Professional Ethics and Human Rights, fostering a strong foundation for students.
2. To uphold the Anna University norms, an Anti-Ragging Committee has been established to address and prevent incidents of ragging, resulting in a zero-tolerance campus.
3. During the college admissions process, parents and students are required to sign an undertaking related to the Anti-Ragging Act, further emphasizing the institution's commitment to a ragging-free campus.

1. Anti-Ragging Banners and committee phone numbers are prominently displayed on all Department Notice Boards, ensuring students and visitors are aware of the institution's stance against ragging.
2. The institution encourages blood donation, organizing frequent drives to aid those in need.
3. Students regularly visit nearby orphanages, old age homes, and special children's homes, providing companionship and support.
4. The National Service Scheme (NSS) Committee organizes various programmes to cultivate social consciousness, leadership skills, and cultural awareness among students.
5. The institution conducts Yoga Awareness Programmes, educating students on the benefits of yoga and its impact on modern daily lifestyles.

#### **Environmental Issues and Sustainability**

1. In addition to academic courses, students are encouraged to participate in various environmental activities, such as tree planting, dengue awareness campaigns, and plastic eradication initiatives.
2. The institution practices rainwater harvesting in all buildings, improving groundwater levels, and has installed a Reverse Osmosis Water Plant to fulfil drinking water needs.
3. The NSS Cell leads awareness programmes for environmental protection and ecological preservation, fostering a culture of sustainability and responsibility.

| <b>File Description</b>                 | <b>Document</b>               |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for 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:** 53.09

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

Response: 472

| 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

### 1.4.1

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

**Response:** B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

| 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> |
| Provide Links for any other relevant document to support the claim (if any)                                     | <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:** 63.67

##### 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 |
|---------|---------|---------|---------|---------|
| 229     | 175     | 189     | 303     | 250     |

##### 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     | 300     | 360     | 420     | 420     |

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 77.41

##### 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 |
| 165     | 146     | 166     | 267     | 226     |

### 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 |
| 210     | 209     | 250     | 292     | 292     |

| 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> |
| Provide Links for any other relevant document to support the claim (if any)   | <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:** 12.7

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

The institution has prioritized student-centric pedagogies to elevate student engagement through experiential learning, participative learning, and problem-solving initiatives. To support faculty in this endeavour, the institution provides state-of-the-art ICT facilities including LCD projectors, smart classrooms, internet connectivity and Wi-Fi access, fostering an environment conducive to student-centred learning.

**Experiential Learning:**

1. Experiential learning is a dynamic educational approach where students learn by actively engaging in practical experiences.
2. Course coordinators facilitate internship training that bridge theoretical knowledge with real-world applications.
3. Students benefit from industrial visits and in-plant training at relevant companies, exposing them to cutting-edge technologies and industry practices.
4. Encouraging students to opt for laboratory-based courses and mini projects further enriches their experiential learning journey.

**Participative Learning:**

1. Motivating students to engage in intra and inter-college competitions like conferences, seminars, workshops, and hands-on training fosters a culture of competitive learning.
2. Annual technical symposiums organized by departments provide platforms for students to showcase their skills.
3. Bridging the industry-academic gap through guest lectures and seminar programs enriches students' understanding of real-world challenges and opportunities.
4. Entrepreneurship development initiatives raise awareness among students about entrepreneurial skills and start-up ideas, nurturing innovation and creativity.
5. The institution organizes NSS camps, village adoption schemes, tree plantation drives, and health awareness programs to engage students actively and cultivate their leadership potential.

**Problem-Solving Methodologies:**

1. The institution emphasizes the development of problem-solving skills among students through various hands-on learning experiences. One such initiative is the final year projects, where students actively engage in applying theoretical concepts to real-world problems. These projects are showcased at the end of the course, enabling students to demonstrate their innovative solutions and critical thinking abilities.
2. Moreover, additional hours are allocated for challenging subjects to enhance students' problem-solving capabilities further. This dedicated time allows for in-depth exploration and practice, fostering a deeper understanding of complex concepts and their practical applications.
3. To further nurture problem-solving skills, the institution organizes an annual Project Expo Competition. This event provides a platform for students to showcase their innovative ideas and projects. The best projects are recognized and awarded, encouraging students to push the boundaries of their creativity and problem-solving abilities. Participation in this competition not only fosters a competitive spirit but also allows students to learn from their peers' approaches and solutions.

4. Through these problem-solving methodologies, the institution aims to equip students with the essential skills required to tackle diverse challenges effectively. By combining theoretical knowledge with practical applications, students develop a robust problem-solving mindset, enabling them to thrive in their future academic and professional endeavours.

By embracing these student-centric approaches, the institution fosters a holistic learning environment that nurtures critical thinking, practical skills development, and overall student engagement.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for 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:** 99.27

**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 |
|---------|---------|---------|---------|---------|
| 70      | 76      | 84      | 90      | 93      |

| File Description  | Document                      |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <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:** 8.05

**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 |
| 12      | 10      | 6       | 4       | 1       |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| 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> |
| Provide Links for any other relevant document to support the claim (if any)   | <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:**

1. Internal assessment mechanisms for different courses are briefed by the concerned HoDs at the beginning of every academic year to the students. A detailed academic calendar is prepared in accordance with the affiliating university, made available on the website, in ERP software, on the notice- boards of the departments, and circulated in the students' social media groups, which enables the students to know about the dates of examinations and other activities well in advance and plan their studies accordingly.
2. To carry out the internal assessment test for the theory courses, time table, seating plan are prepared for each course by the department exam cell coordinator, published on department notice boards, in students' social media groups, and the same is forwarded to the exam cell for the conduct of centralized exams. Exam cell will depute hall invigilators and squad members for the smooth conduct of the examinations. Two sets of questions are collected from the course coordinators, obeying the Blooms taxonomy and course outcomes. After the scrutiny, it will be forwarded to the exam cell. Exam cell coordinators will randomly choose a question for the conduct of internal exams.
3. Internal evaluation is also carried out through assignments, quizzes, MCQs, seminars, etc., After the evaluation of the answer scripts within the scheduled date, it is distributed to the students for further discussion of answer keys, total mistakes, or awarding of lower marks. Students

acknowledged the fair evaluation by putting their signatures near the total marks awarded.

4. Class committee meetings are conducted after the conduction of an internal assessment test to identify the toughness or any special/ coaching classes needed for the particular subjects. Students are periodically counselled by the internal counsellors to improve their marks.
5. Slow learners / absentees with genuine reasons are permitted by the HoD/Principal were given another chance to improve their marks by undertaking a re-test, assignment, / seminar in the concerned subjects. The result analysis is prepared by the class advisor, and a progress report indicating the IAT marks / university results is sent to the parents. Parents Teachers Meetings are conducted frequently to discuss the marks, awards, attendance of the students with the parents. The marks are also updated in ERP (CAMU) and students have access to them. Based on the marks scored by the students, internal marks are computed and uploaded in the University web portal as per the schedule given by the University.
6. For laboratory courses, internal assessment marks are calculated based on practical class performance, record note submission, and lab observation completion in each laboratory session. Project work and Technical seminar evaluations are conducted based on the reviews of the students by the reviewing committee. The pattern of evaluation is informed well in advance to students at the beginning of the semester. After the evaluation, the marks are displayed with the approval of the Principal on the notice boards for verification.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for 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:**

The college offers six undergraduate courses, namely Civil Engineering, Computer Science and Engineering, Electrical and Electronics Engineering, Electronics and Communication Engineering, Information Technology and Mechanical Engineering. In line with its commitment to academic excellence, the college aligns with Anna University, Chennai to ensure a high-quality educational experience for the students.

The institution places a strong emphasis on fostering an effective teaching-learning process based on outcome-based education. Each department has developed its own vision and mission statements that are aligned with the institution's vision and mission. Additionally, the National Board of Accreditation defines the Program Outcomes (POs), which are common to all engineering programs. Furthermore, Programme Specific Outcomes (PSOs) are meticulously defined for each program, taking into consideration factors such as student strength, research, infrastructure, and faculty specialization.

### Implementation of Outcome-Based Education (OBE)

The implementation of Outcome-Based Education (OBE) is a key focus area for the institution. To ensure a comprehensive understanding and integration of OBE, POs, and Course Outcomes, an awareness program is conducted for all faculty members at the beginning of each semester. This program is facilitated by external or internal expert members, providing the faculty with the necessary knowledge to frame their own course outcomes and subsequently map the Course Outcomes (COs) to POs and PSOs. Following the publication of the university results, faculty members compute the CO-PO attainment for their respective courses, taking into consideration internal assessment and co-curricular activities such as seminars and assignments.

#### Dissemination of COs, POs and PSO:

Effective communication of the institution's vision, mission, and educational objectives is crucial for creating a cohesive academic environment. To this end, the Vision and Mission statements of the college are prominently displayed in the college library, main notice boards, Entrepreneurship Development Cell (EDC), Placement office, and the college website. Additionally, the Vision, Mission, Program Educational Objectives (PEOs), POs, and PSO statements of each department are displayed in the Head of Department (HoD) room, staff room, laboratories, classrooms, record notebooks, logbooks, and in the respective department links for easy reference by staffs, students, and other stakeholders. Course objectives and outcomes are thoughtfully included in lesson plans and Internal Assessment Test (IAT) question papers for each course, ensuring that they are integrated into the fabric of the teaching and evaluation process.

This comprehensive approach to outcome-based education and effective communication underscores the institution's commitment to provide a well-rounded and outcome-driven educational experience for its students across all engineering programs.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for 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:**

The well-structured curriculum ensures attainment of Program Outcomes (POs) and Program Specific Outcomes (PSOs) through robust assessment processes. In the context of Outcome Based Education (OBE), the assessment of Course Outcomes (COs) stand as a pivotal element. Each course is designed with COs, collectively contributing to the attainment of POs.

**Assessment Tools for Calculating CO Attainment:**

The evaluation of CO attainment relies on various assessment tools, known as Direct Assessment Tools, including Internal Assessment Tests (IATs), Co-curricular activities, Lab Record/Model Exam, Project Review, and End Semester Examination. These tools play a crucial role in measuring the achievement of Course Outcomes of different courses.

**Assessment Process:**

Student performance in each course undergoes evaluation based on Internal Assessment Tests (IATs) and End Semester Examination. The process of assessing CO attainment for diverse courses, encompassing Theory, Practical, and Project components, follows a structured approach to ensure comprehensive evaluation.

**CO-PO Attainment Process:**

1. The CO-PO mapping is exactly prepared at the end of each semester.
2. Attainment targets are established at the semester's commencement by course coordinators in consultation with Heads of Departments (HoDs), considering course nature and past performance trends.
3. Each CO is evaluated using the chosen assessment tools, and attainment levels are assigned based on the percentage of students exceeding expected performance:

- Level 3: >80%
- Level 2: 71-80%
- Level 1: 60-70%

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

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

**Response:** 78.3

**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 |
|---------|---------|---------|---------|---------|
| 185     | 199     | 145     | 155     | 146     |

### 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 |
| 268     | 249     | 151     | 161     | 231     |

| 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> |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response:** 3.6

| File Description   | Document                      |
|--|-------------------------------|
| 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:** 23.18

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.075   | 23.1    | 0       | 0       | 0       |

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

### 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:**

J.P. College of Engineering (JPCOE) has established an ecosystem dedicated to enhancing the students' experience on innovations. The ecosystem for innovations comprises various components such as the Incubation Cell, Research and Development Cell (R&D Cell) Entrepreneurship Development (EDC) Cell, Intellectual Property Rights Cell (IPR Cell) aimed at facilitating the transfer of technical knowledge. The institution strongly believes that partnerships with industries, government bodies, and higher education institutions are crucial for the social up-liftment of rural students. In line with this vision, the J.P. Incubation Centre was inaugurated to foster technology-enabled entrepreneurship and inspire students, alumni, and faculty members to cultivate innovation and promote entrepreneurial endeavours.

**JPCOE R&D Cell**

The Research & Development cell of J. P. College of Engineering, aims to enhance innovation based progressive activities to nurture research culture in the Institute by promoting researches in both conventional and newly emerging domains of engineering, technology and sciences. It encourages the students and faculty to undertake projects in core domain and interdisciplinary domains as per the requirement of the funding agencies. The research capabilities of students and staff are enhanced by encouraging them to participate in conferences, project competitions, seminars, webinars and workshops.

### **JPCOE Incubation Cell:**

The Incubation Cell at J.P. College of Engineering was established in the academic year 2022-

23. It serves as a nurturing ground for innovative ideas and entrepreneurial ventures within the college ecosystem. The cell aims to bridge the gap between academic knowledge and practical application by providing a supportive environment for students and faculty to transform their ideas into viable business models.

### **IPR Cell**

Innovation is a continuous process of learning, and a successful innovation can lead to a great invention. Once an invention is created, it needs to be properly protected to enable its use for the development of the individual, the business, and the nation. Intellectual Property Rights (IPR) has gained paramount importance as a means to protect inventions and leverage business opportunities. As a budding engineer and future innovator, it is crucial to be aware of the creation and protection of intangible properties, which can result in intellectual property.

### **ENTREPRENEURSHIP DEVELOPMENT (ED) CELL**

The Entrepreneurship Development Cell (ED Cell) at J.P. College of Engineering (JPCOE) is dedicated to promoting entrepreneurship and innovation among the students. The cell organizes various activities and workshops to promote an entrepreneurial mindset and provide students with the necessary skills and resources to turn their ideas into successful ventures.

### **JPCOE IIC**

The Institution Innovation Council (IIC) at J.P. College of Engineering was established on March 8, 2022, as part of the initiative by the Ministry of Education's Innovation Cell (MIC) to promote innovation and entrepreneurship in higher education institutions. The first council meeting was conducted on March 16, 2022, marking the official commencement of IIC activities at JPCOE.

| <b>File Description</b>                 | <b>Document</b>               |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for 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:** 41

**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 |
|---------|---------|---------|---------|---------|
| 19      | 13      | 5       | 3       | 1       |

| 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:** 0.04

**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 |
|---------|---------|---------|---------|---------|
| 6       | 0       | 0       | 0       | 0       |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| 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> |
| Provide Links for any other relevant document to support the claim (if any)   | <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:** 0.05

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 4       | 2       | 1       | 1       | 0       |

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| 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> |
| Provide Links for any other relevant document to support the claim (if any)  | <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:**

J.P. College of Engineering believes "serving the humanity is serving God," fostering social responsibility and holistic student development.

**Engaging in Action:**

Faculty and students actively participate in extension activities within the local community, enriching their learning while addressing societal concerns.

**Empowerment Through Service:**

The National Service Scheme (NSS) and Youth Red Cross (YRC) units serve as key platforms for student engagement, offering opportunities to:

**Identify and address community needs:** Assist underprivileged populations through various initiatives.

**Raise awareness:** Disseminate information about government schemes and crucial social issues.

**Promote environmental consciousness:** Participate in campus and community clean-up drives, tree plantation programs and environmental awareness campaigns.

**Advocate for health and well-being:** Organize informative sessions and awareness programs on health issues and preventive measures.

**Nurture social values and environmental responsibility:** Cultivate a sense of empathy, social responsibility and concern for environmental sustainability.

**Empower rural women:** Support initiatives promoting the empowerment and well-being of women in rural areas.

**NSS /YRC Unit Activities:**

In collaboration with local authorities, the NSS unit has undertaken various impactful initiatives, including dengue awareness campaigns, anti-drug awareness programs, cyclone relief activities, plastic awareness rallies, tree plantation drives, temple clean-up projects, eye camps, blood donation camps, SWACH BHARATH awareness programs, voter awareness initiatives, and river clean-up projects. Each department visits the nearby village, enabling the students to interact directly with the community and understand their needs. Departments organize visits to chosen orphanages, allowing students to interact with the children, understand their needs, and contribute essential items like food, groceries, snacks, and books. Spending quality time with the children fosters compassion and understanding in students.

**Learning Through Service:**

These community engagement activities offer students valuable learning outcomes:

1. **Enhanced understanding of societal issues:** Gaining first-hand experience with social challenges fosters empathy and motivates students to seek solutions.
2. **Building connections and partnerships:** Collaborating with organizations and NGOs lays the groundwork for future community engagement and humanitarian work.
3. **Developing a sense of social responsibility and compassion:** Cultivating a sense of belonging and responsibility towards the community, underprivileged individuals and the environment.
4. **Refining problem-solving skills:** Applying classroom knowledge to real-world situations strengthens critical thinking and problem-solving abilities.
5. **Honing essential skills:** Community engagement fosters the development of social, communication, management, leadership, analytical and perceptual skills.

By actively participating in community service initiatives, JP College of Engineering equips its students to become socially responsible individuals prepared to contribute meaningfully to society.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 3.4.2

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

##### **Response:**

J.P. College of Engineering takes pride in its commitment to community service and has consistently garnered recognition for its impactful extension activities.

**Appreciation for Blood Donation Efforts:** In 2018, YRC of our Institution received a certificate of appreciation from the Tirunelveli District Collector, for JPCOE's exceptional efforts in organizing a blood donation camp in 2017, which collected a remarkable 91 units of blood.

**Community Applause:** JPCOE's dedication to community service has earned widespread appreciation from various entities:

1. Local Panchayat commended the college for its cleaning activities.
2. Tenkasi Police Department expressed gratitude to the students for their road awareness and firecracker awareness programs.
3. Ayikudi Government Hospital acknowledged the institution's efforts in raising awareness about dengue prevention and its societal impact.
4. Tirunelveli Collector appreciated the college's active participation in the Tamirabarani River Cleaning Campaign.

5. Local Panchayat officials applauded the students involved in the tree plantation program.
6. Tenkasi Government Hospital recognized the college for conducting a successful blood donation camp on its premises.

These acknowledgements serve as a testament to J.P. College of Engineering's unwavering commitment to enriching the lives of individuals and communities through its comprehensive community engagement initiatives.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for 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:** 25

**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 |
|---------|---------|---------|---------|---------|
| 8       | 6       | 2       | 5       | 4       |

| File Description   | Document                      |
|--|-------------------------------|
| Photographs and any other supporting document of relevance should have proper captions and dates.  | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| 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 | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

## 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:** 20

| <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> |
| Provide Links for any other relevant document to support the claim (if any)  | <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:**

J.P. College of Engineering provides comprehensive infrastructure facilities to support teaching, learning, and overall student development. The institution offers a conducive environment for academic excellence and personal growth through various amenities and resources.

#### Teaching and Learning Facilities

The college has sufficient classrooms for all the students and ramp facilities for physically challenged students. The laboratories are equipped with the latest equipment and computers as per the requirements of the current Anna University curriculum. Tutorial rooms, mini-project spaces, and dedicated project rooms enhance practical learning experiences. The placement and training cell facilitates career development through training sessions and on-campus recruitment activities. The Center of Excellence on Internet of Things (IoT), Embedded Systems, and Programmable Logic Controller (PLC) allows students to engage with advancements in specific emerging engineering domains. Research initiatives are supported by projects funded by the Department of Science and Technology (DST) and the Ministry of Small and Medium Enterprises (MSME), promoting innovation through incubation activities. The Common Facility Centre (CFC) further promotes research and innovation.

#### ICT Enabled Facilities

The college has well-equipped seminar halls with smart TVs, projectors, and computers with CAMU (ERP software). The campus is Wi-Fi-enabled, and students have access to video lectures, online courses through NPTEL and Infosys Springboard, as well as digital libraries with journal subscriptions. The college also utilizes online platforms like Educaplay and Google Forms for active learning through quizzes and assignments.

#### Co-curricular and Extra-curricular Facilities

The college has well-maintained playgrounds with a 400-meter track, net facilities for cricket coaching, indoor and outdoor auditoriums, and a cultural room for performing events during various celebrations. The college promotes holistic development through life skill clubs, a yoga center, gymnasium, photography club, and mathematics club. The National Service Scheme (NSS) organizes green campus initiatives, outreach programs, and socially responsible activities. Additionally, the college provides

training for competitive examinations like GATE, TNPSC and UPSC.

### Additional Support Facilities

Student welfare is prioritized through amenities such as hostels, cafeteria, organic farms, ATM and CCTV surveillance. Separate restrooms are available for male and female students, staffs and guests. The campus ensures uninterrupted power supply through generators, solar panels and wind mills with energy conversion systems. Safety measures include fire extinguishers in laboratories and a medical room with first-aid facilities. Clean drinking water is provided through RO plants and an electric vehicle facilitates emission- free transportation within the campus.

The college has also provided facilities for conducting government training programs, such as ENNUM EZHUTHUM for government school teachers, and has hosted examinations like TNPSC Group-IV, Teacher Eligibility Test (TET) and Teachers Recruitment Board (TRB) examinations.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for 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:** 26.75

**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 |
|---------|---------|---------|---------|---------|
| 53.15   | 10.08   | 22.62   | 48.14   | 104.07  |

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

The library resource of J.P. College of Engineering is automated using Integrated Library Management System (ILMS) and efficiently managed using **Autolib Ver.24.01**. This system facilitates automated cataloguing, ensuring seamless management of the extensive collection of books. The availability and distribution of books to students and staffs are tracked in real-time, enhancing accessibility and operational efficiency. Barcode scanning is integrated for check-ins and check-outs, speeding up transactions and minimizing errors.

**Developing Library Network (DELNET)** is employed for academic resource sharing by collecting, storing and disseminating information to students and staffs. DELNET's various portals, including the discovery portal, knowledge gainer portal and video lectures, are used extensively for research and knowledge acquisition. Faculty members use these resources to undertake research activities in emerging domains.

**Tamil Nadu Digital Library (TNDL)** or Tamil internet e-library, a division of the Tamil Internet Education Institute, is another valuable resource. Faculty and students access a variety of resources, including journals, question papers, lecture videos, newsletters, articles, presentations, and e-books. TNDL enables multidisciplinary teaching and learning, with faculty-specific theses available for reference. This library connects our students to resources available across various colleges and universities in Tamil Nadu, enriching their academic experience.

**e-SodhSindhu** provides access to qualitative electronic resources like factual database and bibliographies to our students and staff. This platform offers scholarly content through subject portals, and e-books and e-journal archives are available on a perpetual access basis, ensuring that students and staff can use these resources conveniently around the clock.

**e-SodhGanga** is used by the faculty of our institution who are about to pursue their research and also by faculties who are currently pursuing their doctor of philosophy, as a unique source of information for gaining knowledge on the recent research works being carried out successfully in our nation.

**Vidwan** login ID is available to all teaching staff, enabling them to interact with researchers and other faculty members working at leading academic institutions. This platform provides access to expert backgrounds and scholarly articles, allowing faculty members to connect with experts in their field and enhance their knowledge and skills.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for 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:**

LAN connection is available to all the computers of all the laboratories with a speed of 50Mbps provided by TATA Tele Business Services.

- Wi-Fi connectivity is provided both for academic and administrative purpose. Ethernet ports are available throughout the campus for laptops and other computing devices needing internet connectivity.
- Computer laboratories are equipped with state-of-the-art technology and are made available to all the students and staffs.
- Staffs and students of our institution make use of hotspot and hence can access the internet inside our campus using Wi-Fi via a Wireless Local Area Network (WLAN) with a router connected to Internet Service Provider.
- File sharing server in our campus enables the storage and management of data files that can be accessed by other computers on our college network.
- CISCO umbrella available in our institution is a cloud security service that provides DNS-layer security to stop threats over all ports and protocols. It stops malware earlier and prevent callbacks to attackers if infected machines connect to our network.
- CISCO umbrella is also used to route requests to risky domains to a selective proxy for deeper URL and for file inspection. This effectively protects all the systems effectively without performance deterioration or time delay.

- CISCO umbrella also provides visibility into cloud applications used across our institution. This helps to identify potential risks and specific risky applications are blocked easily.
- On-network devices are protected by pointing our DNS from any network device using CISCO footprint, hence implementing a powerful security without operational complexity.
- When the VPN is off, the laptops of our institution are protected with CISCO umbrella's light weight roaming client.
- Continuous power supply is made available in our institution using UPS with more than 90KVA capacity.
- CCTVs are placed at vital locations in our institution and are monitored periodically to avoid vandalism inside our campus.
- Enterprise Resource Planning (ERP) integrates all the functionalities of our college using CAMU which is a campus management solution that is accessed by staffs and students with valid user id and password and is handled effectively by the administrator and institution head to manage student registration, course registration, fee management, student attendance, assessments and other services offered to students.
- Daily attendances of teaching staffs of our institution are tracked by scanning their finger print using Biometric attendance system.
- The Integrated library management software Autolib Ver.24.0 is used to effectively manage the library books.
- Using Autolib students can log into their login and search the availability of the books in the library.
- It also list the new arrivals in the student page to make it know to all the students when a new book arrives in the library.
- The systems in the computer labs are updated regularly based on the need of the system configuration required for the students to do their lab seamlessly.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 4.3.2

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

**Response:** 2.56

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

**Response:** 347

| 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> |
| Provide Links for any other relevant document to support the claim (if any)                               | <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:** 6.86

**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 |
|---------|---------|---------|---------|---------|
| 15.56   | 14.7    | 3.6     | 18.63   | 8.53    |

| 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 maintenance of infrastructure should be clearly highlighted) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <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:** 79.25

**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 |
|---------|---------|---------|---------|---------|
| 708     | 732     | 695     | 678     | 601     |

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

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

| File Description  | Document                      |
|---|-------------------------------|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | <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:** 47.52

**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 |
|---------|---------|---------|---------|---------|
| 460     | 405     | 423     | 409     | 350     |

| 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:** A. All 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:** 75.18

**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 |
|---------|---------|---------|---------|---------|
| 162     | 140     | 95      | 125     | 102     |

**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 |
|---------|---------|---------|---------|---------|
| 185     | 199     | 145     | 155     | 146     |

| 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> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

### 5.2.2

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

**Response:** 0.91

**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 |
|---------|---------|---------|---------|---------|
| 0       | 1       | 1       | 1       | 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> |
| Provide Links for any other relevant document to support the claim (if any)  | <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:** 0

**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 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**File Description****Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

**5.3.2**

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

**Response:** 4.6

**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 |
|---------|---------|---------|---------|---------|
| 7       | 5       | 0       | 5       | 6       |

| 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:**

### **J.P. College of Engineering Alumni Association (JPCOEAA)**

The J.P. College of Engineering Alumni Association (JPCOEAA) is registered under the Societies Registration Act in [27/1975] with the Registrar of Societies, Tenkasi Region (Registration No: [SRG/TENKASI/22/2024] under Rule 10 of the Tamil Nadu Societies Registration Rules, 1975).

#### **Fostering Growth Together**

The association is actively engaged in helping various stakeholders of our Institution. This association serves multiple purposes:

- 1. Supporting the Institution's Mission and Vision:** JPCOEAA works collaboratively with the institute's management to develop plans and initiatives that support the college's mission and vision.
- 2. Building Industry Connections:** The association bridges the gap between the college and the corporate world, providing valuable insights and connections for both students and faculties.

#### **Regular Engagement through Diverse Activities**

JPCOEAA prioritizes regular interaction with its alumni through various means:

- 1. Webinars, Seminars, and Guest Lectures:** The association frequently hosts online and offline events featuring alumni as speakers, allowing them to share their expertise and experiences with current students.
- 2. Alumni Meet:** These gatherings, held annually on May 1st (JPCOEAA Day), provide opportunities for alumni to reconnect with former classmates, reminisce about their college days, and forge new connections. Both online and offline modes are facilitated to ensure wider participation.

#### **Beyond Nostalgia: A Platform for Knowledge Sharing**

JPCOEAA goes beyond social gatherings to create a platform for knowledge exchange:

1. **Mentorship and Career Guidance:** Alumni provide invaluable guidance to aspiring graduates by sharing their career experiences, industry trends and insights into corporate culture. This equips students with the necessary skills and knowledge to succeed in the job market.
2. **Enriching the Curriculum:** Alumni actively participate in college committees like the Department Advisory Committee, IQAC (Internal Quality Assurance Cell) and the Industry Institute Partnership Cell. Their expertise helps in shaping and enriching the curriculum by suggesting relevant value-added courses and skill development programs for current students.
3. **Book Donations and Academic Support:** Alumni demonstrate their commitment to academic excellence by contributing books and learning materials to benefit their junior colleagues.

#### Alumni as Career Catalysts

JPCOEAA empowers students in their career journeys through targeted initiatives:

1. **Placement and Career Assistance:** Alumni leverage their professional networks to assist students in securing placements. They share interview tips, career development strategies, and insights specific to various domains.
2. **Campus Recruitment:** Alumni working in different organizations recommend and promote JPCOE students to their employers, increasing placement opportunities.
3. **Internship Opportunities:** JPCOEAA facilitates internship placements for students in various companies through alumni connections. These internships provide valuable hands-on experience and enhance student employability.
4. **Entrepreneurship Inspiration:** The association invites successful alumni entrepreneurs, many of whom started their ventures during their time at JPCOE, to share their experiences and challenges. These inspiring stories encourage current students to consider entrepreneurship as a viable career path.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for 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:

#### Vision

To evolve as Centre of Excellence in Teaching, Innovative Research and Consultation in Engineering and Technology and to empower the rural youth with technical knowledge and professional competence thereby transposing them as globally competitive and self-disciplined technocrats.

#### Mission

To inculcate technical knowledge and soft skills among rural students through student-centric learning process and make them as competent Engineers with professional ethics to face the global challenges, thus bridging the 'rural-urban divide'.

#### Effective Governance and Collaborative Leadership

J.P. College of Engineering is committed to strong governance and collaborative leadership. The Governing Council (GC), comprised of management representatives, esteemed academicians and industry leaders, plays a pivotal role in the institute's growth. This council meets annually to review institutional activities, provide guidance on administrative, academic and research matters, and make crucial decisions concerning infrastructure expansion, implementation strategies, and other vital areas.

#### Decentralized Structure and Empowered Teams

The institute prioritizes shared leadership and collaborative decision-making. This philosophy is reflected in its decentralized structure, which empowers various departments and assigns responsibilities strategically. This delegation of authority follows a well-defined organizational structure with clear job descriptions for each position. To ensure smooth operation, the institute has established various verticals, each led by a head that makes informed decisions aligned with the institute's vision, mission, quality policies, and regulatory requirements. These leaders consult with the Principal as needed.

#### Dedicated Committees for Seamless Functioning

Several committees are established to ensure the institute's smooth operation, including:

- 1.College Governing Council
- 2.Grievance Redressal Cell

3. Internal Compliance Committee
4. Anti-Ragging Committee
5. Internal Quality Assurance Cell (IQAC)
6. Examination Cell
7. Counselling/Mentoring Cell
8. Programme Assessment Committee
9. Training and Placement Cell
10. Co-Curricular and Extra-Curricular Clubs
11. Research & Development (R&D) Cell
12. Women Empowerment Cell
13. Intellectual Property Rights (IPR) Cell
14. Entrepreneur Development Cell
15. OBC/SC/ST Cell

### Vision for the Future: Perspective Planning

**The institute actively promotes a future-oriented vision through various initiatives:**

**Encouraging Research and Innovation:** Faculty and students are encouraged to participate in research grants, funding opportunities, and industry-sponsored research projects. Additionally, efforts are underway to obtain recognition from affiliating university (AU) as a research center for all departments.

**Innovation and Entrepreneurship:** The institute, through its Entrepreneur Development Cell (EDC), organizes hackathons, idea competitions, and start-up weekends to cultivate an environment of innovation and support aspiring entrepreneurs.

**Sustainability and Modernization:** JPCOE is committed to developing and maintaining the sustainability through teaching and research across various disciplines. Additionally, regular needs analysis and market research are conducted to identify new courses and programmes, leading to strategic expansion and modernization of infrastructure.

**Quality Accreditation:** The institute actively pursues accreditation from National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA) to maintain high academic standards.

**Enhancing Employability:** The institute implements strategies to improve student placement opportunities with high CTC (Cost-To-Company).

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for 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:**

The administrative structure of the institution is well-organized, with the institutional perspective plan effectively deployed through a range of policies. Recruitment processes, including appointment and service rules, roles and responsibilities, conduct rules and leave rules, adhere to the primary HR policy. Additionally, secondary policies such as E-governance, Green Campus initiatives, Feedback mechanisms and Research and Development (R&D) initiatives are also functional, contributing to the institution's holistic development.

The institute's organogram chart provides a clear depiction of the functions of various administrative roles, facilitating streamlined operations and effective decision-making processes. The college's administrative hierarchy is delineated as follows:

The Managing Trustee serves as the functional head of the college, with responsibilities encompassing academics, academic development, and institutional development. She has the authority to initiate necessary actions for the college's advancement, subject to approval from governing bodies.

- The Governing Body is the highest decision-making body, establishes the college's vision and management principles to guide the implementation of its mission.
- The Principal acts as the primary academic superintendent and serves as a liaison between management, staffs and students. Their responsibilities include overseeing teaching and learning activities, as well as facilitating library and laboratory development, educational development, and research and development initiatives.
- The Internal Quality Assurance Cell (IQAC) is tasked with promoting a learner-centered environment conducive to high-quality education. Additionally, IQAC fosters faculty competence by facilitating the adoption of necessary technology and skills for interactive learning and teaching.
- Heads of Departments (HODs) ensure the smooth conduct of academic and administrative activities within their respective departments, contributing to overall institutional efficiency.
- Various committees and cells have been established, each with its own set of goals and responsibilities, to address specific needs and concerns, further enhancing the institution's administrative efficacy.

In terms of accomplishments, several strategic goals outlined in the SWOC (Strengths, Weaknesses, Opportunities, and Challenges) and Strategic Plan reports have been successfully implemented:

- Initiatives were undertaken to establish an institute incubation center for startups, providing a platform for entrepreneurial ventures to flourish within the college ecosystem.
- Memorandums of Understanding (MoUs) were established with industries and institutions to foster mutual development opportunities for both students and staff members, facilitating collaborative initiatives and knowledge exchange.
- Efforts were made to achieve a green campus through research on renewable energy resources,

demonstrating the institution's commitment to environmental sustainability and responsible practices.

- Initiatives were taken to apply for ranking under the National Institutional Ranking Framework (NIRF), reflecting the institution's commitment to excellence and recognition on a national level.
- Proposals were submitted to secure grants from government funding agencies, aiming to enhance institutional resources and support ongoing academic and research endeavors.

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

| File Description   | Document                      |
|--|-------------------------------|
| 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> |
| Provide Links for any other relevant document to support the claim (if any)  | <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:**

JPCOE places a significant emphasis on the career development and overall improvement of its staff, both teaching and non-teaching. The institution has established a comprehensive framework to nurture professional growth and create an enriching work environment.

**Continuous Learning and Education:**

Staff members are encouraged to pursue further education, obtain certifications and pursue advanced degrees to acquire specialized knowledge and skills. The institution supports staff by enabling them to attend workshops, seminars, webinars and conferences. This ensures that they stay updated on industry trends and best practices, benefiting both individual growth and institutional progress.

**Skill Development:**

Recognizing the importance of skills is in high demand within the industry. JPCOE provides opportunities for staff to acquire and enhance these skills.

The institution offers a range of online courses and training programs that cover technical and soft skills. This approach allows staff to remain competitive and adaptable in their roles.

**Leadership Development**

JPCOE understands that leadership skills are essential for career advancement. As such, staff members are encouraged to take on leadership roles, volunteer for leadership opportunities and participate in leadership training programs.

The institution also acknowledges and celebrates staff who demonstrate leadership abilities within the organization, fostering a culture of leadership and growth. In recognition of the vital role played by both teaching and non-teaching faculties in the institution's development, JPCOE's administration places a strong focus on acknowledging their commitment and addressing their needs. This recognition and support are essential for ensuring the institution's effective operation.

To achieve this, the institution has implemented several effective initiatives. By meeting the needs of its employees, JPCOE has significantly boosted productivity and accelerated institutional growth. The management actively fosters a conducive working environment through attractive welfare measures and recreation activities.

**Performance Management System**

In pursuit of its overarching mission and vision, JPCOE has instituted a highly competent performance management system. This system is designed to enhance the overall performance of teams and individuals alike. Each teaching and non-teaching staff member undergoes an annual evaluation, where faculty members submit self-appraisal forms. These comprehensive assessments cover various aspects, including academic commitments, professional growth, teaching methodologies, course delivery and assessment methods.

## Feedback

In addition, the institution values student feedback as a vital component of its performance evaluation system. Students are encouraged to provide candid feedback about their teachers through feedback forms. This feedback mechanism ensures transparency and provides valuable insights.

Department heads play a crucial role in the evaluation process by generating reports on various perspective measures each semester. These reports are then sent to the principal for further action. Periodic meetings are conducted to assess professional development and teaching abilities. The evaluation report and closing remarks are considered for recognition and improvement. This systematic approach elevates staff competency levels and enhances academic performance, contributing to the institution's steady growth.

For non-teaching staff members, performance evaluations are based on reports provided by department heads, ensuring that all staff members are assessed and supported in their career development.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for 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:** 46.83

**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      | 38      | 40      | 35      | 34      |

| File Description  | Document                      |
|---|-------------------------------|
| 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> |
| Provide Links for any other relevant document to support the claim (if any)   | <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:** 49.81

**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 |
|---------|---------|---------|---------|---------|
| 65      | 72      | 45      | 40      | 40      |

**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 |
|---------|---------|---------|---------|---------|
| 21      | 28      | 18      | 24      | 25      |

| 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> |
| Provide Links for any other relevant document to support the claim (if any)  | <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:**

#### **Mobilization of funds and the Optimal utilization**

According to the Tamil Nadu government's guidelines for higher education, 65% of students are enrolled through Anna University Counselling (TNEA), and 35% are admitted through Management Quota. The fees for management quota admissions are greater than those for government quota admissions. The institute's main source of income comes from tuition fees. Previous audit reports demonstrate that the funds raised are properly used for the functioning of the institute.

Staff salaries (both teaching and non-teaching) take up majority of the expenditure from income, which is then followed by student services and consumables, administrative costs, repairs and maintenance, transport etc. According to the audited account, the funds collected are wisely used. Generally, more than 90% of the funds received annually are utilized for a particular financial year. The financial resources are mobilized and optimally utilized under each head.

#### **Financial Audits**

To maintain financial compliance, the Institute has a system for internal and external audit. Regular audits of the institutional accounts are conducted. Auditors' observations if any are immediately corrected or rectified.

**Internal Audit:** JPCOE conducts internal audits with the experienced Internal Auditor. Their mandate includes thorough examination and verification of all vouchers and documents pertaining to the

institution's financial transactions. This collaborative effort ensures rigorous scrutiny and adherence to auditing standards, contributing to the transparency and integrity of JPCOE's financial processes.

**External Audit:** Every year, a Statutory Audit is performed. A qualified Chartered Accounting firm performs statutory audit once every year. In the month of March, the final audit is conducted. According to the 1961 Income Tax Act, the institute maintains its accounting records. An external auditor conducts the external audit, preparing the balance sheet, income and expense statement, and other necessary documents before submitting the ITR each year along with the audit report that has been properly signed by management.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for 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:

The Internal Quality Assurance Committee (IQAC) at the institution plays a pivotal role in cultivating a culture of quality and continuous improvement.

The IQAC Mainly Focuses on:

#### 1. Realizing the Mission and Vision of the Institution:

The IQAC ensures the institution's activities align with its mission and vision by developing strategies that reflect core values and objectives. It promotes academic excellence, innovation, inclusiveness, and social responsibility, guiding stakeholders towards shared institutional goals.

#### 2. Defining the POs (Program Outcomes) and Institutionalizing the Quality Policies:

The IQAC defines clear, measurable Program Outcomes (POs) aligned with the institution's educational objectives, serving as benchmarks for student performance. It institutionalizes quality policies through regular reviews and updates, embedding them into the institution's processes and culture.

### **3.Documenting the Quality Assuring Strategies:**

Documentation is crucial for the IQAC, involving systematic recording of quality assurance strategies, processes, and activities. It aids continuous improvement, ensures transparency, accountability, supports accreditation and audits by tracking progress and identifying areas for improvement.

### **4. Continuous Improvement in the Strategies after Thoroughly Assessing the Attainment:**

The IQAC stresses continuous assessment and improvement of quality assurance strategies. It evaluates effectiveness through data collection, analysis and stakeholder feedback, making informed decisions to enhance strategies that align with the institution's mission and vision, ensuring adaptability and high standards.

### **5.Redefining the New Goals and Observing the Attainment Level:**

Setting and achieving new goals is an ongoing process managed actively by the IQAC. After assessing current goal achievements, the IQAC collaborates with stakeholders to redefine goals aligned with emerging educational trends, challenges, and opportunities. This includes setting realistic targets and monitoring progress to maintain institutional alignment and address issues promptly.

**6. Student Feedback and Evaluation Processes:** Gathering feedback from students on teaching and learning experiences is crucial for continual improvement. Feedback is collected twice annually through structured forms, which are then reviewed by the Principal to identify opportunities for faculty development and instructional enhancement.

The IQAC conducts annual academic audits to enhance and maintain educational quality. These audits evaluate departmental activities, acknowledge achievements and recommend improvements in teaching, research, administration, and extracurricular areas.

Over the years, the IQAC has spearheaded several initiatives, including:

**1. ICT Integration Promotion:** Faculty members are encouraged to integrate information and communication technology (ICT) into their teaching methods. Classrooms and seminar halls are equipped with projectors to facilitate technology-enhanced learning.

**2. Research and Development:** The IQAC encouraged the staffs to draft and submit proposals to various funding agencies. This initiative resulted in an increased number of proposals submitted throughout the year, with several of them securing funding from government agencies like DST and TNSCST.

**3. Training and Placement Initiatives:** The IQAC has recommended and implemented specialized training classes focusing on aptitude, Python programming, communication skills, reasoning, and interview techniques. These initiatives have significantly boosted student placement rates.

**4. Student-Centered Teaching Methods:** The IQAC emphasizes student-centric approaches such as lectures, seminars, presentations, and industry field trips. These methods are designed to maintain high educational standards across diverse academic disciplines.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for 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:** A. Any 4 or more 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> |
| Provide Links for any other relevant document to support the claim (if any)   | <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:**

#### **Commitment to Gender Equity**

J.P. College of Engineering (JPCOE) recognizes the importance of gender equity and strives to provide equal opportunities for both men and women in academics, administration, and leadership roles. This commitment is reflected in various initiatives:

- **Gender Representation in Leadership:** JPCOE boasts a significant presence of women in leadership positions, with 40% of administrators and department heads being female. Women faculty members comprise 40% of the teaching staff, further solidifying their role in shaping academic excellence.
- **Empowering Women in College Activities:** Women actively participate and contribute to college life. They hold 40% of coordinator positions in various committees, and nearly half (40%) serve as facilitators for committees and clubs.
- **Encouraging Female Enrollment and Success:** JPCOE prioritizes attracting female students. Currently, female enrollment is at 46.96%, with an impressive graduation rate for female students. This is further bolstered by a high placement rate among graduating female students, highlighting their strong academic performance and industry readiness.

#### **Gender Equity and Sensitivity in Academics and Beyond**

JPCOE integrates gender sensitivity into both curricular and co-curricular activities, fostering an inclusive learning environment. The college provides various facilities that contribute to a safe and supportive space for female students:

- **Safety and Security:** JPCOE prioritizes student safety through a robust grievance redressal mechanism. Students can address academic and non-academic concerns, including harassment or bias, through designated channels. Suggestion boxes are placed in each block for anonymous feedback, and an online complaint system allows for convenient reporting.
- **Hi-Tech Surveillance:** High-resolution security cameras provide 24/7 surveillance of key locations throughout the campus, deterring unauthorized access and enhancing overall security.
- **Separate Hostels:** Separate, well-maintained hostels for boys and girls are available within the college premises. Hostel rules ensure a safe and secure environment for residents. Female students can receive permission to visit home when their parents inform the warden, providing flexibility and peace of mind.

- **Medical Facilities:** A dedicated health center staffed by a qualified doctor and nurse offers medical care to all students. Additionally, first-aid kits are readily available for emergencies.
- **Dedicated Facilities for Women:** Separate restroom facilities with proper sanitation and ventilation cater to the needs of female students. A designated waiting room and sanitary napkin incinerators further promote comfort and hygiene.
- **Counselling and Mentoring:** JPCOE offers a unique counselling and mentoring program with a 1:20 student-to-mentor ratio. Each student has a faculty mentor for regular interactions, creating a safe space to discuss academic and personal concerns. Mentors document these interactions and can help mediate conflicts if needed.

Through these comprehensive initiatives, JPCOE creates an environment that empowers women, fosters gender equity, and ensures the well-being of all students.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for 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:** A. 4 or All of the above

| File Description  | Document                      |
|---|-------------------------------|
| 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> |
| Provide Links for any other relevant document to support the claim (if any)           | <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:** C. Any 2 of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| 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> |
| Provide Links for any other relevant document to support the claim (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:**

JP College of Engineering (JPCOE) recognizes the importance of nurturing responsible citizens who uphold the values enshrined in the Indian Constitution. Through a variety of initiatives and celebrations, the college cultivates a sense of civic duty, social awareness, and respect for democratic principles.

**Patriotism and Constitutional Values:**

- **Independence Day and Republic Day:** These annual celebrations go beyond mere commemoration. Flag-hoisting ceremonies, cultural programs, and discussions on the Constitution's significance instill a deep sense of patriotism and respect for democratic values among students. Additionally, the college celebrates national leader birthdays and anniversaries, reminding students of their contributions to India's growth.

### **Celebrating Diversity and National Unity:**

- **Saraswathi Pooja:** While acknowledging the cultural and religious aspects of Saraswathi Pooja, the institution also emphasizes its connection to the Constitution's promotion of scientific temper, humanism, and the spirit of inquiry.
- **Pongal Celebrations:** Observing Pongal ,a harvest festival,demonstrates the college's commitment to honoring the rich cultural tapestry of India, thereby reinforcing the principle of unity in diversity.

### **Enhancing Knowledge and Nation-Building:**

- **Engineer's Day:** Celebrating Engineer's Day pays homage to Sir M. Visvesvaraya, highlighting the critical role of engineering and innovation in national development. This aligns with the Constitution's emphasis on promoting scientific and technical education.

### **Appreciation and Inclusivity:**

- **Teacher's Day:** Celebrating Teacher's Day recognizes the invaluable contributions of educators in shaping students academic progress, motivation, and research endeavors.
- **Women's Day:** Celebrating Women's Day promotes gender equality, echoing the Constitution's mandate to ensure equal rights and justice for all citizens.
- **International Yoga Day:** Promoting physical and mental well-being through International Yoga Day aligns with the constitutional directive of securing citizens' health and fostering an environment of inclusivity.
- **Onam Celebration:** Celebrating Onam, a harvest festival from Kerala, demonstrates respect for other Indian traditions and fosters a sense of community among students.

### **Integration and Responsible Citizenship:**

- **First-Year Orientation Program:** Welcoming new students from diverse backgrounds through orientation programs helps them integrate into the college's culture, values, and the principles of the Constitution. This fosters a sense of responsibility and belonging among newcomers.

### **Curriculum and Faculty Development:**

- **Anna University Curriculum:** The emphasis on duties and responsibilities through Anna University's Human Values & Professional Ethics course underlines the importance of adhering to ethical values and fulfilling one's civic duties.
- **Faculty Development Programs (FDPs):** Regularly conducted Faculty Development Programs (FDPs) equip staff members with the skills and knowledge necessary to effectively integrate these concepts into their teaching.

### **Beyond the Classroom:**

- **NSS Activities:** The National Service Scheme (NSS) student volunteers conduct awareness programs, educating their peers about crucial topics such as voting rights, traffic safety, first-aid techniques, and environmental protection.

By instilling a sense of civic responsibility and respect for the Constitution's values, JPCOE actively prepares its students to become responsible and engaged citizens who contribute positively to the nation's progress.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for 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 Best Practice (1)

#### **EMPOWERING STUDENTS PRESENTATION SKILL**

Seminar is an integral part of the curriculum, which helps improve the students' self-confidence, communication skills, critical thinking, and knowledge acquisition.

#### 2. Objectives of the Practice

- To accelerate the personal and professional development, including etiquette, of the students.
- To improve the public speaking skills of the students.
- To develop self-awareness, self-confidence, and self-recognition among the students.
- To enhance the students' knowledge acquisition in various fields.
- To improve the students' communication skills.

#### 3. The Context

The diverse backgrounds of the students, especially in rural areas, including socio-cultural and economic factors, pose challenges. Many students prefer to take their higher studies in the local linguistic medium, which leads to a lack of communication skills and hesitation in participating. As first-generation learners, the Student Seminar Hour has become one of the institution's best practices to address these challenges.

#### 4. Practice

A mandatory seminar hour is scheduled every semester, with the first hour of the day dedicated to this activity. Students are assigned topics to prepare and present in front of their peers. Initially, students are allowed to deliver the seminar in their native language to overcome the initial phase of hesitation. In the

subsequent seminar hours, students are encouraged to present in English. After the presentation, the participants (other students) are encouraged to ask questions, which helps in enhancing their critical thinking. The faculty members of the first hour oversee the seminar sessions and provide support to the students if they face any challenges or have doubts during the preparation.

## 5. Evidence of Success

- The active involvement and support of the faculty members have made this best practice a remarkable achievement for the institution.
- Students' participation and engagement in the seminar have increased their confidence and commitment to the curriculum.
- Students' participation in co-curricular and extra-curricular activities has improved.
- Students have won prizes in paper presentations and debates, demonstrating their enhanced communication skills.
- Records of the students' participation and achievements are maintained in their history books.

## 6. Problems Encountered and Resources Required

- The socio-economic situations, language barriers and the innate nature of few of the introvert students make their participation and in-turn their progress slower than their counterparts.
- Slower internet penetrations in few of the rural areas have limited the usage of online resources for effective communication during sessions conducted online outside the college campus.

### 1. Title of the Best Practice (2)

#### **STUDENT'S MENTORING SYSTEM**

Mentoring provides real support, moral and ethical guidance to the rural students admitted in our college, experiencing challenges in learning due to economical, educational, social, emotional and behavioural problems which affects their learning and performance.

### 2. Objectives of the Practice

- To accelerate the personal and professional development, including etiquette, of the students.
- To provide support and guidance in the teaching and learning process.
- To facilitate the professional advancement of the mentees by sharing the real-world experiences and knowledge of the mentors in the areas of teaching, research, and support services.
- To develop self-awareness, self-confidence, and self-recognition among the students.
- To establish a strong rapport between teachers and students, promoting responsible behaviour and discipline among the rural students.
- To monitor the overall progress of the students throughout their tenure at the institution.

### 3. The Context

The diverse backgrounds of the students, especially in rural areas, including socio-cultural and economic factors, make mentoring a crucial practice for the institution. Most of the students are from remote villages and are first-generation learners who often have to balance their studies with part-time jobs or responsibilities in the family's agricultural activities. These factors, combined with the challenges of

adjusting to a new environment, friends, and teachers, can lead to distractions, emotional well-being issues, and difficulties in academic performance. Aligning with the institution's mission and vision of creating a conducive learning environment and developing socially conscious and responsible citizens, the mentoring program aims to support the holistic development of these rural learners.

#### 4. Practice

- Each faculty member is assigned approximately 15-20 students as mentees, based on the department's strength.
- A dedicated hour is included in the college timetable for mentoring activities, in addition to the flexibility for mentees to meet their mentors during breaks or after college hours.
- Records are maintained on the students' background, progress, health, attendance, academic performance, parent communication, and participation in extra-curricular and co-curricular activities.
- Mentors provide guidance and support in curricular, co-curricular, and extra-curricular activities to help the mentees enhance their overall development.
- Counselling is offered for social, physical, and mental health-related challenges faced by the mentees, both on and off campus.
- Mentors extend parental care and support to the mentees within the campus.
- Professional guidance is provided regarding placements, entrepreneurial opportunities, or higher education, based on the mentees' preferences.

#### 5. Evidence of Success

- The mentors' genuine interest and support have instilled a sense of confidence, security, and motivation in the mentees to face their personal and academic challenges.

| 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:**

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

J.P. College of Engineering's annual "**Project Expo**" raises innovation, creativity, and critical thinking skills among students by providing a platform to showcase projects that bridge the gap between theoretical knowledge and practical application. This hands-on experience empowers them to develop solutions for real-world problems.

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

The Project Expo aims to cultivate a well-rounded skillset in students:

1. To provide a platform to showcase the projects to the stake holders.
2. Promoting innovativeness and creative skills among the students
3. To improve the professional skills, team management, leadership skills among the students
4. To provide opportunity for the students to learn new concepts, acquire practical skills and hands on experience.
5. To make the students to involve in research and development activities that may help them to become entrepreneur

## **3. THE CONTEXT**

The future of engineering demands innovative solutions for real-world problems. Students need the "4Cs" (Curiosity, Creativity, Collaboration, and Compassion) to succeed. JPCOE's Project Expo addresses this by raising these skills in students throughout their studies. However, interdisciplinary projects and securing adequate funding remain challenges in implementing this best practice.

## **4. THE PRACTICE**

Through an annual Project Expo, J PCOE aggressively encourages its rural students to embrace technological innovation. The event, which is conducted on National Science Day, gives students a chance to highlight their creativity and diligence. The Expo unfolds in a three-stage evaluation process. In the preliminary round, internal evaluators assess project proposals, offering suggestions for improvement and practical application. Students are given additional time to refine their projects based on the feedback. Shortlisted projects then progress to the second round, where external reviewers from academia, software and core industries, and government institutions provide valuable insights. Finally, top contenders present their projects through compelling PowerPoint presentations and working models before the academic panel members. The winning project receives recognition and a cash prize of up to Rs. 5,000 during the college's annual day celebration. JPCOE goes a step further by encouraging students with promising projects and ideas to participate in hackathons, initiatives like the Tamil Nadu State Council for Science and Technology (TNSCST) and MSME hackathons, and the Tamil Nadu-Naan Mudhalvan Niral Thiravizha program. This continued support helps students connect with potential funding opportunities and transform their innovations into realities.

## **5. EVIDENCE OF SUCCESS**

JPCOE's Project Expo has demonstrably adopted a culture of innovation and research among its students. Here are some notable achievements:

### **STUDENT ACHIEVEMENTS:**

- A team of students from the Electrical and Electronics Engineering department (S. Manikandan, A. Ramesh Babu, and M. Manikandan) secured a cash prize of Rs.1,00,000 at the "**Skill Summit Project Expo-2018**" (State Level).
- Another student team led by Gibin B. George Kiwiyon from Mechanical Engineering won Rs. 50,000 at the same event.

#### **FACULTY-LED PROJECT INVOLVEMENT:**

- Dr. V. Jeyalakshmi (HoD/EEE) and Dr. P. Nancy (HoD/CSE) played a key role in executing a DST - STEMM project worth Rs. 23 lakhs during the academic year 2021-2022.
- Dr. T. Arunsrinivas, AP/EEE and Mr. P. Rajvel Nagarajan, AP/EEE secured a grant of Rs. 97.645 lakhs for a project titled "Development of Indigenous Renewable Wind Energy Resource" funded by the Department of Science and Technology (DST) in 2021-2022.

#### **STUDENT PROJECT GRANTS RECEIVED:**

- **Funding Agency:** Tamil Nadu State Council for Science and Technology (TNSCST)

**Total Grant Received:** Rs.15,000/- (Rs.7,500 each)

**Number of project:** 02

**Title of Project-1:** Floating Solar Photovoltaic System

**Number of Team members in Project-1:** 03

**Title of Project-2:** Design and development of motorized solar scare crow bird and animal repellent

**Number of Team members in Project-2:** 04

#### **PROJECT RELATED OTHER ACHIEVEMENTS:**

**Event Title:** Tamil Nadu Student Innovators (TNSI '2022)

**Achievement:** Reached Round – 2 (State Level)

**Number of Projects:** 02

**Title of Project-1:** Daibetsens

**Number of Team members in Project-1:** 03

**Title of Project-2:** Fur-Brush TENG

**Number of Team members in Project-2: 03**

| <b>File Description</b>                      | <b>Document</b>               |
|--|-------------------------------|
| 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 :**

J.P. College of Engineering (JPCOE) participates in the National Institutional Ranking Framework (NIRF) annually, demonstrating our commitment to national standards and continuous improvement. The institution holds a valid ISO 9001-2015 certificate, reflecting our commitment to quality management systems. We have Institution Innovation Cell (IIC) to promote a culture of innovation and entrepreneurship among students and faculty. The college is actively enrolled in the Start-up Tamil Nadu incubator programme, promoting student and faculty startups.

JPCOE achieve a high placement rate, with approximately 65% of our students securing positions in reputed core and software companies annually. The college actively promotes and secures research projects from both government and non-government organizations, enhancing our research profile.

JPCOE has incubation centre, centre of excellence in Embedded and IoT and PLC automation on campus, offering skill development training to students and the local community. This initiative helps implement skill development programs for students in nearby areas, contributing to community development.

Our campus serves as an official test center for TCS iON and conducts various government exams, including district level computer examination, TNPSC, and police recruitment examinations.

### **Concluding Remarks :**

J.P. College of Engineering, nurtured by the DMI Foundations Trust, is committed to excellence in academics, research, and governance. The college is dedicated to imparting quality technical education that emphasizes not only knowledge, technology, and communication but also aspires to empower the youth morally and ethically to serve society selflessly. The college's focus on establishment of centre of excellence like PLC automation, Embedded and IoT technologies sets it apart and prepares students for success in their future endeavors. With a team committed to academic excellence, innovation, and holistic development, J.P. College of Engineering has strategic plans for overall development in a systematic and phased manner. By nurturing a spirit of research and providing an environment that sets learners on the right path to a professionally rewarding and personally fulfilling future, the college aims to overcome the challenges of ignorance and poverty through education. J.P. College of Engineering is poised to evolve into a college of excellence, realizing its vision and mission of empowering students and contributing to the progress of the nation.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification   |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
|-----------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.2.1     | <p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :16</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>   |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 1.2.2     | <p><b><i>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</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>598</td> <td>502</td> <td>503</td> <td>377</td> <td>368</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>479</td> <td>310</td> <td>341</td> <td>260</td> <td>245</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 598 | 502 | 503 | 377 | 368 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 479 | 310 | 341 | 260 | 245 |
| 2022-23   | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 598       | 502   | 503     | 377     | 368     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2022-23   | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 479       | 310   | 341     | 260     | 245     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 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</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>   |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2.1.2     | <p><b><i>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</i></b></p>   |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 196     | 155     | 175     | 272     | 228     |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 165     | 146     | 166     | 267     | 226     |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 210     | 210     | 252     | 292     | 292     |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 210     | 209     | 250     | 292     | 292     |

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

**2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)****2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12      | 12      | 6       | 5       | 1       |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12      | 10      | 6       | 4       | 1       |

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.075   | 23.1    | 0       | 0       | 0       |

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 18      | 10      | 6       | 2       | 4       |

Answer After DVV Verification :

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

|   |   |   |   |   |
|---|---|---|---|---|
| 4 | 2 | 1 | 1 | 0 |
|---|---|---|---|---|

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

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14      | 9       | 3       | 8       | 6       |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8       | 6       | 2       | 5       | 4       |

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

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 55.14   | 13.24   | 23.89   | 52.56   | 107.89  |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 53.15   | 10.08   | 22.62   | 48.14   | 104.07  |

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

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

**4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and**

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 54.15   | 60.96   | 29.53   | 106.28  | 70.16   |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 15.56   | 14.7    | 3.6     | 18.63   | 8.53    |

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

**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**

**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**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 784     | 783     | 729     | 704     | 622     |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 708     | 732     | 695     | 678     | 601     |

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

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

**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**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 460     | 413     | 424     | 415     | 350     |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 460     | 405     | 423     | 409     | 350     |

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

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 210     | 140     | 95      | 125     | 159     |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 162     | 140     | 95      | 125     | 102     |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 268     | 249     | 151     | 161     | 231     |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 185     | 199     | 145     | 155     | 146     |

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

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 20      | 1       | 0       | 11      | 0       |

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 40      | 38      | 0       | 41      | 39      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 7       | 5       | 0       | 5       | 6       |

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

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 48      | 42      | 43      | 42      | 40      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 45      | 38      | 40      | 35      | 34      |

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

| 6.3.3   | <p><b>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</b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 472 1046 607"> <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>78</td> <td>87</td> <td>54</td> <td>45</td> <td>45</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 685 1046 819"> <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>65</td> <td>72</td> <td>45</td> <td>40</td> <td>40</td> </tr> </tbody> </table> <p><b>6.3.3.2. Number of non-teaching staff year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 898 1046 1032"> <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>21</td> <td>28</td> <td>19</td> <td>26</td> <td>25</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1111 1046 1245"> <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>21</td> <td>28</td> <td>18</td> <td>24</td> <td>25</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 78 | 87 | 54 | 45 | 45 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 65 | 72 | 45 | 40 | 40 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 21 | 28 | 19 | 26 | 25 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 21 | 28 | 18 | 24 | 25 |
|---------|---|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 2022-23 | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 78      | 87  | 54      | 45      | 45      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2022-23 | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 65      | 72  | 45      | 40      | 40      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2022-23 | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 21      | 28  | 19      | 26      | 25      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2022-23 | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 21      | 28  | 18      | 24      | 25      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 7.1.3   | <p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li><b>1. Green audit / Environment audit</b></li> <li><b>2. Energy audit</b></li> <li><b>3. Clean and green campus initiatives</b></li> <li><b>4. Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : A. All of the above<br/> Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.</p>   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |

## 2.Extended Profile Deviations

| ID  | Extended Questions  |
|-----|---|
| 1.1 | <b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b> |

Answer before DVV Verification : 177

Answer after DVV Verification : 170

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 70      | 76      | 84      | 90      | 93      |

Answer After DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 70      | 75      | 84      | 90      | 91      |