SRI CHANDRASEKHARENDRA SARASWATHI VISWA MAHAVIDYALAYA

(University established under section 3 of the UGC Act 1956)

ENATHUR, KANCHIPURAM – 631561

ANNUAL QUALITY ASSURANCE REPORT (AQAR)

2014-2015

Prof.Dr. Vishnu Potty V.S.
Vice-Chancellor

Date: 04.08.2015

To
The Director,
National Assessment and Accreditation Council,
P. O. Box No. 1075,
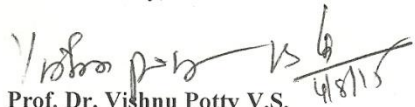Nagarbhavi,
Bangalore -560072, Karnataka, India .

Dear Sir,

Subject: SCSVMV – First AQAR Report – Submission by e-mail – Reg.

Greetings to you from the university! We are happy to inform you that we are sending through e-mail the first Annual Quality Assurance Report (AQAR) of our University, after the receipt of accreditation for the first cycle from your Council, during May 2014. This upload pertains to the Academic Year 2014-15 and we request your kind acknowledgment for the safe receipt of the uploaded file.

Thanking you,

Yours sincerely,

Prof. Dr. Vishnu Potty V.S.
VICE-CHANCELLOR
SCSVMV University
Enathur, Kanchipuram-631 561.

Prof.Dr. Vishnu Potty V.S.
Vice-Chancellor
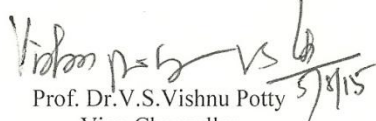
FOREWORD

I am pleased to present the AQAR of IQAC for Sri Chandrasekharendra Saraswathi Viswa MahaVidyalaya (SCSVMV University), Enathur, Kanchipuram for the year 2014-2015 in accordance with National Assessment and Accreditation Council guidelines for the submission of Annual Quality Assurance Report (AQAR) of IQAC by the accredited Institution. The University has made significant strides in teaching, research and extension activities. The AQAR has been duly completed and reported.

The AQAR is a clear indicator of the university contribution in various activities in the previous year and will be crucial data for the improvement of the quality in the current academic year. This data will be used for planning, carrying out and monitoring the various aspects of teaching, extension, research activities.

In this moment I thank all the members of the Board of Management & Staff of our university for their valuable contribution in the previous year and look forward to their continued support, suggestions & contributions to enhance quality at all levels and to make the university a better place to learn & grow.

Prof. Dr.V.S.Vishnu Potty
Vice-Chancellor

VICE - CHANCELLOR
SCSVMV University
Enathur, Kanchipuram-631 561.

CONTENTS

PART – A

AQAR for the year | July 2014 to June 2015

1. Details of the Institution

1.1 Name of the Institution | **Sri Chandrasekharendra Saraswathi Viswa Mahavidyalaya**

1.2 Address Line 1 | **Sri Jayendra Saraswathi Street, College Road**

Address Line 2 | **Enathur**

City/Town | **Kanchipuram**

State | **Tamil Nadu**

Pin Code | **631561**

Institution e-mail address

Vice-chancellor:	**vc@kanchiuniv.ac.in**
Registrar:	**registrar@kanchiuniv.ac.in**
IQAC Cell:	**iqac@kanchiuniv.ac.in**

Contact Nos.

Vice-chancellor	**044-27264301**
Registrar	**044-27264308**
IQAC Director	**044-27264458**

Name of the Head of the Institution: **Prof. Dr. V.S. Vishnu potty**

Tel. No. with STD Code: **044-27264301   (office)**
044-27264285   (residence)

Mobile: **9445783508**

Name of the IQAC Co-ordinator: **Prof. Dr. K. V. S. N. Murthy**

Mobile: **9944902672**

IQAC e-mail address: **IQAC@kanchiuniv.ac.in**

1.3 **NAAC Track ID** (*For ex. MHCOGN 18879*)

OR

1.4 **NAAC Executive Committee No. & Date:**   *EC/66/A&A/135 dated 21-2-2014*
(*For Example EC/32/A&A/143 dated 3-5-2004.*
This EC no. is available in the right corner- bottom
of your institution's Accreditation Certificate)

1.5 Website address: **www.kanchiuniv.ac.in**

Web-link of the AQAR: **www.kanchiuniv.ac.in/iqac/docs/aqar14-15.pdf**

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1st Cycle	B	2.53	2014	Up to 2019
2	2nd Cycle	---	---	---	---
3	3rd Cycle	---	---	---	---
4	4th Cycle	---	---	---	---

1.7 Date of Establishment of IQAC: DD/MM/YYYY

| 07.05.2014 |

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((*for example AQAR 2010-11submitted to NAAC on 12-10-2011*)

   i.   AQAR _____ _____(DD/MM/YYYY)

  ii.   AQAR_____ _____ (DD/MM/YYYY)

 iii.   AQAR_____ _____ (DD/MM/YYYY)

 iv.   AQAR_____ _____ (DD/MM/YYYY)

1.9 Institutional Status

University   State ☐   Central ☐   Deemed ✓   Private ☐

Affiliated College   Yes ☐   No ✓

Constituent College   Yes ☐   No ✓

Autonomous college of UGC   Yes ☐   No ✓

Regulatory Agency approved Institution   Yes ☐   No ✓
  (eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution   Co-education ✓   Men ☐   Women ☐

                         Urban ☐   Rural ✓   Tribal ☐

Financial Status   Grant-in-aid ☐   UGC 2(f) ☐   UGC 12B ☐

                    Grant-in-aid + Self Financing ☐   Totally Self-financing ✓

1.10 Type of Faculty/Programme

Arts ✓   Science ✓   Commerce ✓   Law ☐   PEI (Phys Edu) ✓

TEI (Edu) ✓   Engineering ✓   Health Science ✓   Management ✓

Others (Specify) | NIL |

1.11 Name of the Affiliating University *(for the Colleges)*

NOT APPLICABLE

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University   NO

University with Potential for Excellence   ---   UGC-CPE   ---

DST Star Scheme   ---   UGC-CE   ---

UGC-Special Assistance Programme   ---   DST-FIST   ---

UGC-Innovative PG programmes   ---   any other *(Specify)*   ---

UGC-COP Programmes   ---

2. IQAC Composition and Activities

2.1 No. of Teachers   **07**

2.2 No. of Administrative/Technical staff   **03**

2.3 No. of students   ---

2.4 No. of Management representatives   **01**

2.5 No. of Alumni   ---

2. 6 No. of any other stakeholder and
   Community representatives   ---

2.7 No. of Employers/ Industrialists   ---

2.8 No. of other External Experts [01]

2.9 Total No. of members [12]

2.10 No. of IQAC meetings held [2]

2.11 No. of meetings with various stakeholders: No. [7]   Faculty [6]

Non-Teaching Staff Students [1]   Alumni [---]   Others [---]

2.12 Has IQAC received any funding from UGC during the year?   Yes [ ]   No [✓]

If yes, mention the amount [---]

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. [4]   International [-]   National [1]   State [-]   Institution Level [9]

(ii) Themes | Enhancement of quality in Higher education, Instructional Objectives, and analysis of Teaching Behaviour. Training programme on 'spoken and written English' for non-teaching staff.

2.14 Significant Activities and contributions made by IQAC

❖ It is not buildings, but the human beings make the difference. The quality of any institute will be measure by the quality of members of faculty. So a number of measures were taken to train the teachers to unfold their hidden potentialities and talents. 80 members of faculty and 25 non-teaching staff were trained for which 4 workshops were organised.

❖ To assess the performance of the members of faculty and non-teaching staff a detailed API format was developed.

❖ Formats for Academic Audit and students' feedback were developed.

❖ All the members of faculty were given orientation on the 7 categories prescribed by the NAAC.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
1. Year Plan was developed and approved in the first meeting of the IQAC.	The execution of the activities became easier and we were able to complete the most of the activities we planned.
2. IQAC sub-committee was formed.	The committee meets regularly and each member took the responsibility of working on each of the category mentioned in the NAAC. They are responsible for scrutiny of API formats and AQAR reports.
3. Departmental IQAC committees were formed.	As a step towards de-centralization and making the department accountable for quality, these committees worked very well in acquiring the data required and were responsible for orientation of the faculty of the respective departments.
4. API formats were sent to the departments and filled in formats were collected and were subjected to scrutiny.	All the members of faculty were individually called and shown the scores achieved by them. This made them to realize what is expected from them and it gave an idea to the management about the performance of each member of faculty as well as the non-teaching staff of the university.
5. Academic Audit was conducted	Dean as Chairman of each faculty conducted the academic audit of each faulty of each department and graded them on five point scale. It developed accountability on the part of the teachers and the management got a clear idea about the performance of each faculty in the university.
6. Student feedback forms and the format for analysis was sent to all the departments	All the departments collected the feedback from the students and analysed the responses and prepared a detailed report. It was seen by the individual member who helped to know about his/her own strengths and weaknesses. The HOD gave the suggestions for overcoming the deficiencies, if any. It helped them to improve their quality of teaching in the class room.

* Attach the Academic Calendar of the year as Annexure.I

2.16 Whether the AQAR was placed in statutory body   Yes ☑   No ☐

Management ☑   Syndicate ☐   any other body ☐

Provide the details of the action taken   AQAR was put in the Board of Management Meeting held on 25-7-2015 and was approved.

PART – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year (2014-15)	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	14 (Departments)	---	---	---
PG	23	07	---	---
UG	21	03	---	01
PG Diploma	---	---	---	---
Advanced Diploma	---	---	---	---
Diploma	---	---	---	---
Certificate	03	---	---	---
Others(M.Phil)	07	02	---	---
Total	68	12	---	01

Interdisciplinary	---	---	---	---
Innovative	---	---	---	---

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options
     (ii) Pattern of programmes:

Pattern	Number of programmes
Semester	51
Trimester	1
Annual	2

Note: Pattern of Ph.D Programme were not included

1.3 Feedback from stakeholders*   Alumni ☑ Parents ☐ Employers ☐ Students ☑
    (On all aspects)

             Mode of feedback : Online ☑ Manual ☑ Co-operating schools (for PEI) ☐

Analysis of the feedback is provided in the ANNEXURE- II

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Syllabus revision takes place every year. The Board of Studies of each Department definitely meets at least once in a year and revision of syllabus takes place in tune with the recent developments in the industry and society. The salient features of the updated curriculum are:

- ❖ The ratio of internal external components of evaluation is made 40:60
- ❖ Open elective courses are being offered for all the third year engineering students such as psychology, music, astrophysics, German premier, French premier etc.
- ❖ CBCS was introduced and the UGC guide lines were adopted where there is deviation in the existing curriculum.
- ❖ Interactive pedagogy finds a place in the curriculum
- ❖ Integration of ICT was given due emphasis in all the programmes.
- ❖ Steps initiated to bring shift from the teachers-centered approach to learner-centric approach.
- ❖ Outcome based education was aimed at in all the courses offered.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

The management of the university opened four important centers in the last academic year and all the centers have been functioning effectively since the inception with an aim to bring quality at university level.

The four centers established during the academic year 2014-15 were:

1. **Sri Jayendar Saraswathi Centre for Applied Research.**

   The centre was established in the academic year 2014-15. For details refer the Annexure-III

2. **Sri Jayendar Saraswathi Centre for Advanced Computing.**

   The centre was established in the academic year 2014-15. For details refer the Annexure-IV

3. **Centre for Development of Teaching and Learning.**

   The centre was established in the academic year 2014-15. For details refer the Annexure-V

4. **Centre for Curriculum Development.**

   The centre was established in the academic year 2014-15. For details refer the Annexure-VI

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
207	164	25	18	0

2.2 No. of permanent faculty with Ph.D. | 49 |

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
10	03	05	01	01	01	06	01	22	06

2.4 No. of Guest and Visiting faculty and Temporary faculty | 45 | | 06 | | 46 |

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level	Total
Attended Seminars/ Workshops	86	138	23	247
Presented papers	103	138	05	246
Resource Persons	07	40	04	51

2.6 Innovative processes adopted by the institution in Teaching and Learning:

Various initiatives were taken up by the departments to make the teaching and learning Process more innovative. Some of the innovative practices with regards to teaching and learning are mentioned below.

1. In the School of Education invigilator-free exams were conducted for all the internal tests of the B.Ed Programme and it found very effective and leading to the modification of behavior which is the main objective of education.

2. Some teachers uploaded their lecture notes to facilitate students to access it. E-source for journals and books was subscribed by the University and extended to students for widening the learning resource base.

3. Exhibition of Projects: Students were given hands on experience and asked to prepare the projects and all the projects were exhibited and the students were given incentives for the selected projects.

4. Soft skill development is encouraged by all the teachers. Students were asked to recapitulate the salient points of the lecture taught in the last class at the beginning of the lecture as well summarize the lecture at the end.

5. Smart class rooms were developed in three departments to facilitate the usage of ICT tools and to provide better teaching environment.

6. Teachers are continuously encouraged to use Power Point Presentations and usage of ICT tools while teaching. For this purpose most of the class rooms are equipped with LCD projectors, Computers and Wi-Fi.

7. The first year students are provided with lab manuals, course materials to prepare for various examinations.

2.7 Total No. of actual teaching days during this academic year

| 180 |

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions):

We introduced open Book System for selected courses in engineering stream. Double valuation is in vogue. For unit tests and quiz programmes online Multiple Choice questions were used frequently.

2.9 No. of faculty members involved in curriculum
   Restructuring/revision/syllabus development
   as member of Board of Study/Faculty/Curriculum Development workshop:

| 174 |

All most all the members of faculty are encouraged, bearing a very few, to participate in the curriculum restructuring/revision/syllabus development. A selected number of faculties were nominated as members of BOS. Others will be involved in other activities related to curriculum

2.10 Average percentage of attendance of students

| 85% |

2.11 Course/Programme wise distribution of pass percentage:

S.No	Course	Total No. of Students	Total No. of Students Passed	First Class With Distinction	First Class	Second Class	Third Class
1	M.Phil (Management Studies)	9	9		8	1	
2	M.Phil(Physics) (FT & PT)	6	6		6		
3	M.Phil(Chemistry) (FT & PT)	2	2		2		
4	M. Phil(Computer Science) (FT & PT)	12	12		12		
5	M.Phil(Mathematics) (FT & PT)	20	20		20		
6	M.A. (Sanskrit)	41	41	40	1		
7	M.B.A – Master of Business Administration (Trimester)	27	27	1	14	12	
8	M.B.A – Master of Business Administration (PT)	4	4	1	3		
9	M.C.A – Master of Computer Application	17	16	11	5		
10	M.C.A – Master of Computer Application (Integrated)	7	6				
11	M.E (Computer Science)	3	2	2			
12	M.E (Computer Science) PT	17	16	4	12		
13	M.E (Power System) PT	19	19	14	5		
14	M.E (Thermal Engineering) PT	3	3		3		
15	M.E (Electronics & Communication Engineering)	6	6	2	4		
16	M.E (Computer Integrated Manufacturing)	4	3	1	2		
17	M. Sc., (Physics)	3	3	3			
18	M. Sc., (Chemistry)	5	5	3	2		
19	M. Sc., (Mathematics)	4	3	3			
20	B. E (Computer Science Engineering)	134	126	37	87	2	
21	B. E (Electrical &Electronics Engineering) (FT)	122	115	29	86		

22	B. E (Electrical &Electronics Engineering) (PT)	40	36	7	27	2	
23	B.E (Electronics & Communication Engineering) (FT)	214	208	91	117		
24	B.E (Electronics & Communication Engineering) (PT)	16	15	3	12		
25	B.E (Mechanical Engineering) (FT)	157	149	50	97	2	
26	B.E (Mechanical Engineering) (PT)	65	60	5	53	2	
27	B.Tech., (Information Technology)	40	31	6	25		
28	B.E (Civil and Structural Engineering)	41	41	3	38		
29	B.E (Electronics and Instrumentation Engineering)	23	22	5	17		
30	B.Ed.,	101	101	86	15		
31	B.A. (Sanskrit)	6	6	6			
32	B.C.A	9	8	2	6		
33	B.Sc (Physical Education	6	3		3		
Total		**1183**	**1124**	**415**	**682**	**21**	**0**

Note: The above figures do not include the results of the students who passed in re-evaluation and passed arrear examinations.

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

a) Contributions of IQAC towards teaching and learning process for the academic year 2014-15

The following are the major contributions of the IQAC for enhancement of quality in the university.

1. API formats were developed for both teaching and non-teaching staff of the University for Objective Assessment of the performance.

2. Academic Audit formats were developed and conducted in all the Departments.

3. 'Students feedback' formats and procedure for conducting and analyzing the feedback was developed and disbursed to all the departments.

4. Organized 4 workshops/seminars and two talks for the quality improvement for both teaching and non-teaching staff taking the seven categories into consideration.

b) Monitoring of IQAC towards teaching and learning process:

1. The IQAC encourages ICT based teaching methods. Further, it facilitates the administration to appoint quality Guest Faculty for teaching, wherever regular faculty is inadequate

2. Meetings are organized for the parents with class representatives.

3. Feedback is collected from the toppers, average and below average students with regard to progress of class work, teaching methodologies and examination system etc., by the Heads of Departments.

c) Evaluation of IQAC towards teaching and learning process:

1. API formats were scrutinized and the scores obtained by the staff were assessed and compared with the norms fixed and proper recommendations were sent to the vice-chancellor.

2. Student feedback and academic audit reports were analyzed and identified the contributions of the staff.

3. At the end of each workshop an examination was conducted to evaluate the performance of the staff.

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	---
UGC – Faculty Improvement Programme	---
HRD programmes	---
Orientation programmes	16
Faculty exchange programme	---
Staff training conducted by the university	84
Staff training conducted by other institutions	28
Summer / Winter schools, Workshops, etc.	263
Others	67

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	137	---	----	62
Technical Staff	41	---	---	10

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

IQAC initiated a number of activities for Sensitizing/Promoting Research Climate in the institution.

1. Research colloquium was established in each department and fortnightly one member of the faculty delivers a talk on a particular issue or explains about his/her presentation of paper in the recent seminar/workshop attended.

2. Compilation of the research papers published by all the members of the faculty in a year brought in the form of Research Compendium.

3. All the members of faculty were encouraged to participate in seminars and workshops and the university is paying the costs of registration, TA and DA to all the members for two seminars in a year and considering the absence as on duty.

4. Incentive of Rs.5, 000/3000 is given to those members of faculty whose papers were published in reputed International/National Journals.

5. Rs.50, 000 was granted to the members of faculty to undertake minor research project. So far 20 members received the amount and submitted the project reports after completing them within in stipulated time.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	---	01	---	02
Outlay in Rs. Lakhs	---	2.25Lakhs	---	19Lakhs

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	01	09	03	05
Outlay in Rs. Lakhs	1Lakhs	7.85Lakhs	1.5Lakhs	2.5Lakhs

3.4 Details on research publications

Details of Journals	International	National	Others	TOTAL
Peer Review Journals	168		---	168
Non-Peer Review Journals	20	23	---	43
e-Journals	01	03	01	5
Conference proceedings	79	86	06	171
TOTAL	268	112	7	387

3.5 Details on Impact factor of publications:

Range [0.3]   Average [0.508]   h-index [10.5]   Nos. in SCOPUS [83]

3.6 Research funds sanctioned and received from various funding agencies, industry and other organizations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	---	---	---	---
Minor Projects	2014-2015	SCSVMV	7.45Lakhs	2Lakhs
Interdisciplinary Projects	---	---	---	---
Industry sponsored	---	---	---	---
Projects sponsored by the University/ College	2014-2015	SCSVMV	2Lakhs	50,000
Students research projects *(other than compulsory by the University)*	---	---	---	---
Any other(Specify)	---	---	---	---
Total	---	---	9.45Lakhs	2.5Lakhs

3.7 No. of books published   i) With ISBN No. [07]   Chapters in Edited Books [01]

ii) Without ISBN No. [06]

3.8 No. of University Departments receiving funds from

UGC-SAP [ ]   CAS [ ]   DST-FIST [ ]

DPE [ ]   DBT Scheme/funds [ ]

3.9 For colleges   Autonomy [ ]   CPE [ ]   DBT Star Scheme [ ]

INSPIRE [ ]   CE [ ]   Any Other (specify) [ ]

3.10 Revenue generated through consultancy [1, 36,250]

Level	International	National	State	University	Total
Number	02	09	03	03	17
Sponsoring agencies	SCSVMV	SCSVMV	SCSVMV	SCSVMV	

3.11 No. of conferences organized by the Institution

3.12 No. of faculty served as experts, chairpersons or resource persons 62

3.13 No. of collaborations International --- National 12 Any other 07

3.14 No. of linkages created during this year 04

3.15 Total budget for research for current year in lakhs:

From funding agency 4.95Lakhs From Management of University/College 26.5Lakhs

Total 31.45Lakhs

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	03
	Granted	---
International	Applied	---
	Granted	---
Commercialized	Applied	---
	Granted	---

3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year

Total	International	National	State	University	Dist	College
04	01	---	---	---	---	---

3.18 No. of faculty from the Institution

who are Ph. D. Guides 38 and

students registered under them 128

3.19 No. of Ph.D. awarded by faculty from the Institution 20

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF 04 SRF 01 Project Fellows 02 Any other ---

3.21 No. of students Participated in NSS events:

University level 84 State level National level 13 International level

3.22 No. of students participated in NCC events: (There is no NCC unit in the university)

University level State level National level International level

---

3.23 No. of Awards won in NSS:

University level | --- | State level | --- | National level | --- | International level | ---

3.24 No. of Awards won in NCC: (There is no NCC unit in the university)

University level | --- | State level | --- | National level | --- | International level | ---

3.25 No. of Extension activities organized

University forum | 03 | College forum | ---

NCC | --- | NSS | --- | Any other | 10

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility:

A number of activities were conducted during the year 2014-15 in the sphere of extension and social responsibility of the university through our medical center as well as NSS. Some details are furnished below. For complete details see the **ANNEXURE- VIII**

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	50.4 Acres	---	Own source	50.4 Acres
Class rooms	64	2	Own source	66
Laboratories	30	4	Own source	34
Seminar Halls	07	1	Own source	08
No. of important equipments purchased (≥ 1-0 lakh) during the current year.		16	Own source	16
Value of the equipment purchased during the year (Rs. in Lakhs)	172.41	42.55	Own source	214.96
Others	192.71	71.53	Own source	264.24

4.2 Computerization of administration and library

1. ACADEMIC MANAGEMENT SYSTEM (AMS)

This Software has the following functionalities:

a) Student's Attendance entry, Monitoring and taking reports on student's attendance class-wise by HODs and Deans.

b) Faculties lesson plan entry & updating actual lessons taken by the faculty.

c) Monitoring the lessons taken by the faculty.

d) Entry of internal marks by faculty and creation of consolidated report.

e) Update student related information by class-in-charge.

f) View the time table-class wise and faculty-wise.

2. STAFF LEAVE MANAGEMENT SYSTEM

The software is a web-based System that helps to maintain the entire process of leave management, right from making applications online to generating different types of reports required by the department and the administration. The software enforces the leave rules and regulations of the University and maintains specific data about the different kinds of leave like Casual Leave, Medical Leave, Paternity Leave, Maternity Leave, On-Duty Leave, Duty Leave, Compensatory Leave etc. The System has provisions for three kinds of users – Basic User, Supervisor and Administrator- each with specific roles and responsibilities.

3. STAFF ACTIVITY MANAGEMENT SYSTEM

This provides for entering the details of the various Faculty Development Programmes, Workshops, Conferences, Refresher Courses, Seminars etc. attended by the individual faculty members as well as the details of the publications made by them. As documentary evidence of their participation, the certificates awarded to the participants in the events are scanned and saved along with the other details. Reports on the programmes attended / publications made by faculty members are generated as required by the department and the administration.

The above software is being used by the departments and faculty members. The software is hosted on the LAN Server and can be accessed by the staff from any system on the Campus LAN.

4. LIBRARY MANAGEMENT SYSTEM - FOR DEPARTMENTS

The software is a web based application that automates the maintenance of the departmental library. It has provisions for the following functionality:

      a)   Acquiring and cataloging books – both purchase and gratis

      b)   Book Issue & Return

      c)   Book Search (Public Access Catalogue)

      d)   Report Generation – Various types of reports like holdings report etc.

5. RESEARCH SCHOLAR MANAGEMENT SYSTEM

This software is a one-stop solution for managing the details of a Research Scholar throughout the term of his/her research, right from the application stage to the viva-voce and Ph.D. completion stage. The Research & Publications Division utilizes the software for the following purposes:

    ❖ PhD applicants data collection

    ❖ Guide Details maintenance

    ❖ Current status of Research Scholars

    ❖ Various reports related to Research scholars

6. DEPARTMENT BUDGET MANAGEMENT SYSTEM

The software is a web-based System that helps to maintain the Department Budget Management and also generate various reports like Date-wise Report for Expenses, Summary of Budget Sanctioned Spent and Balance Details etc., Most of the Departments have been utilizing the software for their administrative purposes

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	54100	23190497	8380	3477101	62480	26667598
Reference Books	---	---	---	---	---	---
e-Books	---	---	---	---	---	---
Journals	172	2143161	224	3141175	396	5284336
e-Journals	738	926490	738	1385591	1476	2312081
Digital Database	---	---	---	---	---	---
CD & Video	3489	---	---	---	---	---
Others (specify)	---	---	---	---	---	---

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centers	Computer Centers	Office	Depart-ments	Others
Existing	686	20	172	01	10	09	48	08
Added	50	04	---	---	---	---	---	---
Total	736	24	172	01	10	09	48	08

4.5 Computer, Internet access, training to teachers and students and any other programme for technology up gradation (Networking, e-Governance etc.)

a) **Computer and Internet access:**

1. The Central Computing Centre of the university possesses around 250 numbers of computers having Internet and intranet connectivity which is adequately supported by a campus-wide optical fiber cable network.

2. With the support of the MHRD, the university has the NKN connectivity with 1GB capacity.

3. Wi-Fi connectivity is also being setup for the use of students and staff.

b) **Training to teachers and students**

1. The facilities of the computing center are used for teaching of advanced concepts in computing and conducting short term courses of other departments.

2. Courses like CCNA (Cisco Certification), Cloud Infra Structure and Services and Parallel programming are offered by the CSE department, using the facilities available in the Computing center

3. Also Hands-on workshops and seminars are conducted for students, faculty and research scholars on various advanced topics.

4. NPTEL courses have been procured and made available to students and staff in the Intranet.

5. The e-learning tool Moodle has been installed on the LAN server and the Moodle learning portal is created. Faculty members and students have been given login ids and passwords to access the same. Subject lists and student lists have been added as per the requirement of the faculty and students enrolled.

6. Advanced research labs like Wireless Lab, Router Lab, SDN Lab, Internet of Things Lab, Parallel Programming Lab and Networks Lab have been set up by the department of computer science and engineering for technology up gradation.

c) **Automation of the activities of the university**

Various activities of the university have been automated.

The following are the software developed and implemented at the computing center

 a. Academic Management System

 b. Faculty Management System

 c. Research Scholar Management System

 d. MANUS-LIB: Palm-leaf Manuscript Digital Preservation System and Library

 e. Online Entrance Examination for admission

 f. Online Tests for Internal Assessment

 g. Admission Process Automation System

 h. Department Library Management system

4.6 Amount spent on maintenance in lakhs:

i) ICT	---
ii) Campus Infrastructure and facilities	---
iii) Equipments	5. 40.230
iv) Others	10. 18660
Total:	15. 58.890

Criterion – V

5. Student Support and Progression:

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

A number of initiates have been taken by the IQAC for student support and progression.

1. IQAC organizes a series of talks for the students explaining various avenues open to them after completion of their degree programmes. And also suggested them how to prepare an action plan to reach the goals formulated.

2. **Placement & Training Centre/Library & Information Centre:** Good Library and Placement cell adds to the list of facilities extended to the students in attaining better academic standards. The lists of the students who are interested for higher studies, entrepreneurship or job are collected and accordingly the support is extended to the students. When the choice is exercised the avenues open to them is explained to them and how to apply and how to prepare for the admission or entry.

3. **VISTA MIND, Gate Forum etc., worked for the student progression in their respective fields of choice.**

4. **Grievance Redressal Cell:** is constituted for the purpose of redressal of grievance of students, parents and others and the issues are being monitored by the IQAC.

5. **National Service Scheme [NSS] Cell:** to encourage students to engage in community development activities and prepare the right values and virtues to the community.

6. **Student forums are established i**n all the departments to nurture creativity & innovation

7. **Insurance:** Group Medical Insurance Facility is extended to all the students of the university

8. Multi-disciplinary Forums, Association with Professional Bodies, Alumni Scholarships, Student Forums / Clubs, Peer Learning, Cash incentive to student achievers, Language Laboratory, Foreign language courses [French & German] are some of the other student support measures

5.2. Efforts made by the institution for tracking the progression

All the departments put necessary efforts in tracking the progression of the students. The efforts made by the Departments in this regard were:

1. There is a continuous interaction with the alumni through the alumni portal kept in the website.

2. Each department is maintaining a data base of the students and tracking the progression.

3. By inviting the alumni to interact with the current batch of students.

5.3 (a) Total Number of students

UG	PG	Ph. D.	M.Phil
3424	289	**60**	238

(b) No. of students outside the state

2189

(c) No. of international students

01

Men

No	%
2961	75

Women

No	%
990	25

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
570	64	5	470	---	1109	586	40	3	525	---	1154

Note: the above numbers related to final year out going students in the final year 2013-14 and 2014-15.

Demand ratio: 1:2   (For every one seat two applications received)   Dropout: 3%

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

Departments are taking adequate steps to make the support to the students for preparing competitive examinations such as GATE, IES, CIVIL SERVICES, TNPSE, TRB, NET, SLET, BANK PROBATIONARY OFFICERS etc.

1. All the members of the department are instructed to explain the nature of questions that appear in the competitive examinations while dealing the subject matter in the class room. Ex. Engineering faculty explaining the students about the possible objective multiple choice questions that appear in the GATE, IES , UPSC examinations while dealing with the subject matter in the class room.

2. Department of Mathematics took the responsibility of teaching of quantitative aptitude to all the students which are the base for selection in the placement of students as well as for all competitive examination.

3. GATE forum was established and coaching classes were arranged for the students in the campus itself. VISTA MIND like organization is providing coaching to the students for competitive examinations.

No. of students beneficiaries

120

5.5 No. of students qualified in these examinations

NET | --- | SET/SLET | --- | GATE | 08 | CAT | 05 |

IAS/IPS etc | --- | State PSC | 36 | UPSC | --- | Others | --- |

5.6 Details of student counselling and career guidance

The responsibility of student counselling and career guidance was taken up by the placement cell.

1. Lectures were arranged regarding the information, preparation for career.

2. The relevant information was depicted in the notice board of placement and training cell.

3. Information regarding career guidance was given in the form of CDs so that students can go through the CD in their convenient times.

4. Class teachers have been taking the care of personal guidance and counseling of the students.

No. of students benefitted | 950 |

5.7 Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
14	469	183	81

Refer **ANNEXURE** for placement support- **VIII**

5.8 Details of gender sensitization programmes

Developing zero tolerance against gender bias has been an important agenda in recruitments, membership in committees, extending opportunities etc, the department of Women studies organized many programs both at student level and at public level. International women's' Day was celebrated with zeal and various competitions were conducted. Four local women entrepreneurs were honoured by the Department of Management Studies in the university campus.

5.9 Students Activities

5.9.1   No. of students participated in Sports, Games and other events

State/ University level | 32 | National level | --- | International level | --- |

No. of students participated in cultural events

State/ University level | 37 | National level | 6 | International level | --- |

5.9.2   No. of medals /awards won by students in Sports, Games and other events

Sports: State/ University level | --- | National level | --- | International level | --- |

Cultural: State/ University level | --- | National level | --- | International level | --- |

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	17	9.43 Lakhs
Financial support from government	05	3036 Lakhs
Financial support from other sources	---	---
Number of students who received International/ National recognitions	---	---

5.11   Student organized / initiatives

Fairs   : State/ University level | 02 | National level | 10 | International level | --- |

Exhibition: State/ University level | 01 | National level | --- | International level | --- |

5.12   No. of social initiatives undertaken by the students | --- |

5.13 Major grievances of students (if any) redressed:

There is a grievance redressal mechanism in the university for both students as well as staff and committees were constituted to probe into the issues. The committees met every month to redress the grievances. The details of the redressal of grievances for the calendar year 2014 please see the **ANNEXURE-XI.**

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

VISION

The vision is to provide "quality higher education coupled with Indian Value system and at the same time make it affordable to all sections of the society irrespective of their social or economic standing". It is to identify innate talents of students and bring out their hidden potentialities and help in development of their all round personality with embedded values.
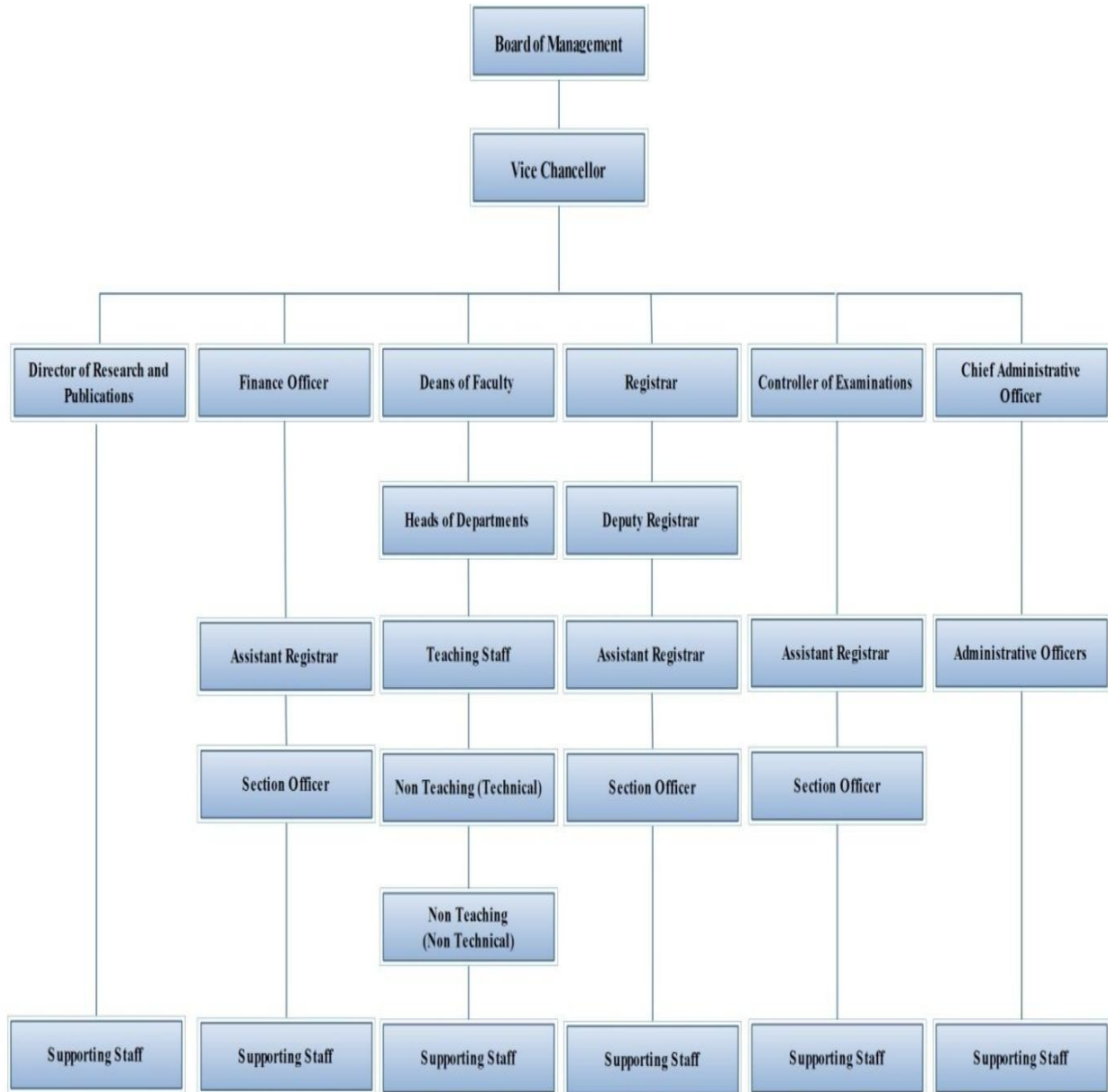
MISSION

The mission is a holistic approach to higher education with academic standards consistent with an embedded value system, enriched by a dynamic process of synergy. The Mantra is "Educational Delight" of students engaged in study and faculty members engaged in teaching, lecturing and research in their journey towards *Excellence with Creativity*. To devise and implement schemes for effectively imparting proficiency in modern technology, at the same time instilling social responsibility and lofty value system enshrined in our culture. To mould a new generation of universal citizens with confidence, Self dependence, self realization, scientific temper, professionalism, thirst of knowledge and contentment by the fusion of Indian thought and modern scientific methodology, in higher education.

CULTURE

The university envisages a culture that is characterized by excellent faculty-student interaction and prevalence of 'one family' atmosphere. The emphasis is not on mere acquisition of knowledge and its application but on the all-round personality development of the student and his value system. Education is viewed not as accumulation of ideas, but as a process of channelizing them to perfection, leading to proper development of the faculties of the student and hence life making.

6.2 Does the Institution has a management Information System

```
                        ┌──────────────────────┐
                        │  Board of Management  │
                        └──────────────────────┘
                                   │
                        ┌──────────────────────┐
                        │    Vice Chancellor    │
                        └──────────────────────┘
                                   │
```


6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1   Curriculum Development

The curriculum design and updations are routinely carried out according to the requirement of students and industries. Every academic department design and redesign the curriculum, syllabi monitoring through academic, industrial experts and alumni. While designing and re designing the curriculum due importance is given for availability of source materials, coverage, ability of students to understand the theoretical backgrounds, construction of questions and viability of applications. The designed and redesigned curricula are forwarded to the concerned Dean of Academics, Academic Council and Board of Management for approval.

6.3.2 Teaching and Learning

All the departments encourage the students to undertake minor and major real time projects on their field of interest. In addition to that it has become a mandatory process for students to undertake group based and individual projects. The students are attached with the mentor for their discussion and further stepping of real time project. The outcomes of projects are evaluated through the panel of experts in the concern departments.

6.3.3 Examination and Evaluation

The students are consistently monitored through class test, review test, internal assessment test and end semester test. During the time of every assessment test, the questions are covered in every aspect of their syllabus by giving a normal distribution of choices. The assessment pattern also cover the aspects of proficiency, learning interest, involvement in classes, participation in class exercise, percentage of prescribed attendance, application skill and behavior pattern. The component based valuation pattern help the students to enrich their contribution on every subject during the time of their programme.

Student performance is evaluated through Continuous assessment by conducting internal tests, assignments, seminars, objective type tests, case studies and quiz for 40 marks in addition to the end semester evaluation for 60 marks. Weaker students who score low marks are given retests to improve their performance. The system of letter grading is adopted and statements of marks are printed accordingly.

For some courses in engineering stream open Book system was introduced. In B.Ed Programme invigilation-free examination are being conducted for all internal tests.

6.3.4 Research and Development

The university encourages researchers to carry out their research in the field of engineering, Sanskrit and Indian culture, management, education, natural science, Bio science, health science and languages of region and foreign. The scholars who prefer to pursue their research programmes are thoroughly scrutinized by the panel about their qualifications, interest on research and other credentials. The topics preferred by the scholars for their research are presented by them for approval before the expert panel where in the approved topics are allowed to undertake for the research study. At the time of approving the topic, the social relevance is given due weightage out of the research. Once the scholars registered their doctoral programmes should undergo the formalized course work duration and consecutively appear for their course work examination. The final submission of their research in the form of prescribed thesis should be scrutinized for its content validity through pre synopsis presentation before the expert panel. Every of stage of research pursued by the scholars in all departments is thoroughly scrutinized by the university through expert panels, guides, Deans of faculty and Heads of research. In order to confirm the standard of research with social relevance, the university constituted a separate research and publications

wing under the Director (Research and Publications). The entire research process is continuously monitored and regulated by the Director (Research and Publications)

6.3.5 Library, ICT and physical infrastructure / instrumentation

The traditional learning process is integrated with modern interactive delivery process with support of teaching aids. In addition to that the university possesses a central library with international standards well stacked with collection of books with recent updation. It also encourages the students to use the on line learning resources both at library and departments. Every academic department has equipped laboratories and periodic updation of instruments that provides the theoretical understanding of students into practices.

6.3.6 Human Resource Management

Recruitment Process

The recruitment advertisement will be given in news papers on All India Basis as per the requirements of the vacancy in the departments. Selection of the candidates will be done by the duly constituted Selection committee comprising the Vice-Chancellor as its Chairman, nominees of the Chancellor, the Dean / Head of the department concerned and expert members as per the guide lines suggested by the UGC.

Performance Assessment of faculties and Staff

The performance of the faculty is assessed by the following means-

    a. By the self appraisals submitted by them.

    b. By scrutinizing the API formats submitted by them

    c. On the basis of analysis of students feedback

    d. On the gradations and recommendations made by the Academic Audit Committee.

Retention of Staff

On the basis of the reports and other academic activities the staffs are recommended for promotion/higher pay. The pay is fixed as per the UGC norms. Staff members are encouraged to update their skills by doing higher studies, research work, attending workshops etc. Very congenial and competitive atmospheres are maintained in the campus for the retention of Staff.

6.3.7 Faculty and Staff recruitment

The University/Department recruits faculty with required qualifications, knowledge and skills as per the vacancy position. The staff members are appointed by the duly constituted University Selection Committee.

6.3.8 Industry Interaction / Collaboration

The departments are constantly organizing industrial visits to students to renowned organizations. The package of industrial visit covers minimum of two organizations engaged in manufacturing, processing and service. The prior schedules are prepared by the Departments and got due approval from the Deans of faculty and Vice- Chancellor. Every year the location of visit and organizations are decided based on the requirements of students according to their academic backgrounds. During the time of industrial visits, the university encourages students to take part in interactions with the top level officials of visiting organizations that helps them in gaining experience by knowledge sharing. The end of every visit, the students are instructed to provide model report about the learning aspects on the visits

6.3.9 Admission of Students

Admission is done on all India bases. All India basis advertisement will be given for admissions. Admissions to various courses are based purely on merit by normalizing the marks obtained in the qualifying examination and marks obtained in the entrance examination. The admission is finalized by the committee headed by the Admission Chairman. Preference is given to AIEEE ranked students. No Capitation fee in any form is collected.

6.4 Welfare schemes for: A number of welfare schemes were in vogue in the University for teaching, non-teaching staff as well as the students.

a) Teaching staff:

1. Medical insurance for self and family.

2. Tuition fee waiver up to 25% for the study of wards in the university in any course

3. Pongal bonus

4. Funeral expenses for self and family members.

5. Gratuity and pension scheme

6. Personal- interest free loan up to Rs.1, 00,000

7. Sabbatical leave, financial support for attending the programme.

b) Non-teaching staff

1. Medical insurance for self and family.

2. Tuition fee waiver up to 50% for the study of wards in the university in any course

3. Pongal bonus, Festival advance

4. Funeral expenses for self and family members.

5. Gratuity and pension scheme

6. Personal interest-free loan up to Rs. 50,000

c) Students

1. Medical insurance for self.

2. Merit cum Means scholarships.

3. Endowment scholarships

4. Stipend for PG students

5. Free boarding and Lodging for Sanskrit students.

6.5 Total corpus fund generated
19.31 Crores

6.6 Whether annual financial audit has been done   Yes | √ | No | |

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	---	---	√	Dean
Administrative	---	---	√	Registrar

6.8 Does the University/ Autonomous College declare results within 30 days?

For UG Programmes   Yes | √ | No | |

For PG Programmes   Yes | √ | No | |

6.9   What efforts are made by the University/ Autonomous College for Examination Reforms?

NOT APPLICABLE

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

NOT APPLICABLE SINCE WE HAVE NO AFFILIATED COLLEGES.

6.11 Activities and support from the Alumni Association

Alumni association was formed. In the earlier years the alumni meets are being held in the university campus itself once in a year. But last year we have conducted alumni meets in Chennai and Bangalore. A number of alumni attended and promised to help the upliftment of the university in all respects. They have been working as brand ambassadors for our admission. Alumni interaction is done through online to improve the departmental activities. Alumni web portal was created in our website too.

6.12 Activities and support from the Parent – Teacher Association

There is a system prevalent in the Departments in which the parents of various students meet the Head of Department and other class in-charges to know about the progress of their wards and initiate corrective measures like Student's Attendance Percentage and their Internal Marks are sent to their parents to improve their academic performance. As on date there is no other significant contribution from the parent's side for the growth and development of the university.

6.13 Development programmes for support staff

The Institution organizes training programmes for non-teaching staff members. The non-teaching staffs are also deputed to various training programmes. For the year 2014-15 about 10 non-teaching staff members were involved in various training programmes.

6.14 Initiatives taken by the institution to make the campus eco-friendly

The following activities are being taken up by the institution to make the campus eco-friendly

1. Rain water harvesting
2. Solar energy
3. In order to reduce pollution the campus has been made completely smoke free.
4. Restricted entry of motored vehicles inside the campus with most parking areas being made available at the gates.
5. Every semester, with the help of green Brigade /NSS volunteers' tree plantation is carried out in the campus**.**

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the Functioning of the institution. Give details.

1. Council of Deans was established to sort out a number of both academic issues of the university. The council met frequently and a number of issues were addressed effectively. It is a great step taken up by the vice-chancellor towards the decentralization of the power on one hand and effective management of affairs on the other hand.

2. API formats were sent to all the members of faculty and they have filled the formats and returned the duly filled in formats. This made the staff members to understand the expectations of the university form each and every member and it served as a very good tool for motivation.

3. Academic audit was done in all the departments and it also served as a source of motivation to those members of faculty who have been working and the management is able to identify the contributions and performance of each faculty in all the departments.

4. NPTEL, Spoken Tutorials and virtual labs are included for reinforcing concepts taught in the classroom.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

Plan of action was formulated at the beginning of the year 2014-15 and got it approved in the first meeting of the IQAC. The following actions were taken up by the IQAC during the academic year 2014-15 for imparting quality.

1. API format was developed with very clear instructions on the lines suggested by the UGC and a meeting of the HODs was conducted and explained each and every point and copies of the format were supplied to them and asked them to conducted a meeting at department level and explain all the points to all the members of faculty . All the members of faculty were supplied with the formats and asked to update every month.

2. Collected all the formats with due enclosures and signatures at the end of June and was scrutinised by the members of the IQAC and in the final round of verification of each faculty was called and the scores were shown to them for approval and necessary changes were made where necessary.
   Category-wise scores of the members of faculty of all the departments were handed over to the honourable vice-chancellor for further action.

3. API formats for non-teaching staff was also developed and the above procedure was adopted before finalizing the scores of the supporting staff.

4. Academic Audit was introduced this academic year. Formats were developed and supplied to all the HODs for further action. Deans of the faculty along with two other Heads of Departments conducted the Academic Audit of each Department and reports were collected by the IQAC.

5. All CAS promotions were subjected to the approval of the IQAC was done.

6. IQAC sub-committee, Departmental IQAC committees were established to decentralise the activities of the IQAC and necessary meetings were conducted.

7. Workshops were conducted for the Faculty Development through CDTL.

8. Curriculum was reorganized through Curriculum Development Centre.

9. Student feedback, alumni feed-back forms were developed and supplied to the Departments for collecting feedback and analysing the performance of the members of faculty.

7.3 Give two Best Practices of the institution *(please see the format in the NAAC Self-study Manuals)*

A number of Best Practices are in vogue in various Departments of the University. The details of the two best practices in the stipulated format are given in the **ANNEXURE-X.** They are:

1. invigilator-free examinations
2. Technology up gradation.

OTHER BEST PRACTICES IN VOGUE ARE:

1. Research colloquium conducted
2. Preparation of lecture schedules
3. Preparation of handouts for each course taken up by the members of faculty
4. Release of quarterly / half-yearly news letters
5. Organization of guest lectures by subject experts
6. Organization of workshops / seminars / conferences / Symposia
7. Attending of faculty to various seminars / Workshops / Symposia / Conference
8. Encourage faculty to undergo Certification programmes and refresher courses in Academic Staff Colleges
9. Conduct of Academic Audit at the end of each academic year.
10. Establishment of CDTL, SGRC, and various other importance centers in the university.
11. Staff welfare activities such as Medical insurance to the staff and all family members, Personal Interest free loan up to Rs. 1,00,000, festival advance once in a year, Pongal bonus for all staff members
12. Sabbatical leave, On-duty to attend seminars etc.,
13. Organizing Industrial Visits / Educational Tour
14. Celebrating important days such as International Women's Day, Teachers Day, National Science Day, National Education Day, Good Governance Day
15. Organizing Monthly Departmental Committee Meetings

16. Students election / Class council

17. Integrating ICT in Education

18. Preparing Power Point Presentations by the members of faculty for all the topics of all the courses.

19. Establishment of smart classrooms in all the departments

20. First-Aid service with emergency medicines

21. Guidance and Counseling Cell

7.4 Contribution to environmental awareness / protection

A number of measures are taken up by the University Environmental Awareness and environmental protection.

1. Awareness lectures were organized for the students regarding the importance of environment.

2. Greenery was developed in the university in the form of lawns and planting of trees.

3. Sewage plant was in operation and being maintained well.

4. University was declared as tobacco-free campus.

5. Solar lights were erected in the campus.

6. Solar plant was erected on the administration building.

7.5 Whether environmental audit was conducted?   Yes [ ]   No [✓]

7.6 Any other relevant information the institution wishes to add. (For example SWOT Analysis)

All the steps initiated by the university to address the suggestions given by the peer team during the time of visit. The details were mentioned in the **Annexure-XI**

All the departments made SWOT analysis of their own and the SWOT analysis of the university was done and necessary steps are being taken to overcome the weaknesses. In order to decentralize the administration the university authorities constituted the Council of Deans and the council regularly meets to address various issues related to academic matter. Various committees such as anti-ragging committee, Disciplinary Committee, Students' Grievance Redressal Committee meets every month and resolutions are being minuted.

Refer Annexure XI

8. Plans of institution for next year
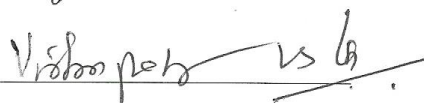
1. A New building with 16 rooms is to be constructed for the purpose of class rooms.

2. A number of workshops/seminars are to be organized through CDTL for the improvement of quality in Teaching, Learning and Research.

3. Revision of API formats and Academic Audit formats taking the last year in puts into consideration.

4. To introduce performance linked incentives/increments to the members of faculty.

5. Encouraging faculty to publish more papers and guiding them to get extender funded projects.

6. To form 3 to 4 teams of faculty in each department on the basis of their interest and specialization to work in synergy with regards to planning of the activities, teaching as well as Research.

Name _Prof. Dr. K.V.S.N. MURTY_   Name _Prof. Dr. VISHNU POTTY. V.S._

Signature of the Coordinator, IQAC   _Signature of the Chairperson, IQAC_

*****

ANNEXURE - I

ACADEMIC CALENDAR

List of Holidays for the Academic Year 2015 - 2016

Sl.NO.	DATE	DAY	ON ACCOUNT OF
1	18-07-2015	SATURDAY	RAMZAN
2	15-08-2015	SATURDAY	INDEPENDENCEDAY
3	28-08-2015	FRIDAY	ONAM
4	05-09-2015	SATURDAY	GOKULASHTAMI
5	17-09-2015	THURSDAY	VINAYAGARCHATHURTHI
6	02-10-2015	FRIDAY	GANDHIJAYANTHI
7	21-10-2015	WEDNESDAY	AYUTHAPOOJA
8	22-10-2015	THURSDAY	VIJAYADASAMI
9	09-11-2015	MONDAY	DEEPAVALI
10	10-11-2015	TUESDAY	DEEPAVALI
11	25-11-2015	WEDNESDAY	KARTHIGAIDEEPAM
12	25-12-2015	FRIDAY	CHRISTMAS
13	01-01-2016	FRIDAY	NEWYEAR
14	14-01-2016	THURSDAY	BHOGI
15	15-01-2016	FRIDAY	PONGAL
16	16-01-2016	SATURDAY	MATTUPONGAL/THIRUVALLUVARDAY
17	17-01-2016	SUNDAY	UZHAVARTHIRUNAL
18	26-01-2016	TUESDAY	REPUBLICDAY
19	08-04-2016	FRIDAY	TELUGUNEWYEAR
20	19-04-2016	TUESDAY	MAHAVEERJAYANTHI
21	14-04-2016	THURSDAY	TAMILNEWYEAR
22	01-05-2016	SUNDAY	MAYDAY
23	21-05-2016	SATURDAY	BUPHAPOORNIMA

U.G. PROGRAMMES

ODD SEMESTER

Reopening Date	-	06-07-2015
Commencement of the Class for the First Year	-	03-08-2015
First Internal Test	-	07-09-2015
Second Internal Test	-	26-10-2015
Last Working Day for the Odd Semester	-	17-11-2015
Odd Semester Practical Exam	-	18-11-2015
Odd Semester Theory Exam	-	23-11-2015
Last Date for Paying the Semester Fee	-	31-07-2015

EVEN SEMESTER

Reopening Date	-	14-12-2015
Project Duration for Final Year Students	-	01-02-2016 to 31-03-2016
First Internal Test	-	08-02-2016
Second Internal Test	-	21-03-2016
Last Working Day for Even Semester	-	26-04-2016
Even Semester Practical Exams	-	27-04-2016
Even Semester Theory Exam	-	02-05-2016
Last Date for Paying the Semester Fee	-	31-12-2015

I Year B.E / B.Tech

ODD SEMESTER

Commencement of the classes	-	03-08-2015
First Internal Test	-	13-10-2015 to 16-10-2015
Second Internal Test	-	01-12-2015 to 04-12-2015
Last Working Day for the Odd Semester	-	21-12-2015
Odd Semester Practical	-	22-12-2015
Odd Semester Theory Exam	-	19-01-2015

Important Dates 2015 - 2016

<div style="text-align:center">**EVEN SEMESTER**</div>

Commencement of the classes	-	19-01-2016
First Internal Test	-	02-03-2016 to 04-03-2016
Second Internal Test	-	20-04-2016 to 22-04-2016
Last Working Day for Even Semester	-	13-05-2016
Commencement of Practical Exams	-	16-05-2016
Commencement of Theory Exam	-	23-05-2016

<div style="text-align:center">**P.G. PROGRAMMES**</div>

<div style="text-align:center">**ODD SEMESTER**</div>

Reopening Date	-	06-07-2015
First Internal Test	-	07-09-2015
Second Internal Test	-	26-10-2015
Last Working Day for the Odd Semester	-	17-11-2015
Odd Semester Practical	-	18-11-2015
Odd Semester Theory Exam	-	23-11-2015
Last Date for Paying the Semester Fee	-	31-07-2015

<div style="text-align:center">**EVEN SEMESTER**</div>

Reopening Date	-	14-12-2015
First Internal Test	-	08-02-2016
Second Internal Test	-	21-03-2016
Last Working Day for Even Semester	-	26-04-2016
Even Semester Practical Exams	-	27-04-2016
Project Viva-voce for Final Year	-	27-04-2016
Even Semester Theory Exam	-	09-05-2016
Last Date for Paying the Semester Fee	-	31-12-2015

<p style="text-align:center">Important Dates 2015 - 2017
Management Studies</p>

I Trimester

Reopening Date	:	06-08-2015
Last Working Date	:	29-10-2015
Internal Test I	:	07-09-2015
Internal Test II	:	08-10-2015
Commencement Exams	:	02-11-2015

II Trimester

Reopening Date	:	16-11-2015
Last Working Date	:	13-02-2016
Internal Test I	:	14-12-2015
Internal Test II	:	18-01-2016
Commencement Exams	:	17-02-2016

III Trimester

Reopening Date	:	29-02-2016
Last Working Date	:	24-05-2016
Internal Test I	:	29-03-2016
Internal Test II	:	27-04-2016
Commencement Exams	:	27-05-2016

IV Trimester

Reopening Date	:	04-07-2016
Last Working Date	:	14-10-2016
Internal Test I	:	04-08-2016
Internal Test II	:	06-09-2016
Commencement Exams	:	21-10-2016

V Trimester

Reopening Date	:	07-11-2016
Last Working Date	:	06-02-2017
Internal Test I	:	07-12-2016
Internal Test II	:	09-01-2017
Commencement Exams	:	13-02-2017

<div style="text-align:right">Project Work</div>

VI Trimester

ANNEXURE - II

FEED BACK ANALYSIS

REPORT ON THE PERFOMANCE OF THE MEMBERS OF FACULTY BY THE STUDENT TEACHERS (B. Ed – 2013-14)

The feedback of the student teachers on the performance of all the members of the faculty who have been teaching classes for B.Ed Program was taken on 17-4-2014. After thoroughly going through the feedback given by the student teachers the following analysis has been made.

PROCEDURE FOLLOWED:

All the student teachers were explained how to fill the form. The non-teaching staff were assigned the responsibility to distribute the formats and asked to collect the duly filled in formats and handed over to the Head. The formats were thoroughly gone through by the Head of the School of Education and noted down all the strengths and limitations of each faculty with respect to the courses dealt by them. After completion of analysis of all the formats collected, the Head called each member of faculty individually and explained his/her strengths and limitations and also suggested measures to circumvent the limitations and encouraged to maintain the strengths.

The following are the strengths and limitations of the members of faculty with respect to the courses dealt by them.

I. SRI. K. UMA GIRIDHAR:

He has been teaching two courses, one core and one elective viz., **Paper-II (Psychology of Learner and Learning Process), and Paper-IV (Special Education)**

Grading: 82.4% of the student teachers graded the performance of teaching of **Sri. K. Uma Giridhar as excellent** and 17.5% of the students graded him as **good** for the paper-II (**Psychology of Learner and Learning Process**). With respect to the teaching of Elective subject **Paper-IV (Special Education) he was graded 'excellent'** by **87.5%** of the student teachers, **'Good'** by **12.5%** of the student teachers.

Strengths:

1. He has a passion for teaching.
2. He maintains good rapport with all the students.
3. He motivates the students well.
4. His voice is loud, bold and commndable.
5. He is good at subject knowledge.
6. He manages classroom very well.
7. He has good questioning skills.

8. He provides extra information about the concepts.

9. His illustrations with examples are good.

Limitations:

1. He was not able to teach in Tamil.

2. He speaks only with those students who know English.

3. Sometimes he is emotional and angry.

4. He is asking more questions to girls only.

5. He is very strict.

SUGGESTIONS:

1. He was suggested to use technology as much as possible.

2. He was advised to learn Tamil and use some words to satisfy the students.

3. He was asked to be a bit more patient while handling students.

4. He was advised to distribute the questions to all the students in the class.

GRADE:

II. SRI. T. ARUN CHRISTOPHER

He has been teaching **Paper-VI (Methods of Teaching Physical Sciences), Paper-VI (Computer Science I) and Paper-IV (Educational Management)**

Grading: 100% of the student teachers graded the performance of teaching of Sri T.Arun Christopher as **excellent** with respect to **Paper-VI (Methods of Teaching Physical Sciences),** 100% of the student teachers graded the performance of teaching of the member of the faculty as **excellent** with respect to **Paper-VI (Computer Science I)** and 88.8% of the students graded him as excellent and 11.1% as **good** with respect to the **Paper-VI (Educational Management).**

Strengths:

1. He motivates the students well.

2. He manages the class well.

3. He very often gives pieces of advice to the students.

4. He maintains good rapport with the students.

5. His teaching method is good.

Limitations:

1. He should improve his black board work.

2. He has to improve his voice modulations.

3. He should use technology while teaching.

SUGGESTIONS:

1. He was asked to be loud and clear while delivering lectures to the students.
2. He was asked to improve black board work.
3. He was suggested to use technology as much as possible.

III. SRI.R. SARAVANAN:

He has been teaching two courses related to **Tamil Methodology** viz., Paper-V & Paper-VI.

Grading: 63% of the student teachers graded the performance of teaching of Sri**. R. Saravanan** as **excellent** and 36.8% of the student teachers graded him as **good** for the paper-V **(Methods of Teaching Tamil)** and 32% of the people graded his performance of teaching as **excellent and 68% as good** for the paper-VI **(Innovations, Trends and Approaches in Tamil).** He is graded well by the students not merely for his teaching performance but due to his cordial relations with the students. He is very lenient to the students in various aspects.

Strengths:

1. His voice is audible.
2. His teaching method is good.
3. He has good subject knowledge.
4. He motivates the students well.
5. He is supportive, caring and hence maintains good rapport with the students.
6. He is very friendly and cheerful.
7. He has good questioning skills.
8. He provides extra information about the concepts.

Limitations:

1. He is lacking in the power of class room management.
2. He should improve black board work.
3. He must use technology.
4. He should improve the ability of giving relevant illustrations.
5. He is also confusing occasionally.
6. At times he is very angry.
7. He teaches very fast. He seldom try to understand the questions asked by the students but gives answers as per his understanding.

SUGGESTIONS:

1. He was asked to manage the class well. Some tips were told to him about the management of the class.

2. He was suggested some techniques of using the black board effectively and asked to make his writings quite legible.

3. He was suggested to use technology as much as possible.

4. He was advised to prepare for the lesson well in order to improve his ability of explanations.

5. He was asked to control his emotions while dealing with the student teachers.

6. He was asked to reduce the speed with which he speaks while giving lectures.

THE GRADATION OF PERFORMANCE OF THE MEMBERS OF FACULTY OF THE SCHOOL OF EDUCATION

S.No	Name of the faculty	Paper dealt	Gradation
1	Sri. K.Uma Giridhar	Psychology of Learner and Learning Process	Excellent (82.4%) Good (17.5%)
		Special Education	Excellent (87.5%) Good (12.5%)
2	Sri. T.Arun Christopher	Methods of teaching Physical Sciences	Excellent (100%)
		Methods of teaching Computer Sciences	Excellent (100%)
		Educational Management	Excellent (88.8%) Good (11.1%)
3	Sri. R Saravanan	Method of teaching Tamil	Excellent (63%) Good (36.8%)
		Innovations, trends, and approaches in Tamil	Excellent (32%) Good (68%)
4	Sri. T.Pushpanathan	Method of teaching English	Excellent (60%) Good (36%) Average (4%)
		Innovations, trends, and approaches in English	Excellent (63.84%) Good (36.1%)
5	Smt. J.Jayapriya	Philosophical and Social Contexts of Education	Excellent (82.4%) Good (17.5%)
		Method of teaching Mathematics	Excellent (26.6%) Good (60%) Average (13%)
6	Sri. A.Vasudevan	Innovations and Research in Education	Excellent (65%) Good (35%)
		Method of teaching Biological Sciences	Excellent (86%) Good (14%)
7	Sri. Hiralal Dass	Methods of teaching Sanskrit	Excellent (100%)
		Methods of Teaching Sahitya and Vyakarana of Sanskrit	Excellent (100%)

CONCLUSIONS:

All the members of faculty went through the feedback of the student teachers in a very spirited way and realized that this works as a powerful tool to improve their teaching performance in the classroom. It is evident the grading of most of the members of faculty is well improved in this year. It is observed steep decline in grading of some of the members faculty when compared to last academic year. They are advised to analyze the facts and find the reasons and adopt measures for improvement. It is expected that the feedback of the next batch of students would better than the present one since the members of faculty decided to overcome their limitations.

ANNEXURE- III
SRI JAYENDRASARASWATHI CENTRE FOR ADVANCED RESEARCH

DIFFERENTIAL SCANNING CALORIMETER.

A) An analytical Instrument development project "Indigenous low cost Differential Scanning Calorimeter with Lab VIEW extension "proposed on 23.03.2015 by SJCAR to DST, New Delhi, under Instrumentation development Programme.

PROPOSAL HIGHLIGHTS: Budget: Rs. 8.5 lakhs Period: two years As an import substitute

B) Communication received on 27th April 2015 to present our technical proposal at IHBT, Palamput(H.P), CSIR on 15th May 2015.

C) R. Parthasarathy, nominated as the co-investigator by the university, presented the project to the Expert Advisory Committee(EAC) on 15th May 2015.

D) The Technical presentation was well received among the members of EAC and the members suggested a few technical modifications in selection of material for the furnace and data presentation method.

DISCUSSION DETAILS ARE APPENDED HEREWITH

E) Meanwhile, a details Furnace fabrication procedure is prepared and is ready for discussion with industrial partner. The procedure covers electrical, instrumentation and mechanical fabrication scheme.

The Furnace Fabrication procedure is attached herewith

F) Similarly actual fabrication notes for calorimetric signal measurement and control module is also under preparation.

G) A letter from National research Development Corporation (NRDC) Ministry of Science and technology, Govt. of India, received – inviting a list of technologies available with universities to create data base as a 'Make in India' initiative.

H) In order to launch a project **"Online Impedance Spectroscopy based Frequency response analyser"** a technical draft indicating the area of interest

I) Prepare a mail and sent to a senior scientist in CECRI, Karaikudi on personal capacity.

J) Copy is attached herewith

Design Proposal titled "Design of Electro-Gymnasium Equipment as a New Renewable Energy Source"

K) Dispatch to "Ministry of New and renewable Energy", New Delhi on 30th May 2015

Copy of the report is attached herewith

ANNEXURE- IV
SRI JAYENDRASARASWATHI CENTRE FOR ADVANCED COMPUTING

INTRODUCTION

The Computing Centre was established in the year 2007 under the "UGC Scheme for establishment of Computer Centres in Universities". The Center for Advanced Computing is functioning as a central facility providing Internet and Intranet facilities for

- ❖ The Growth and Development of Teaching, Training, Research and other related academic activities and
- ❖ Automating various activities of the university.

OBJECTIVES:

The center for Advanced Computing is established with the following objectives:

- ❖ To strive towards consistent growth and development in Research in the areas of computing and communications
- ❖ To teach and train students, staff and external aspirants in the areas of advanced computing
- ❖ To introduce at appropriate time and level all advancements in the field of ICT to the communities of students and teachers and professionals on a periodic basis
- ❖ To encourage trainees, students and practicing professionals to apply their learning for further research and acts of social benefits.
- ❖ To automate the activities of the universities by developing and implementing software systems.

INFRASTRUCTURE AVAILABLE:

HARDWARE:

The Central Computing Centre possesses around 250 numbers of computers having Internet and intranet connectivity which is adequately supported by a campus-wide optical fiber cable network. With the support of the MHRD, the university has the NKN connectivity with 1GB capacity.

SOFTWARE:

The Computing center has procured latest software for the usage of the students and staff for academic as well as administrative purposes. The software catering to the needs of students based on the syllabus of various departments have been purchased and being used by the students.

SUPPORTING STAFF:

The following staff members will render their support the efforts of the center
1. Dr.S.Rajalakshmi, Professor & Director Center for advanced computing
2. Dr.R. Vasanth Kumar Mehta HOD, CSE Department–Technical Support

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3. Mr. M.Krishnamoorthy, Asst. Prof. CSA Department- System administration

4. Mr.E.Sankar, Asst. Prof. CSE Department- System administration

5. Mr.V.Balu, Asst. Prof. CSE Department-Software Development

6. Mr.M.Vinoth, Programmer CSE Department

SERVICES OFFERED BY THE CENTRE

1. **Internet and Intranet access**

   Campus-wide Internet connectivity is provided for students and staff to access the resources on the internet through the 1 GB connectivity received under the National Knowledge Network connectivity. Wi-Fi connectivity is also being setup for the use of students and staff. Maintenance of Computer Network and computer infrastructure for the university is taken care of by the computing center.

2. **Teaching of Advanced Concepts:**

   The facilities of the computing center are used for teaching of advanced concepts in computing and conducting short term courses of other departments. Courses like CCNA (Cisco Certification), Cloud Infra Structure and Services and Parallel programming are offered by the CSE department, using the facility available in the Computing center Also Hands-on workshops and seminars are conducted for students, faculty and research scholars on various topics

3. **Resource sharing:**

   a. Staff members utilize the hardware and software resources for performing computing-related research experiments. Various minor research projects are also being pursued utilizing the resources of the computing centre.

   b. Final year students of B.E., M.C.A. are provided required development tools for carrying out software development projects as required by their curriculum. Also M.Phil and PhD scholars also use the facility for accessing study materials and carry on their research work.

4. **Information-Sharing**

   a. The Campus-wide Intranet provides for sharing resources and data sharing through the Campus-wide intranet.

   b. Email-ids are provided for teaching and administrative staff.

   c. Campus-wide Access to the University International Library Catalogue through OPAC and Campus-wide Access to online journals through UGC-JCC Infonet Portal are provided.

5. **Development and hosting of Software Services catering to departmental needs.**

   The following software are developed and implemented at the computing center

   a. Academic Management System

   b. Faculty Management System

   c. Research Scholar Management System

   d. MANUS-LIB: Palm-leaf Manuscript Digital Preservation System and Library

   e. Online Entrance Examination for admission

   f. Online Tests for Internal Assessment

   g. Admission Process Automation System

   h. Department Library Management system

6. **University Website – www.kanchiuniv.ac.in**

   The University's website www.kanchiuniv.ac.in is hosted in-house on the Web-Server and is designed and developed by the Web Team.

7. **Online Courses:**

   Online courses on Sanskrit and Astrology have been designed, developed and deployed in the Internet.

8. **E-learning materials:**

   NPTEL courses have been procured and made available to students and staff in the Intranet. Also the e-learning tool Moodle has been installed on the LAN server and the Moodle learning portal is created. Faculty members and students have been given login ids and passwords to access the same. Subject lists and student lists have been added as per the requirement of the faculty and students enrolled.

9. **Placement Activities:**

   Online Tests and interviews are conducted for the placement of the students using the computing center**.**

10. **Advanced Labs set up**

    Advanced research labs like Wireless Lab, Router Lab, SDN Lab, Internet of Things Lab, Parallel Programming Lab and Networks Lab have been set up by the department of computer science and engineering for technology upgradation.

ANNEXURE -V

CENTRE FOR DEVELOPMENT OF TEACHING AND LEARING (CDTL)

NEED OF THE CENTRE

There is need to introduce innovation in the teaching learning process in tune with the changing trends of the world of learning. Student initiation, interactive and critical pedagogy, reflective level of thinking is to be promoted to yield good results. Education is a process of development through continuous reconstruction of experiences by adopting innovative and best practices in the system of education. The members of faculty ought to be well equipped with modern skills of teaching including integrating ICT in imparting education to the children. There is a need to make a paradigm shift from the readymade handing over of the knowledge to the students to construction of the knowledge by the students of their own by providing necessary experiences to them.

VISION

To develop the **Center for Development of Teaching and Learning** as center of excellence by supporting and empowering faculty to enhance the academic experience through excellence in teaching practices and engaging learning activities and by making the quality the defining element of teaching learning process through a combination of character, competency and commitment.

MISSION

- ❖ To inculcate discipline, regularity and punctuality among the educators.
- ❖ To make value education and teaching learning process go hand in hand.
- ❖ To produce competent, committed and performing teachers.
- ❖ To impart effective skills of teaching by modernizing with the changing trends in education
- ❖ To get acquainted with the recommendations of various committees and commissions submitted their reports.
- ❖ To give more importance to social dimension
- ❖ To create the environment for interactive pedagogy
- ❖ To encourage self evaluation, student evaluation of the faculty, and innovations in teacher education.
- ❖ To stimulate the academic environment for promotion of quality of teaching-learning and research in teacher education.
- ❖ To undertake quality-related research studies, consultancy and extension and training programmes.
- ❖ To collaborate with other stake holders for higher education for quality evaluation, promotion and sustenance.
- ❖ To develop question banks, handouts and study materials, e-content etc.

VALUE FRAMEWORK

- ❖ Building up a sound and strong character
- ❖ Developing positive attitude.
- ❖ Developing commitment towards the students, profession and society.
- ❖ Fostering the feeling of oneness, belongingness, commonness, and brother lihoodness.
- ❖ Inculcating the value system among the teachers.
- ❖ Promoting and integrating the use of ICT.
- ❖ Encouraging healthy competition among the teachers
- ❖ Recognizing the meritorious services of the teachers
- ❖ Contributing to the institutional / regional / national and international development.

OBJECTIVES OF THE CENTRE

- ❖ To impart quality education in tune with the changing trends in the society.
- ❖ To strengthen the quality of teaching and learning activities
- ❖ To provide year long in-service programmes for the members of faculty both in pedagogical, content knowledge and life skills education.
- ❖ To integrate the teaching and learning activities with ICT.
- ❖ To train the members of faculty to use the wide variety of technology for preparation, teaching and evaluation.
- ❖ To develop innovative and best practices in teaching and learning programmes.
- ❖ To develop study material for the subjects offered both in print and electronic form.
- ❖ To develop on-line materials for the benefit of the students
- ❖ To adopt modern methods of teaching
- ❖ To encourage interactive pedagogy
- ❖ To supervise and monitor the teaching and learning activities of the members of faculty.

ORGANIZATIONAL STRUCTURE OF THE CENTRE
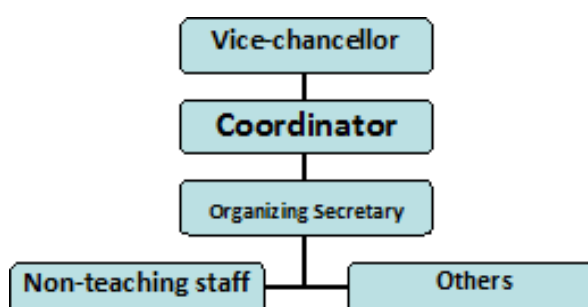
ACTIVITIES OF THE CENTRE

The following are the activities to be taken up in the academic year 2013-14 by the CDTL.

- ❖ To conduct four day orientation programme to the newly inducted members of faculty in the odd semester
- ❖ To conduct four day orientation programme in the even semester
- ❖ To conduct spoken English classes for the members of faculty

To prepare question banks in each discipline at least for one course.

STRATEGIES TO ENHANCE THE QUALITY IN TEACHING LEARNING PROCESS

- ❖ To adopt interactive pedagogy
- ❖ To train the faculty by acquiring skills through microteaching
- ❖ To assess the performance of the faculty with Flanders' 10-category interactive analysis

PEER TUTORING

The centre trains the faculty in promoting peer tutoring. This enables the students to develop leadership quality on one hand and the problem of slow learners can be well addressed on the other.

E-TUTORING

The CTDL trains the faculty to maximize the use of e-tutoring there by many problems of the students can be addressed mutually as well in the group.

FUNCTIONING OF THE CENTRE

The CTDL is established in the University Campus headed by the Director with the supporting staffs. This centre is made to enhance the quality in teaching and learning by organizing continuous short-term program.

CONCLUSION:

The CDTL completed its ground work and started its functioning by conducting a two-day work shop on '**Instructional Objectives'** on 15 & 16 October, 2014. The second work shop on 'Analysis of Teaching behavior was conducted on 14 & 15 November, 2014. It is intended to organize at least one work shop on each month up to March, 2014.

ANNEXURE -VI
CENTRE FOR CURRICULUM DEVELOPMENT AND REVIEW

CURRICULUM DEVELOPMENT

"Curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational program. Syllabus on the other hand, refers to that sub part of curriculum which is concerned with a specification of what units will be taught" (Allen1984).

"Curriculum.. is dynamic and includes all the learning experiences provided for the student. It encompasses the learning environment, teaching methods, the resources provided for learning, the systems of assessment and the school ethos." (Alderson and Martin 2007)

Five criteria are identified as important in the Engineering Education Model:

- ❖ **Scientific strength**, which provides engineers who are innovative, able to work in research and development activities, and adaptable in different engineering fields.
- ❖ **Professional competencies**, which provide engineers who are able to identify, formulate, and solve engineering problems, responsible professionally, and able to use techniques, skills, and modern engineering tools for engineering practice.
- ❖ **Multi-skilled**, which provides engineers who are able to work in different engineering fields and function in multidisciplinary work/teams.
- ❖ **Well-respected and potential industry leader**, which provide engineers who are able to understand the impact of engineering solutions in a global/social context, knowledgeable of contemporary issues, able to communicate effectively and be involved in community or social projects.
- ❖ **Morally and ethically sound** which provide engineers who understand ethical and moral responsibility.

VISION

Having an up to date curriculum of entire courses of the university in accordance of the norms of the University Grants Commission, so that the student may have the maximum benefit of the courses pursued thereof.

MISSION

- ❖ The curriculum team, formed from an interdisciplinary perspective, integrates representatives of the academic community such as mentors, advisors, program coordinators and students.
- ❖ The curriculum team is responsible for designing, implementing, monitoring, assessment and continuously adjusting the curricular structure.
- ❖ The different detected phenomena are investigated by the educational research & development team of each department via research projects involving students.

- The committee is actively interconnected with the student development support team and the different committees of other departments.
- Syllabus is made up to date with the help of Board of studies constituted by the departments.
- The team will work with the Management to provide the required environment to implement the syllabus.
- The team will try to implement the outcome based education.

GRADUATE IN ENGINEERING - EXPECTATIONS

- Depth and Breadth - Familiarity with topics across the breadth of the discipline, with advanced knowledge in one or more areas.
- Have a breadth of knowledge in Mathematics and Engineering sciences, associated with engineering.
- Design Experiences - Graduates should have completed a sequence of design experiences.
- Use of tools - Graduates should be capable of utilizing a variety of computer based and laboratory tools relevant for their field of engineering.
- Professional practice - Graduates should understand the societal context in which engineering is practiced, as well as the effects of engineering projects on society.
- Communication skills - Graduates should be able to communicate their work in appropriate formats (written, oral, graphical).

CURRENT PRACTICE AND CRITICAL ISSUES FOR ENGINEERING EDUCATION

The new accreditation approach shifts emphasis away from "**what is being taught**" to "**what is being learned**"

- Engineering programs are now required to demonstrate that their graduates are achieving a set of specified learning outcomes, and the means of demonstrating this is left to each university to decide and implement.
- What are the critical issues that need to be addressed?
- Engineering curricula are too focused on engineering science and technical courses without providing sufficient integration of these topics or relating them to industrial practice.
- Current programs do not provide sufficient design experiences to students.
- Programs need to develop more awareness amongst students of the social, environmental, economic and legal issues that are part of the reality of modern engineering practice.
- Curriculum MUST be a flexible document….
- A curriculum should ONLY give a guideline for planning.
- A curriculum may be provided by the institution or expert curriculum planner.
- Syllabus is a concrete document.

- ❖ A syllabus should remind the instructor of what is to be taught, how it is to be taught and from where it is to be taught.
- ❖ A syllabus should be drawn up the instructor or those involved directly in the teaching.

The following stages in the design and development of a curriculum:

      Stage1: Problem definition

      Stage2: Structuring the curriculum

      Stage3: Implementation

The inputs to stage 1 are:

- **The Mission Statement.**

  This should be a part of the strategic planning and quality management procedures of the Department and it provides overall guidance of the purpose of the Department.

- **Industry Needs**

  These can be difficult to obtain but should include a competencies measure of manpower requirements and the skills, knowledge and employers expect of graduate engineers.

- **Societal needs**

  The role that the engineer will play in the national development, the engineer's responsibilities to society, society's expectations and the impact of technology on society are necessary inputs to the curriculum design process

- **Professional needs**

  This input includes criteria set for the initial registration number of professional engineers, criteria for continued registration, and criteria for educational program as set by the professional societies.

- **Evaluation of an Existing Curriculum**

  Feedback from the existing curriculum, if any, can be used to determine how well the existing curriculum satisfies the educational goals. This information will help in improving the curriculum.

RECENT DEVELOPMENT: (OUTCOME BASED CURRICULUM)

Engineering employers are demanding that engineering graduates must have certain skills. Each engineering curriculum must provide certain skills and abilities, and fulfill its educational program objectives within the mission and goals of the institution. Each engineering program must also demonstrate that the graduates have achieved certain predefined outcomes. Engineers in the global marketplace in the new knowledge economy are as follow:

- • Good understanding of engineering fundamentals and design/manufacturing processes.
- • Multidisciplinary, systems perspective.
- • Basic understanding of context engineering is practiced in.

- Good communication skills.
- High ethical standards.
- Ability to think critically/creatively, independently/cooperatively.
- Curiosity and desire to learn for life.
- Profound understanding of importance of teamwork.

The criteria require that each engineering program must have an assessment process with documented results. Each program must demonstrate that the graduates have:

a) an ability to apply knowledge of mathematics, science, and engineering

b) an ability to design and conduct experiments, as well as to analyze and interpret data

c) an ability to design a system, component, or process to meet desired needs

d) an ability to function on multi-disciplinary teams

e) an ability to identify, formulate, and solve engineering problems

f) an understanding of professional and ethical responsibility

g) an ability to communicate effectively

h) the broad education necessary to understand the impact of engineering solutions in a global and societal context.

i) a recognition of the need for, and an ability to engage in life-long learning.

j) a knowledge of contemporary issues

k) an ability to use the techniques, skills, and modem engineering tools necessary for engineering practice .

The outcome based course assessment and evaluation tools should consist student learning and instructor teaching. These tools can be a combination of the following:

(1) Homework assignments,

(2) Quizzes,

(3) Exams,

(4) Class Attendance,

(5) Design Project and laboratory written reports,

(6) Design Project Oral Presentation,

(7) Computer Simulation using computer applications.

(8) Prototype development,

(9) Laboratory Testing / Project teamwork.

(10) Course assessment (by students),

(11) Instructor's teaching performance evaluation (by students).

IN SUMMARY

The development of curricula/courses can be approached as a design problem.

- As with technical systems, a detailed and well-structured 'Course Requirements Plan (CRP) has to be formulated.

- The main aspect of the CRP is: *envisaged learning outcomes.*

- Other issues to be taken into account are:

  a) Envisaged life-time

  b) Required infrastructure (staff, rooms, laboratories, etc.)

  c) Assessment procedures.

ANNEXURE -VII
MAJOR ACTIVITIES DURING YEAR AND INSTITUTIONAL SOCIAL RESPONSIBILITY

YUVA HEALTH

- ❖ **"YUVA HEALTH"** is a Free Health Check up Programme organized by **Admission Wing, SCSVMV University** through **SJS Medical Centre, SCSVMV University** for Youth in various Schools & Colleges in and around Kanchipuram.

- ❖ The programme was conducted between 22nd Jan – 25th Feb 2015 at **11 schools** & **5 polytechnic colleges**, which in total served 5050 students.

- ❖ The Programme was inaugurated by *Hon'ble Vice Chancellor* **Prof. Dr. V.S. Vishnu Potty** on 22nd January 2015 at M.L.M. Mamallam Matriculation Hr. Sec School, Kanchipuram.

ITS OBJECTIVES

*The Main objective of **"Yuva Health"** is to create an awareness about health, among the school & college students and to their parents. To achieve its objectives, **"Yuva Health"** provided the following health checkup packages to each individual student.*

1. *Height, Weight & BMI Checkup*
2. *Blood Pressure Checkup*
3. *EYE Checkup*
4. *EAR Checkup*
5. *DENTAL Checkup*

BENEFITS FOR STUDENTS & THEIR PARENTS

❖ A Health report comprising the checkup result is presented to the student.

❖ The health card can be used for discount in treatments at Dr.Agarwal's Eye Hospital, Apollo White Dental, SJS Ayurveda College & Hospital and Nu Med Laboratory.

S.No	School Name	IX	X	XI	XII	Others	Total
1	Mamallan Matriculation	185	159	335	296	18	**993**
2	Sundar Matriculation School	2	7	3	6	34	**52**
3	Chairman Swaminathan School	64	97	61	88	3	**313**
4	Sri Dhandapani School	105	96	52	60	13	**326**
5	SSKV Boys School	110	102	63	76	4	**355**
6	Sacred Heart, Arakkonam	144	122	74	83	14	**437**
7	Kendriya Vidyalaya, Arakkonam	40		50	7	6	**103**
8	Navy Children School, Arakkonam	30	19			38	**87**
9	NAG Matriculation	16	39	107	66	23	**251**
10	NAG Vidyashramam	83	69		7	12	**171**
11	Maria Auxillum School	115	175	87	83	15	**475**
12	Cholan Polytechnic						120
13	Bakthavachalam Polytechnic						386
14	Cheyyar Polytechnic						267
15	Dusi Polytechnic						480
16	Karpaga Polytechnic						234
		894	**885**	**832**	**772**	**180**	**5050**

Apart from Physical Health Checkup Programme, a career guidance programme also has been organized by Professionals & Students.

TENSION FREE EXAMS
RELAX | FACE IT | WIN

Interaction Session for Students - Preparation for Exams, Examination Tips & Relaxing Techniques by Experts
Duration : 90 minutes

22-01-2015	M.L.M. Mamallan Matriculation Hr. Sec School, Kanchipuram

23-01-2015	Sundar Matriculation School, Kanchipuram

| 28-01-2015 | Dhandapani Hr. Sec School, Kanchipuram |

| -2015 | S.S.K.V. Boys Hr. Sec. School, Kanchipuram |

2015	Sacred Heart Hr. Sec. School, Arakkonam

06-02-2015	Navy Children School, Arakkonam

06-02-2015	Kendriya Vidyalaya, Arakkonam

11-02-2015	NAG Matriculation School, Kaveripakkam

13-02-2015	Bakthavachalam Polytechnic

16-02-2015	Cheyyar Polytechnic

20-02-2015	Maria Auxillium Girls Hr. Sec School, Kanchipuram

24-02-2015	Dusi Polytechnic
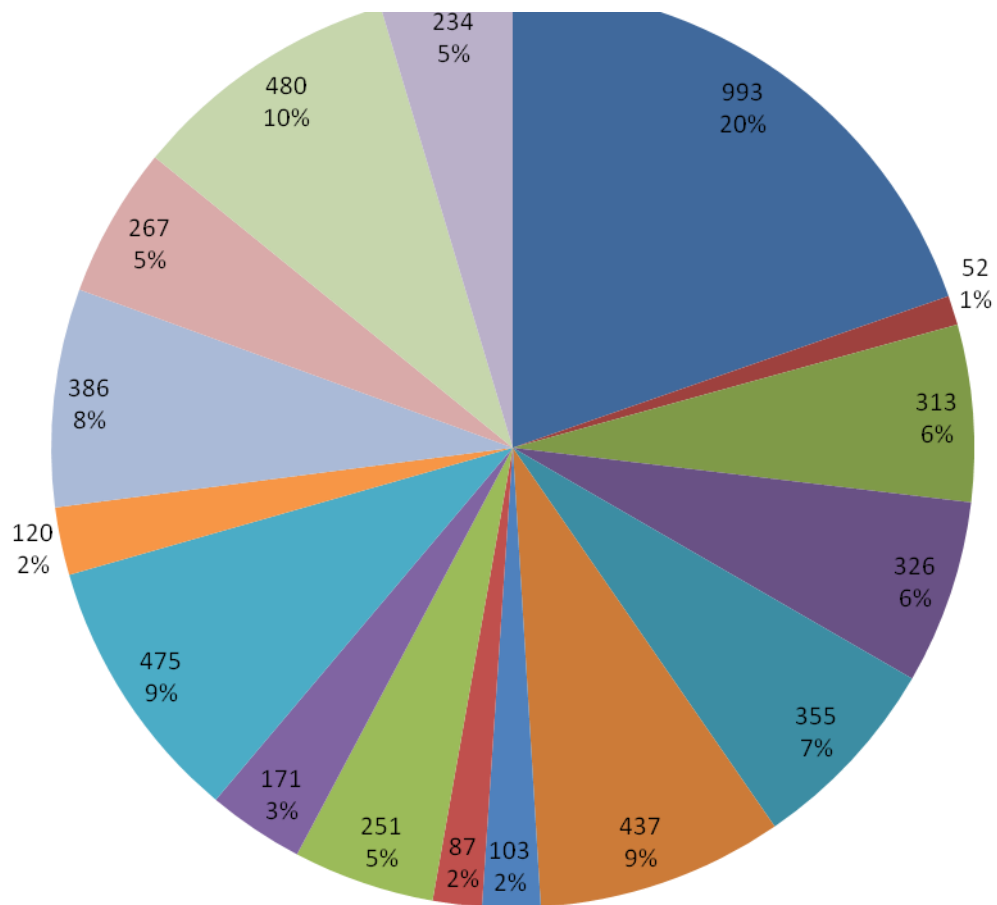
Mamallan Matriculation	■ Sundar Matriculation School	■ Chairman Swaminathan School
Sri Dhandapani School	■ SSKV Boys School	■ Sacred Heart, Arakkonam
Kendriya Vidyalaya, Arakkonam	■ Navy Children School, Arakkonam	■ NAG Matriculation
NAG Vidyashramam	■ Maria Auxillum School	■ Cholan Polytechnic
Bakthavachalam Polytechnic	■ Cheyyar Polytechnic	■ Dusi Polytechnic
Karpaga Polytechnic		

Others
180
4%

IX
894
18%

X
885
18%

XI
832
16%

XII
772
15%

College
1487
29%
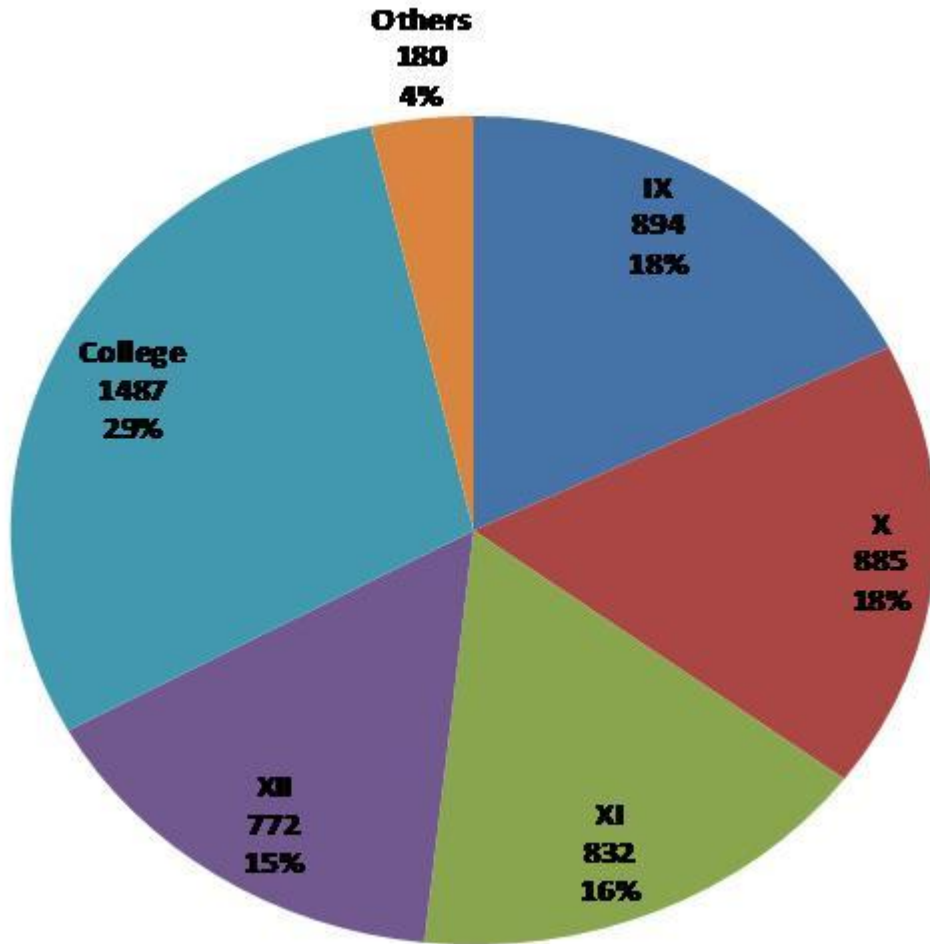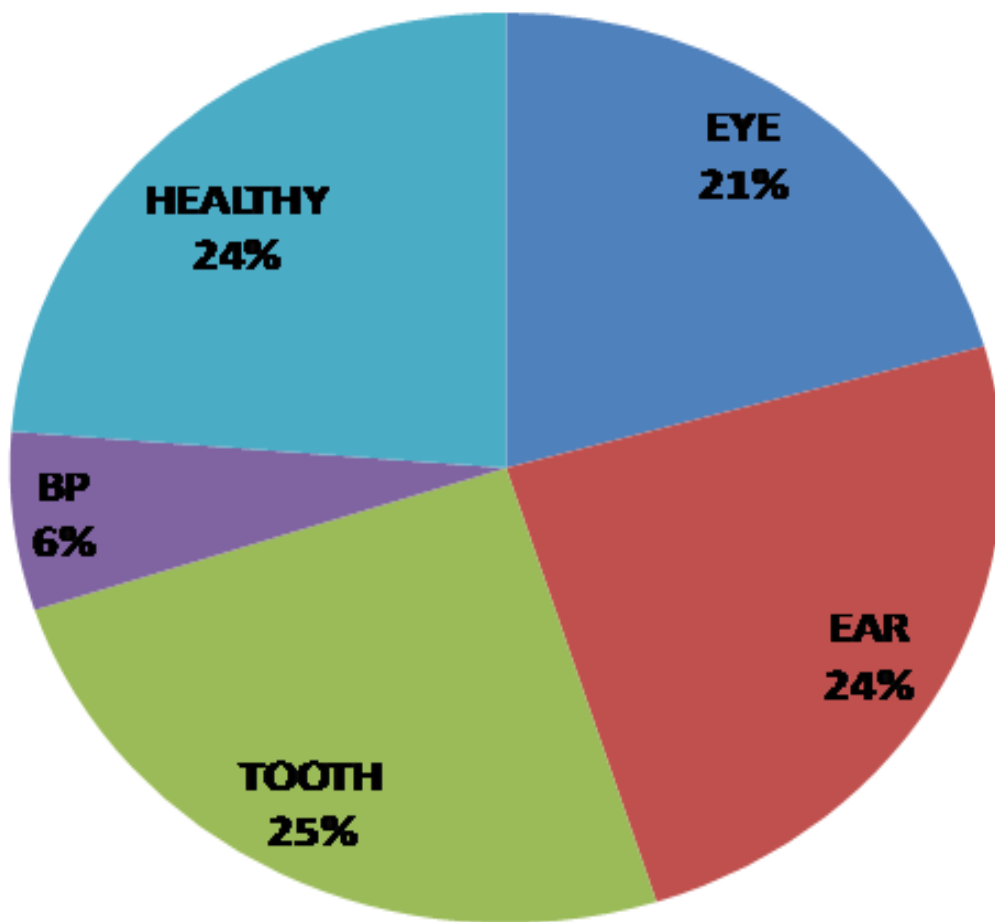
FREE DIABETES & HYPERTENSION HEALTH CHECKUP

DATE	**22nd, 23rd & 24th July 2014	10.00 am – 04.00 pm**
VENUE	*SJS Medical Centre, SCSVMV University*

- Free Diabetes & Hypertension screening camp was organised for staff & employees of SCSVMV
- It was sponsored by Nu Med Lab, Kanchipuram.
- 200 staff 7 employees were screened.
- **Dr. G. ANAND, MD, DA** gave free consultation for diabetes & Hypertension.

ORGANIC HEALTH DAY – 2014

DATE	**4th August 2014	10.00 am – 12.30 pm**
VENUE	*Gym Garden, SCSVMV University*

- Herbal saplings were planted at the Garden near medical centre, which was inaugurated by **Prof. Dr. V.S.Vishnu Potty**, Vice Chancellor & **Prof. Dr. G. Srinivasu**, Registrar, SCSVMV.
- This is organised in association with Pathanjali Yog Samithi, Haridwar.

ORGANIC HEALTH DAY - 2014	
DATE	**4th August 2014	10.00 am – 12.30 pm**
VENUE	*Gym Garden, SCSVMV University*

- Organic Health Day – 2014 celebration were inagurated by **Prof. Dr. V.S. Vishnu Potty, Vice Chancellor**, SCSVMV & **Prof Dr. G.Srinivasu, Registrar**, SCVMV.
- **Sri. Sridhar, Organiser, Bharatiya Kisan Sangh**, Tamilnadu gave a lecture on Importance of Organic Agriculture & Ethanol Petroleum.
- **Smt. Rajeshwari Prabakaran**, State President and **Sri. T.B. Balasubramaniam**, District President, Pathanjali Yog Samithi gave awareness lecture about Organic Health.
- 60 NSS Students attended the programme and benefited.

MASTER HEALTH CHECKUP - 2014

DATE	**13th September 2014	10.00 am – 05.00 pm**
VENUE	*Auditorium, Vedal Boys Hostel*

- A Master Health Checkup programme has been conducted for the 2014-15 batch students at Vedal Boys Hostel.
- The Checkup includes complete systemic examinations. This checkup was done in association with Sri Jayendra Saraswathi Ayurveda College & Hospital.
- 300 students were screened for health in this camp

FREE BONE MINERAL DENSITY CHECKUP

DATE	16th November 2014	10.00 am – 05.00 pm

DATE	**16th November 2014 | 10.00 am – 05.00 pm**
VENUE	*Sri Kanchi Sankara Mutt, Kanchipuram*

- A free bone mineral density camp was organised in association with Vasu Pharma, Gujarat at the medical centre in Sankara Mutt Premises.
- The camp was inaugurated by Sri. Ramasharma, Trustee, Kanchi Kamakoti Peetam Charitable Trust.
- 200 public people were benefited in this camp.

FREE BONE MINERAL DENSITY CHECKUP	
DATE	**17th November 2014 | 10.00 am – 05.00 pm**
VENUE	*SJS Medical Centre, SCSVMV Campus*

- A free bone mineral density camp was organised in association with Vasu Pharma, Gujarat at the medical centre in medical centre for the benefit of SCSVMV Students & Staff.
- The camp was inaugurated by Prof. Dr. V.S. Vishnu Potty, Vice Chancellor, SCSVMV.
- 250 staff & students were benefited in this camp.

THYROID DISORDERS - AWARENESS PROGRAMME	
DATE	**7ᵗʰ January 2015	10.00 am – 05.00 pm**
VENUE	*SJS Medical Centre, SCSVMV Campus*

- An awareness programmes on Thyroid disorders was conducted in association with Abott India Ltd. at Seminar Hall, School of Education for the beneifit of students
- Prof. V.S. Vishnu Potty, Vice Chancellor inaugurated the programme.
- Dr. Sankareshwari & Dr. Bharath Narendra gave a presentation on Hyperthyroidism and Hypothyroidism respectively.
- An interaction session was arranged between Students and Doctors.
- Also thyroid tests were done at concessional rate for 100 students.

YUVA HEALTH – School Health Programme	
DATE	**22nd Jan – 25th Feb 2015 | 10.00 am – 05.00 pm**
VENUE	*Schools & Polytechnics in and around Kanchipuram*

- **"YUVA HEALTH"** is a Free Health Checkup Programme organized by **Admission Wing, SCSVMV University** through **SJS Medical Centre, SCSVMV University** for Youth in various Schools & Colleges in and around Kanchipuram.
- The programme was conducted between 22nd Jan – 25th Feb 2015 at **11 schools** & **5 polytechnic colleges**, which in total served 5050 students.
- The Programme was inaugurated by *Hon'ble Vice Chancellor* **Prof. Dr. V.S. Vishnu Potty** on 22nd January 2015 at M.L.M. Mamallam Matriculation Hr. Sec School, Kanchipuram..
- 5000 students were benefited by this programme.

INTERNATIONAL DAY OF YOGA

DATE	**21ˢᵗ June 2015**
VENUE	*SJS Ayurveda College & Hospital, Chennai*

- **The event began with the lighting of lap and prayer, followed by welcome address delivered by *Dr. G.R.R. Chakravarthy*.**
- **The Presidential address was rendered by Prof. Dr. V.S.Vishnu Potty, *Vice Chancellor, SCSVMV University, Kanchipuram*.**
- **The show was honoured to have Smt. T V Manamalli, *Principal, SJJS International School* as chief guest.**
- **The enthusiastic students were enriched by the informative lecture on *"The importance of Yoga"* by Dr. Ramdas Maganti, Principal, SJSACH. Dr. G.R.R. Chakravarthy spoke on the *"Pathya-Apathya in Yogabhyasa",* Professor, SJSACH.**
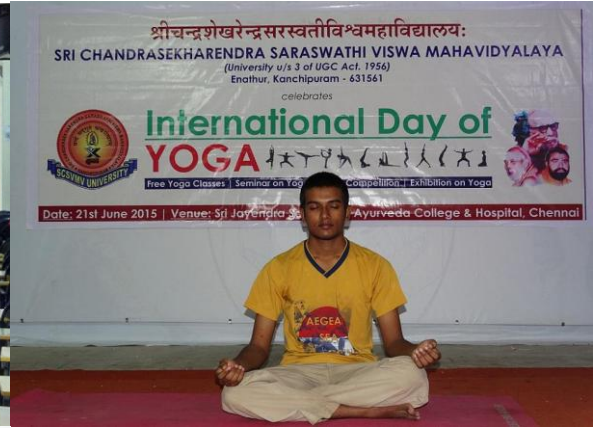
BHAJANAAMRUTHAM	
DATE	**Every Monday | 06.30 pm – 08.00 pm**
VENUE	*Bhajan Hall, SJS Medical Centre, SCSVMV University*

- **As a part of Spiritual health programmes, Bhajans are conducted every Monday between 6.30 pm – 8.00 pm.**
- **Students of Dept. of Sanskrit coordinates the bhajans where all dept students participate voluntarily.**
- **Prasadam is being distributed which is supplied from Meenakshi Hostel Mess.**

ANNEXURE -VIII
STUDENT PLANCEMENT SUPPORT AND PROGRESSION

1. **03.07.2014** Aptitude Class and Communication Classes for our university 2nd and 3rd year students.

2. **04.07.2014** The Resume preparation correction and Final Collection of Hard copy and soft copy in PDF & Word format.

3. **09.07.2014** CISCO – Nasscom Value added course Orientation programme conducted by GTT, Pune.

4. **12.07.2014** GATE Forum and SCSVMV starts GATE Coaching classes for our university campus (ECE & Mech).

5. **14.07.2014** CISCO – Nasscom Value added course Online test for MECH, EEE, EIE, IT, CIVIL and MCA conducted by GTT, Pune.

6. **21.07.2014** CISCO – Nasscom Value added course 1st batch starts Face to Face classes conducted by GTT, Pune.

7. **26.07.2014** CCSP online test conducted by AMCAT. Around 542 students of final year attended the Test.

8. **28.07.2014** CISCO – Nasscom Value added course 2nd batch starts Face to Face classes conducted by GTT, Pune.

9. **01.08.2014** 2014 passed out students were sent to L & T Infotech at Saveetha Engineering College, Thandalam as off-campus recruitment. The result is awaited.

10. **02.08.2014** Team members from M/s. Qualcomm visited our University and interacted with all the final year students for campus placement.

02.08.2014 This month's GATE Classes for ECE / MECH / EEE held by GATEFORUM, Hyderabad was started at our University

05.08.2014 A team from Cognizant Technology Solutions, chennai visited our University and interacted with all the final year students for campus recruitment on 13th & 14 September 2014

07.08.2014 M/s. Vistamind conducted a scholarship test for the CAT-15 training programme in our campus, for all the III year students.

09.08.2014 A team from Virtusa, Chennai visited our University. They addressed and interacted with all the final year students for campus placement. Their visit is a first step towards evaluating our campus for inclusion in their Campus Recruitment List.

19.08.2014 2014 passed out Mechanical students were sent to Mailam Upaking Engineering Ltd, Kanchipuram for campus placement. The result is awaited.

20.08.2014 The 3rd batch of CISCO – NASSCOM Value added classes for EEE / MECH / EIE / IT and MCA held by GTT, Pune was started at our University

20.08.2014 The Placement Officer had a fruit full meeting with Mr. A. Antlin Joe Vinoj, Deputy Executive Manager (HR), The SANMAR GROUP – CORPORATE DIVISION at Chennai.

21.08.2014 Mr. S. Sarangapani, Department of Business Studies, Ibra College of Technology, Oman, visited our University and addressed the CSE/IT/MCA students. The students benefited from the interaction with the industry professional.

22.08.2014 Mr. Padmanabhan and Mr. Pradeep Rajkumar from Manual Transmission (Clutches) Division, VALEO India Private Limited, Chennai, visited our University and interacted with the final year students of Mechanical Department for Job opportunities.

22.08.2014 List of 2014 Passed out students were sent to Renault Nissan Technology & Business Centre India Private Limited which is conducting a drive on 30th August at SRM Easwari Engineering College.

25.08.2014 The Placement Officer had a positive interaction with Mr. E.R. Vinodnarayan, General Manager HR, and Mr. S. Nagarajan, Asst. General Manager HR, of DELPHI-TVS at Oragadam.

27.08.2014 TWO students from MCA / IT was shortlisted for the next round at the campus recruitment process conducted by Syntel Online Exam through Monster College.

28.08.2014 Mr. Santhana G Krishnan and Mr. Arun Sundaresan from Thoughtworks, a leading software Engineering Company visited our University and interacted with the CSE/IT/MCA final year students.

05.09.2014 & 06.09.2014 Mrs. Raji Ramachandran held the G.D & Interview techniques for the Mechanical, CSE, IT and MCA students.

08.09.2014 – 12.09.2014 CTS specific training program was conducted by Talent Sprint at our campus for all final year Engineering and CSA students.

13.09.2014 Final year students participated in the Cognizant Pre-Talk and CTS recruitment drive for online examination. 618 students attended the test out of which 99 students got selected for further process.

14.09.2014 CTS held a technical interview & HR interview for the 99 students who cleared the online test. 61 students were finally placed in CTS.

15.09.2014 GTT, Pune conducted NASSCOM test for 317 students of final year Engineering and CSA.

15.09.2014 Mr. Karthick Sethuraman, Engineering Manager and Valeo mechanical simulation expert from Valeo, Chennai held an event on "Orientation to comfort and driving assistance systems" for final year Mechanical students.

17.09.2014 Mr. Mr.Vijayanand, Senior Delivery Manager, Emphasis, Chennai, held an event on "Importance of Mainframe Computers in Real –time, their advantages and how they can perform complex operations in real – time with high speed" for III year CSE students.

13.10.2014 On referral from the Training and Placement division. Nine final year students from ECE attended the VVDN Technologies, Chennai recruitment process. Out of which two students got their offer letter.

13.10.2014 Our University signed a memorandum of association with AMCAT for examination and the placement assistance.

15.10.2014 All final year students participated in the AMCAT online examination held in our campus. 562 students attended the test.
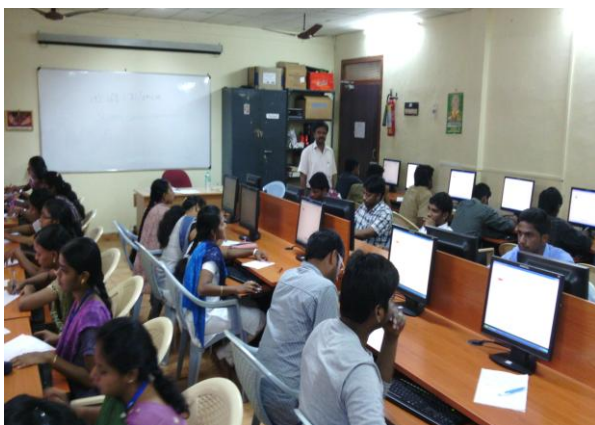
17.10.2014 267 final year students from our University participated in the off campus drive conducted by Emphasis at Sree Sastha Institute of Engineering and Technology.

27.10.2014 Final year students participated in the Indian navy. 240 students attended out of which 81 students shortlisted waiting for their results.

29.10.2014 Computer Software Corporation held recruitment drive for 340 final year students from CSE, ECE, EEE, IT, EIE and MCA department out of which 20 students shortlisted.
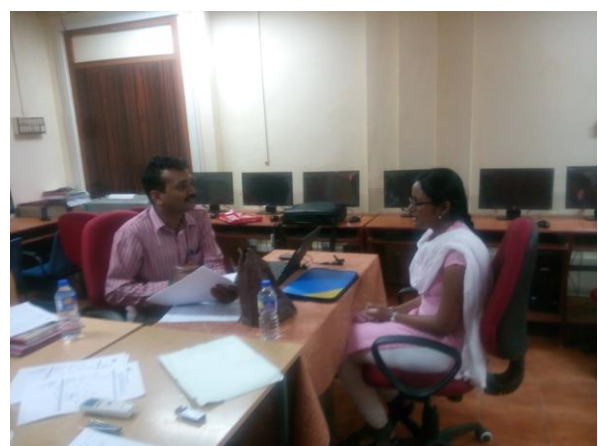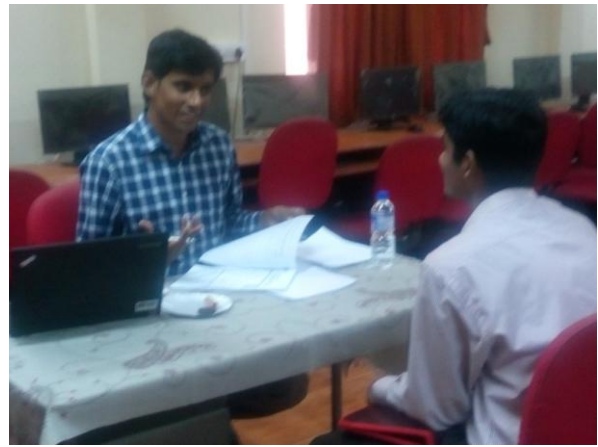
01.11.2014 Our placement officer Mr. R. Vasanth kumar Mehta and Mr. M. Kannan attended CONFLUENCE 2014, a conference that held in Chennai.

03.11.2014 Final year students from our University participated in the off campus drive conducted by Emphasis at Sree Sastha Institute of Engineering and Technology, Chennai. 7 students got selected.

05.11.2014 GTT conducted the test on 15.09.2014 for that they issued the results. We circulate that to all departments.

08.11.2014 VARROC polymers, Chennai conducted campus drive for Mechanical engineering student's 2014 batch.

11.11.2014 & 12.11.2014 Talent sprint conducted Faculty development program that was organized by our placement division.

15.11.2014 ICTACT conducted BFSI online exam for final year MBA students.

18.11.2014 "My career plan" forms issued to all departments and retrieving them.

18.11.2014 Students from 2014 batch participated on the IBM off campus drive held in the campus of Saveetha engineering collage.

19.11.2014 A seminar for all departments students to study in abroad Mechanical engineering students attend in their department other students attend the seminar in our library.

20.11.2014 Students from all departments participated in GATE awareness orientation program that held in our Adhi shankara auditorium.

24.11.2014 Engineering students from CSE, Mech, ECE participated in the seminar for higher education conducted by Middlesex university London.

28.11.2014 Mechanical engineering students from 2015 batch participated in the off campus drive conducted by Sanmar at Rajalakshmi engineering college.

03.12.2014 HOD's meet on VMware academic program conducted by ICTACT that held in Chennai.

05.12.2014 Our placement office Mr. R. Vasanth kumar mehta attended "Placement directors conclave 2014", a conference that held in Chennai.

11.12.2014 We shared the "VALEO Innovation Challenge" event to 2015 and 2016 batch students of all departments.

12.12.2014 Mu sigma, conducted off campus drive through Cocubes for MCA student's 2014 batch.

12.12.2014 Capegemini conducted an off campus recruitment drive through Monster college for all department students.

15.12.2014 We shared our MBA student's database to Mailam upking engineering pvt LTD.

22.12.2014 Saint gobain conducted pooled campus drive for Mechanical and Civil students at Prathyusha institute of technology and management, Thiruvallur.

27.12.2014 E-Helium conducted an off campus drive for MCA students. 13 students attended the drive out of which 2 students got selected and 2 students waiting for their results.

05.01.2015 Mr. K.B. Kabilan from Power corp had a recruitment regarding discussion with our Placement officer.

06.01.2015 Attune Technologies, Chennai conducted a recruitment drive for CSE, IT, CA through E-Helium.

09.01.2015 Our placement member attended the HR conference conducted by HR sangam at Chennai

09.01.2015 Congruent solution Pvt. Ltd conducted a campus drive for CSE, ECE, EEE, IT students.

10.01.2015 American Megatrends India Pvt Ltd conducted campus drive through monster college 220 students attended the online test.

12.01.2015 Path partner conducted online exam through AMCAT for final year students.

19.01.2015 Congruent solution Pvt. Ltd conducted final round interview for the students who selected on 09.01.2015. 8 students got selected.

20.01.2015 Path partner organized face to face interview for the students those who selected on 12.01.2015. Result is awaited.

24.01.2015 Final year students from our University participated in the off campus drive conducted by ZOHO corporation, Chennai.

26.01.2015 HIVE Minds marketing solution conducted a recruitment drive for final year students through AMCAT.

29.01.2015 we shared the result from American Megatrends India Pvt Ltd to students.

02.02.2015 Hexaware Technologies, Chennai conducted an off campus drive in its premises for the final year students of all departments.

04.02.2015 SWAAS Systems conducted a campus recruitment drive for CSE, ECE and IT final year students in our campus. 6 students got placed.

04.02.2015 Mr. Ravi kiran nimushakavi, Director of Valco Melton India gave a seminar presentation to ECE, EEE and IT students in ECE seminar hall.

05.02.2015 Mr. Ravi kiran nimushakavi, Director of Valco Melton India gave a seminar presentation to Mechanical students in Mechanical seminar hall

09.02.2015 City Union Bank conducted a recruitment drive for MBA students at the Management department in our campus. 4 students got selected.

10.02.2015 CSS corp conducted online exam for all final year students through Monster college in our campus. 550 students have taken the test

13.02.2015 AMCAT conducted Reassessment test for 450 final year students of all departments in our campus.

17.02.2015 Lucid technologies conducted off campus selection at Dhaanish Ahmed College of Engineering, Chennai for all department students.

19.02.2015 Sutherland global services conducted campus drive in our university for all department students. 15 students were given offer letters for voice based and 30 students have been identified for non voice based job.

23.02.2015 AMI through Monster college conducted online exam in our campus for all department students. 120 students participated.

24.02.2015 FSS through Monster College conducted online exam for all department students in our campus. 196 students participated.

24.02.2015 Emphasis through Cocubes conducted online exam for all department students in our campus. 196 students participated.

26.02.2015 CSS corp through Monster College conducted a recruitment drive in our campus for the qualified students from the online test conducted on 10.02.2015. 14 students got selected.

26.02.2015 Magoosh conducted a GRE test for all department students in our campus.

27.02.2015 Attune technologies, Chennai conducted pooled campus drive. Students from CSE & IT department from our college participated.

02.03.2015 Mr. B.N. Ramesh, IGP Director, CRPF, Haryana, gave a motivational talk to III year CSE students.

10.03.2015 M/s. HCL Technologies, Chennai conducted a 3 day recruitment drive at Sree Sastha Group of Institutions for CSE, ECE, EEE & IT students. 10 students got selected.

11.03.2015 M/s. Talentsprint, Hyderabad, conducted its first phase of Campus Recruitment Training Programme for all 3rd year Engg. Students during 11.03.2015 to 13.03.2015.

12.03.2015 M/s. Aricent Group, Chennai, conducted a recruitment drive through AMCAT at Sree Satha Group of Institutions, Chennai. 6 students got selected.

14.03.2015 M/s. Soft Suave Technologies, Chennai, conducted an off campus recruitment drive at its premises for CSE & ECE students.

20.03.2015 M/s. Polaris, conducted an off campus drive at Aalim Muhammed Salegh college of Engineering, Avadi. 8 students got selected.

23.03.2015 M/s. Evive Technologies, Bangalore, gave motivational speech for CSE and IT students for future placement regarding and they conducted an on campus recruitment drive for all department students.

25.03.2015 M/s. Matrimony.com, Chennai, through Talent sprint conducted an off campus drive for all department students.

25.03.2015 M/s. Mphasis, Chennai, through Amcat conducted a recruitment drive at its premises for all department students. 6 students got selected.

26.03.2015 & 27.03.2015 M/s. Talent sprint conducted II phase CRT program for all Engineering students.

27.03.2015 M/s. Mphasis, Chennai, through Amcat conducted an off campus drive at its premises for all department students. 6 students got selected.

27.03.2015 M/s. Urjanet, Chennai, hiring software developer at its premises. Students from CSE department participated.

28.03.2015 GATE coaching classes started for 3rd year mechanical students in our campus.

31.03.2015 M/s. Thyrocare, Mumbai, conducted an on campus drive for EIE students. 5 students got selected.

01.04.2015 M/s. FACE academy, Coimbatore conducting campus recruitment drive 2 got selected.

07.04.2015 M/s. Urjanet Technologies, Chennai, conducted an off campus recruitment drive at its premises for CSE students.

08.04.2015 M/s. Allison Transmission, Chennai, conducted an off campus recruitment drive at its premises for Mechanical students. 3 got selected.

09.04.2015 M/s. vTitan, Chennai, conducted an off campus recruitment drive at its premises for MECH & ECE students. 2 got selected

09.04.2015 M/s. Carwale.com, conducted an off campus drive at Aalim Muhammed Salegh college of Engineering, Avadi.

15.04.2015 M/s. GRE - EDGE, conducted an off campus drive at Sastha Engineering college, Chennai.

16.04.2015 M/s. Indus Teqsite Pvt. Ltd., through Monster College conducted an off campus drive for EEE students.

17.04.2015 M/s. CTS Offer letter Distribution by His Excellency Governor of Andrapradesh and Telugana

21.04.2015 M/s. Kumaran Systems, conducted an off campus drive at Sastha Engineering college, Chennai.

09.04.2015 M/s. Shipnet Software, Chennai, conducted an off campus recruitment drive at its premises for CSE & IT students.

25.04.2015 M/s. Valco Melton, Bangalore, conducted an campus recruitment drive for EEE & EIE students. 4 got selected.

ANNEXURE -IX

STUDENTS GRIEVANCE REDRESSAL COMMITTEE REPORT

CONSTITUTION OF THE STUDENTS GRIEVANCE REDRESSAL CELL (SGRC):

It is top priority of the university to address the grievance of the students and redress them as early as possible taking the nature of the grievance into consideration. 8 members committee was constituted and headed by Prof. K.V.S.N.Murty, Head, and School of Education in the month of August, 2010. Recently SGRC was reconstituted with four members. Details are furnished below.

MODUS OPERANDI OF THE SGRC

The modus operandi of the committee as follows:

1. Boxes were designed (**Size of the box: 1' x 1'x 3' : Lock: SS key; Metal handle; Keel-2 Nos; Hamertone paint; Gauze: 18mm**) and ordered for this purpose exclusively and all the boxes will be placed at the convenient places in each department in consultations with the HOD of each department.

2. All the HODs are requested to encourage and motivate the students to use the box for their approbations, suggestions, messages or grievances, if any.

3. On every first working day of second week of the month one of the members of the committee along with an attender goes to all the departments and collects the papers from the boxes and hand them over to the Head, SGRC on the same date.

4. The chairman, in consultations with the secretary finalizes the issues to be taken up for discussion in the SGRC meetings.

5. All the issues so finalized will be discussed in the SGRC meeting and the minutes will be sent to the Registrar through for necessary action.

6. The meeting will be held once in a month in the last week and the date will be intimated to the members of the committee well in advance.

7. The committee will enquire about the steps taken by the authorities to redress the issues recorded in the minutes of the SGRC meetings.

8. Once the information reaches from the concerned authorities, the committee will put the details of the issues raised and the steps taken to redress the issues of the students on the notice boards of the departments.

9. All HODs are requested to inform the students to meet the Head, SGRC on the stipulated time if they wish to seek the steps taken clandestinely in person for those matters which were not depicted on the notice boards.

10. At the end of each calendar year analysis of the grievances will be done and all the papers are bounded in the form of a book for record purpose.

1. DEPARTMENT OF MANAGEMENT STUDIES:
GRIEVANCES AT A GLANCE FOR THE ACADEMIC YEAR-2014

S.No	MONTH	Grievances received	Grievances redressed	Not worth to address	Un addressed	remarks
1	January,14	--	--	--	--	--
2	February,14	--	--	--	--	--
3	March,14	--	--	--	--	--
4	April,14	--	--	--	--	--
5	July,14	--	--	--	--	Meeting not conducted
6	August,14	--	--	--	--	--
7	September,14	--	--	--	--	--
8	October,14	--	--	--	--	--
9	November,14	--	--	--	--	--
10	December,14	--	--	--	--	Meeting not conducted

2. DEPARTMENT OF COMPUTER APPLICATIONS:
GRIEVANCES AT A GLANCE FOR THE ACADEMIC YEAR-2014

S.No	MONTH	Grievances received	Grievances redressed	Not worth to address	Un addressed	remarks
1	January,14	--	--	--	--	--
2	February,14	--	--	--	--	--
3	March,14	--	--	--	--	--
4	April,14	--	--	--	--	--
5	July, 14	--	--	--	--	Meeting not conducted
6	August,14	--	--	--	--	--
7	September,14	--	--	--	--	--
8	October,14	--	--	--	--	--
9	November,14	1(HOD change	1	--	--	Letter sent to Dean, Science dated 28.11.14.
10	December, 14	--	--	--	--	Meeting not conducted

3. DEPARTMENT OF MECHANICAL ENGINEERING:
GRIEVANCES AT A GLANCE FOR THE ACADEMIC YEAR-2014

S.No	MONTH	Grievances received	Grievances redressed	Not worth to address	Un addressed	remarks
1	January,14	--	--	--	--	--
2	February,14	--	--	--	--	--
3	March,14	--	--	--	--	--
4	April,14	--	--	--	--	--
5	July,14	--	--	--	--	Meeting not conducted
6	August,14	--	--	--	--	--
7	September,14	--	--	--	--	--
8	October,14	--	--	--	--	--
9	November,14	--	--	--	--	--
10	December,14	--	--	--	--	Meeting not conducted

4. DEPARTMENT OF SCIENCE AND HUMANITIES:
GRIEVANCES AT A GLANCE FOR THE ACADEMIC YEAR-2014

S.No	MONTH	Grievances received	Grievances redressed	Not worth to address	Un addressed	remarks
1	January,14	--	--	--	--	--
2	February,14	1. Cigrates 2. Women faculty domination – english Electronic	1. Forwarded to the concerned department	1.action cannot be taken	--	1.Not under our purview 2. Allegation about teacher was false
3	March,14	--	--	--	--	--
4	April,14	--	--	--	--	--
5	July,14	--	--	--	--	Meeting not conducted
6	August,14	--	--	--	--	--
7	September,14	--	--	--	--	--
8	October,14	--	--	--	--	--
9	November,14					
10	December,14	--	--	--	--	Meeting not conducted

5. DEPARTMENT OF SANSKRIT AND INDIAN CULTURE GRIEVANCES AT A GLANCE FOR THE ACADEMIC YEAR-2014

S.No	MONTH	Grievances received	Grievances redressed	Not worth to address	Un addressed	remarks
1	January,14	--	--	--	--	--
2	February,14	--	--	--	--	--
3	March,14	--	--	--	--	--
4	April,14	--	--	--	--	--
5	July,14	--	--	--	--	Meeting not conducted
6	August,14	--	--	--	--	--
7	September,14	--	--	--	--	--
8	October,14	--	--	--	--	--
9	November,14	--	--	--	--	--
10	December,14	--	--	--	--	Meeting not conducted

6. DEPARTMENT OF ELECTRONICS AND INSTRUMENTATION: GRIEVANCES AT A GLANCE FOR THE ACADEMIC YEAR-2014

S.No	MONTH	Grievances received	Grievances redressed	Not worth to address	Un addressed	remarks
1	January,14	--	--	--	--	--
2	February,14	--	--	--	--	--
3	March,14	--	--	--	--	--
4	April,14	--	--	--	--	--
5	July,14	--	--	--	--	Meeting not conducted
6	August,14	--	--	--	--	--
7	September,14	1.Change of HOD 2. Lakshmibai Tr. Not teaching	2	--	--	Letter written to Dean, Engg. Dated 26.09.14 reply from Dean on 7.10.14
8	October,14	--	--	--	--	--
9	November,14	--	--	--	--	--
10	December,14	--	--	--	--	Meeting not conducted

7. DEPARTMENT OF INFORMATION TECHNOLOGY: GRIEVANCES AT A GLANCE FOR THE ACADEMIC YEAR-2014

S.No	MONTH	Grievances received	Grievances redressed	Not worth to address	Un addressed	remarks
1	January,14	--	--	--	--	--
2	February,14	--	--	--	--	--
3	March,14	--	--	--	--	--
4	April,14	--	--	--	--	--
5	July,14	--	--	--	--	Meeting not conducted
6	August,14	--	--	--	--	--
7	September,14	--	--	--	--	--
8	October,14	--	--	--	--	--
9	November,14	--	--	--	--	--
10	December,14	--	--	--	--	Meeting not conducted

8. DEPARTMENT OF ELECTONICS & COMMUNICATION ENGINEERING: GRIEVANCES AT A GLANCE FOR THE ACADEMIC YEAR-2014

S.No	MONTH	Grievances received	Grievances redressed	Not worth to address	Un addressed	remarks
1	January,14	2 (Scholarship)	2	--	--	Letters sent to Registrar
2	February,14	--	--	--	--	--
3	March,14	--	--	--	--	--
4	April,14	--	--	--	--	--
5	July,14	--	--	--	--	Meeting not conducted
6	August,14	--	--	--	--	--
7	September,14	1 (tr problem) 2 (St. used for phy work)	1 1	--	--	Letter sent to department dated 26.09.14 1.Teacher troubling students is false. 2. Rarely students are made to carry benches.

8	October,14	--	--	--	--	--
9	**November,14**	1(HOD to return 20,000) 2. (Tr. Asking favour)	1 --		1	Letter sent to department dated 28.11.14
10	**December,14**	--	--	--	--	Meeting not conducted

9. DEPARTMENT OF COMPUTER SCIENCE ENGINEERING: GRIEVANCES AT A GLANCE FOR THE ACADEMIC YEAR-2014

S.No	MONTH	Grievances received	Grievances redressed	Not worth to address	Un addressed	remarks
1	**January,14**	--	--	--	--	--
2	**February,14**	--	--	--	--	--
3	**March,14**	--	--	--	--	--
4	**April,14**	--	--	--	--	--
5	**July,14**	--	--	--	--	Meeting not conducted
6	**August,14**	--	--	--	--	--
7	**September,14**	--	--	--	--	--
8	**October,14**	--	--	--	--	--
9	**November,14**	--	--	--	--	--
10	**December,14**	--	--	--	--	Meeting not conducted

10. DEPARTMENT OF ELECTRICAL ELECTRONICS ENGINEERING: GRIEVANCES AT A GLANCE FOR THE ACADEMIC YEAR-2014

S.No	MONTH	Grievances received	Grievances redressed	Not worth to address	Un-addressed	remarks
1	January,14	--	--	--	--	--
2	February,14	--	--	--	--	--
3	March,14	--	--	--	--	--
4	April,14	--	--	--	--	--
5	July,14	--	--	--	--	Meeting not conducted
6	August,14	--	--	--	--	--
7	September,14	1(Change HOD) 1(Change HOD)	2		--	Letter written to Dean, Engg. Dated 26.09.14. Guidelines issued (07.10.14)
8	October,14	--	--	--	--	--
9	November,14	--	--	--	--	--
10	December,14	--	--	--	--	Meeting not conducted

11. SCHOOL OF EDUCATION:
GRIEVANCES AT A GLANCE FOR THE ACADEMIC YEAR-2014

S.No	MONTH	Grievances received	Grievances redressed	Not worth to address	Un addressed	remarks
1	January,14	--	--	--	--	--
2	February,14	--	--	--	--	--
3	March,14	--	--	--	--	--
4	April,14	--	--	--	--	--
5	July,14	--	--	--	--	Meeting not conducted
6	August,14	--	--	--	--	--
7	September,14	--	--	--	--	--
8	October,14	--	--	--	--	--
9	November,14	--	--	--	--	--
10	December,14	--	--	--	--	Meeting not conducted

12. DEPARTMENT OF CIVIL ENGINEERING:
GRIEVANCES AT A GLANCE FOR THE ACADEMIC YEAR-2014

S.No	MONTH	Grievances received	Grievances redressed	Not worth to address	Un addressed	remarks
1	January,14	--	--	--	--	--
2	February,14	--	--	--	--	--
3	March,14	--	--	--	--	--
4	April,14	--	--	--	--	--
5	July,14	--	--	--	--	Meeting not conducted
6	August,14	--	--	--	--	--
7	September,14	--	--	--	--	--
8	October,14	--	--	--	--	--
9	November,14	--	--	--	--	--
10	December,14	--	--	--	--	Meeting not conducted

Note: General Grievance

September – 'refund of excess fees paid' - Resolved to write letter to Registrar in this regard.

NATURE OF GRIEVANCES – 2014

S.N.	DEPT	Infrastructure related	Academic related	Administration related	Others	Total
1	DMS	--	--	--	--	--
2	CA		1(Change HOD)			1
3	MEC	--	--	--	--	--
4	S&H		1 (women faculty)		1 (Cigrate)	2
5	S&IC	--	--	--	--	--
6	E&I		1(HOD) 1(Tr problem)			2
7	IT	--	--	--	--	--
8	ECE		1(tr personal work & low mark) 1 (tr giving personal work)	1 (Scholarship) 1 (Scholarship) 1(Rs. 20,000)	1(making to carry benches)	6
9	CSE	--	--	--	--	--
10	EEE		1(Change HOD) 1(Change HOD)			2
11	SOE	--	--	--	--	--
12	CE	--	--	--	--	--
13	General	--	--	1 (refund of excess fees paid)	--	1
14	Total	--	8	4	2	14

NATURE OF GRIEVANCES - 2014

	DMS	CA	MEC	S&H	S&IC	E&I	IT	ECE	CSE	EEE	SOE	CE	General
■ Infrastructure related	0	0	0	0	0	0	0	0	0	0	0	0	0
■ Academic related	0	1	0	1	0	2	0	2	0	2	0	0	0
■ Administration related	0	0	1	0	0	0	0	3	0	0	0	0	1
■ Others	0	0	0	1	0	0	0	1	0	0	0	0	0
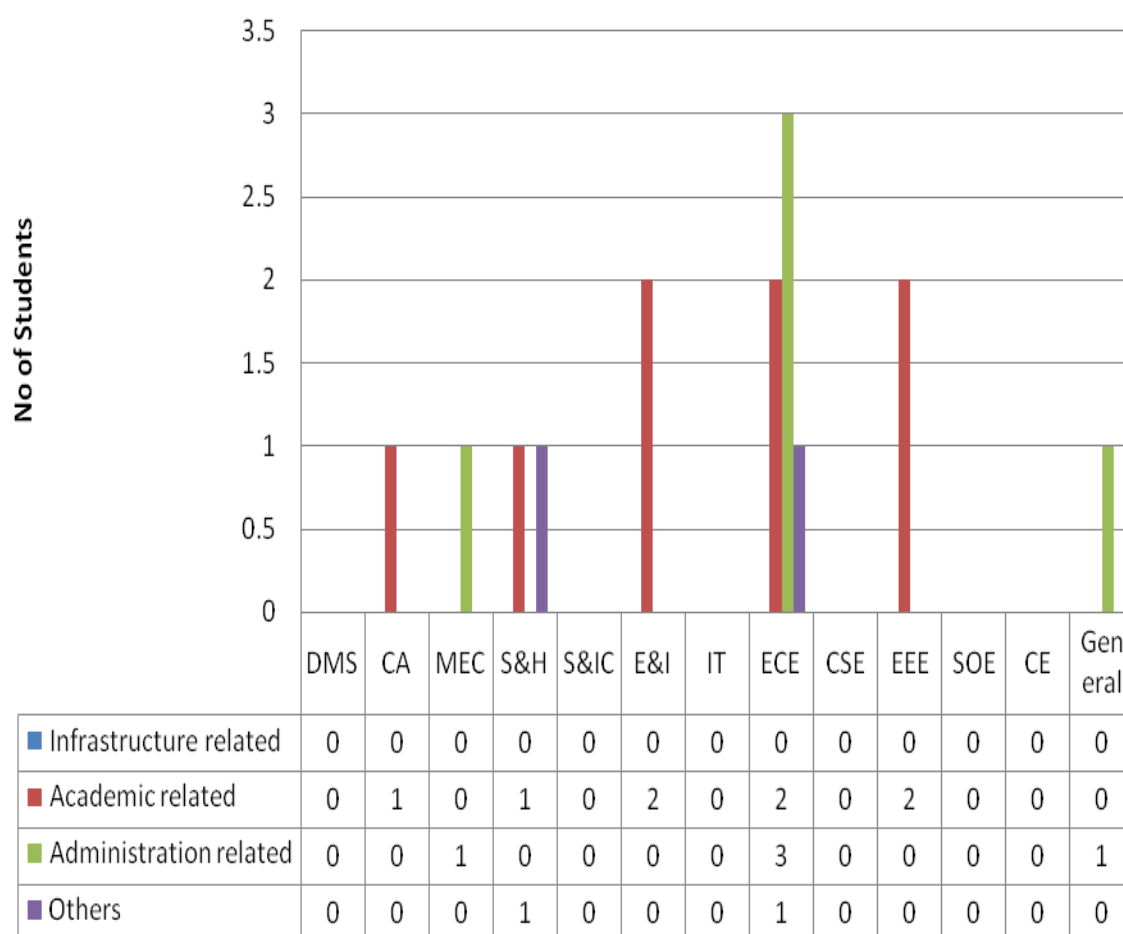
ANALYSIS OF GRIEVANCES FOR THE CALENDER YEAR- 2014

S. No.	Month	DEPARTMENTS													TOTAL
		DMS	CA	MEC	S&H	S&IC	E&I	IT	ECE	CSE	EEE	SOE	CE	General	
1	JAN	--	--	--	--	--	--	--	2	--	--	--	--	--	2
2	FEB	--	--	--	2	--	--	--	--	--	--	--	--	--	2
3	MAR	--	--	--	--	--	--	--	--	--	--	--	--	--	--
4	APR	--	--	--	--	--	--	--	--	--	--	--	--	--	--
5	JUL	--	--	--	--	--	--	--	--	--	--	--	--	--	--
6	AUG	--	--	--	--	--	--	--	--	--	--	--	--	--	--
7	SEP	--	--	--	--	--	2	--	2	--	2	--	--	1	7
8	OCT	--	--	--	--	--	--	--	--	--	--	--	--	--	--
9	NOV		1	--	--	--	--	--	2	--	--	--	--	--	3
10	DEC	--	--	--	--	--	--	--	--	--	--	--	--	--	--
	TOTAL	--	1	--	2	--	2	--	6	--	2	--	--	1	14

Note:

September – refund of excess fees paid

May, June, July & December – Meeting was not conducted

ANALYSIS OF GRIEVANCES FOR THE CALENDER YEAR- 2014

	DMS	CA	MEC	S&H	S&IC	E&I	IT	ECE	CSE	EEE	SOE	CE	G
■ JAN	0	0	0	0	0	0	0	2	0	0	0	0	0
■ FEB	0	0	0	2	0	0	0	0	0	0	0	0	0
■ MAR	0	0	0	0	0	0	0	0	0	0	0	0	0
■ APR	0	0	0	0	0	0	0	0	0	0	0	0	0
■ JUL	0	0	0	0	0	0	0	0	0	0	0	0	0
■ AUG	0	0	0	0	0	0	0	0	0	0	0	0	0
■ SEP	0	0	0	0	0	2	0	2	0	2	0	0	1
■ OCT	0	0	0	0	0	0	0	0	0	0	0	0	0
■ NOV	0	1	0	0	0	0	0	2	0	0	0	0	0
■ DEC	0	0	0	0	0	0	0	0	0	0	0	0	0
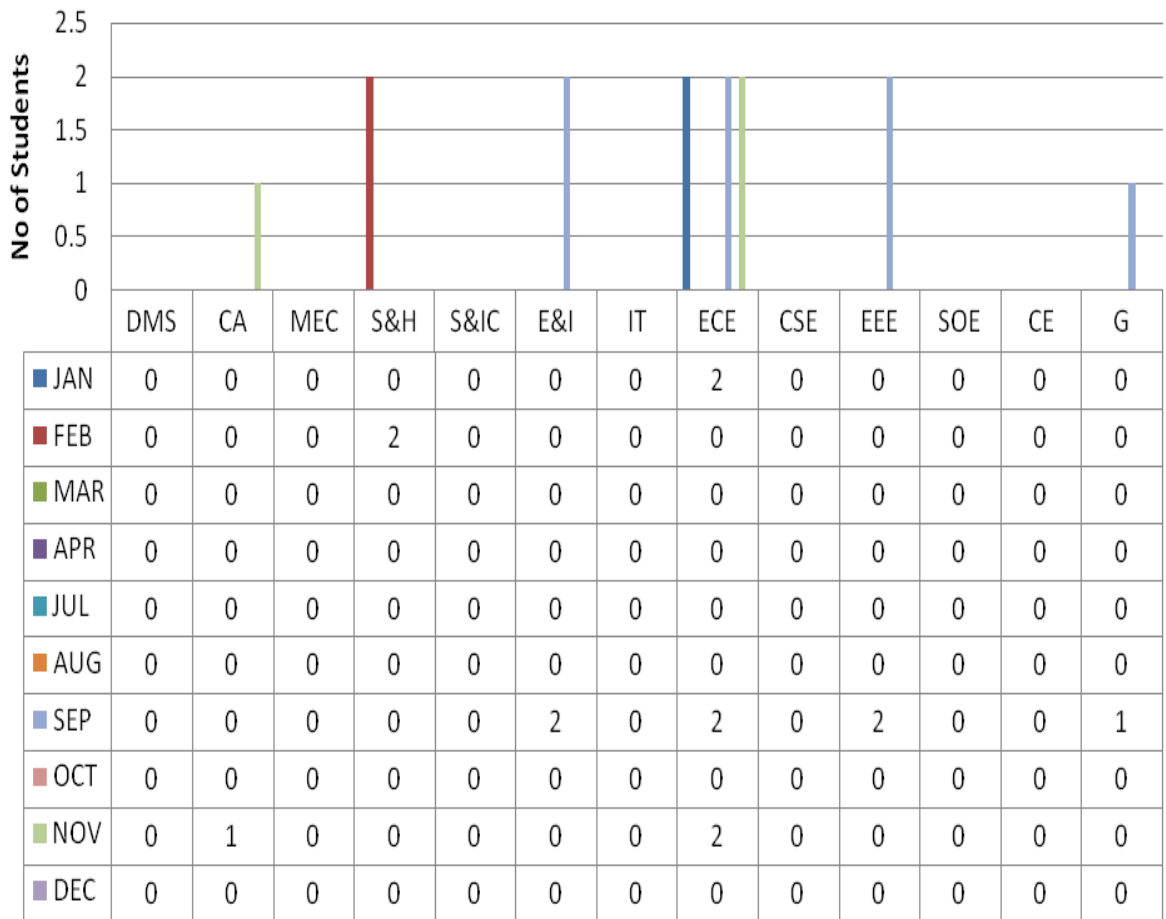
REDRESSAL OF THE GRIEVANCE – 2014

S.No.	DEPT.	Grievances received	Grievances un redressed	Not worth to address	Grievances redressed
1	DMS	--	--	--	--
2	CA	1	1	--	--
3	MEC	--	--	--	--
4	S&H	1+1	--	**1.** cigarette sales near campus.	1. allegation of teacher domination false (25.03.14)
5	S&IC	--	--	--	--
6	E&I	1+1	--	--	1.Guidelines were given (07.10.14) 2.advised Teacher to use laptop judiciously (07.10.14)
7	IT	--	--	--	--
8	ECE	(1+1) (1+1) (1+1)	(0) (0) (1)	--	1&2. The office of the Registrar will look into scholarship payment. 1.allegation false (30.09.14) 2. allegation false (30.09.14) 1. Collection of Rs.20,000, justified &2.**--**
9	CSE	--	--	--	--
10	EEE	(1+1)	--	--	1 guidelines issued (07.10.14) 2 guidelines issued (07.10.14)
11	SOE	--	--	--	--
12	CE	--	--	--	--
13	General	1	--	--	The office of the Registrar will look into scholarship payment.
	Total	14	3	1	10

ANNEXURE X
INNOVATIONS AND BEST PRACTICES

TITLE OF THE BEST PRACTICE

Invigilator Free Examination

OBJECTIVES OF THE INNOVATIVE PRACTICE:

- To bring about desirable behavioral change.
- To recognize that education is not acquiring of marks but change of behavior.
- To inculcate the spirit of honesty, the values and change of behavior among the prospective teachers.

PLAN AND PROCEDURE OF IMPLEMENTATION

The school of Education conducts two internal tests as part of continuous comprehensive evaluation system. Each member of the faculty is entrusted with the task of preparing question paper. The students are notified about their exams well in advance. The students are encouraged to write on their own. The School of Education plans to provide the examination system where student-teachers are given only the question paper along with the answer sheets needed to them. The role of the teacher is to facilitate the students to write the exam taking the answer sheets and additional sheets placed on the table and the students who complete the exam first takes the responsibility of collecting all the answer sheets of the peers in their room and handover the same to the concerned member of the faculty. No invigilator will be sent to the examination hall. The School of Education feels it shame on the part of the prospective teachers, if they are subjected to vigilance.

OUTPUT OF THE PRACTICE

Through this opportunity, 99% of the student-teachers rely on their own self and do not indulge in copying in the examination. This reflects on the integrity and values carried out by the students who undergo their studies in the School of Education. Only a few who tend to go astray correct themselves on seeing the rest of the student-teachers.

EVALUATION OF THE PRACTICE

The unique feature followed in the School of Education is conducting invigilator-free examinations. We place utmost faith on the character building of the prospective teachers and ongoing system bears fruit

where the practice is followed successfully. The same practice is being observed for the last five years in the School of Education. We found pin-drop silence while writing the examinations and to the best of our information no one wishes to copy from the others. This is the change expected from the students in the system of our Education.

<center>**INNOVATIVE PRACTICE - 2**</center>

TITLE OF THE INNOVATIVE PRACTICE

TECHNOLOGY UPGRADATION

OBJECTIVES OF THE INNOVATIVE PRACTICE

The teacher is confident in experimenting with and consistently integrating next-generation technology throughout teaching and learning processes that build learners' global content knowledge, communication and media literacy skills.

PLAN AND PROCEDURE OF IMPLEMENTATION

- ❖ Learning and researching effective technology tools for global learning.

- ❖ Experimenting and taking risks with technology in his/her classrooms to improve learner interactions and learning.

- ❖ Allowing learners to experiment with new technologies and take the lead in global projects.

- ❖ Extending projects to incorporate new technologies that support learners' public presentation skills to share their knowledge.

- ❖ Integrating media and Information and Communication Technology (ICT) literacy skills development into standards-based curricula.

- ❖ Organizing his/her classroom to incorporate learner investigations and presentations using new technologies.

- ❖ Using innovative communicative technologies to ensure global collaborations with other classrooms.

- ❖ Designing and implementing lesson plans in which technology promotes learners' understanding of different cultures.

- ❖ Applying new technologies in the classroom to promote learners' understanding of global issues and connections to other classrooms.

OUTPUT OF THE PRACTICE

Reflect on and evaluate the integration of new technology tools by analyzing learner engagement and instructional effectiveness. Provide learners with multiple opportunities to investigate and experiment with new and existing technologies.

Find new technology avenues and platforms to share with his/her learners that develop technology skills for meaningful research, content synthesis and learning product production.

BEST PRACTICES 1

TITLE OF THE BEST PRACTICE

Research colloquium.

OBJECTIVES OF THE BEST PRACTICE:

- To create and kindle the research awareness among the students.
- To act as a platform for knowledge sharing among the faculty members.
- To keep updated on the recent trends in the electrical and all allied areas.

PLAN AND PROCEDURE OF IMPLEMENTATION

This practice was initiated in the Department in the beginning of the academic year 2014 – 2015.The Research Scholars, Faculty members, students make presentation in that forum. The presentation is related to the research areas, areas of interest, areas that are the need of the moment. The session includes power point presentation, technical demos, hands on trainings, technical discussions based on the topic of presentation. The presentations are made based on the schedule that was prepared during the start up days.

OUTPUT OF THE PRACTICE:

The students have got interest in the new areas of research. This forum has helped the faculty members to gain knowledge in various domains apart from their own area of specialization. They have also acquired practical insight in areas of design, thermal and manufacturing engineering.

TITLE OF THE BEST PRACTICE

Faculty Motivation & Retention

OBJECTIVE OF THE BEST PRACTICE

The Goal is to motivate the faculty for higher studies and to enhance their skills and to retain them with special incentives. The university encourages the staff to pursue their Ph.D program, further retains them with special incentives.

PLAN AND PROCEDURE OF IMPLEMENTATION

Faculties are motivated to carry out their research by providing well equipped laboratories, highly sophisticated and precise measuring setups. In addition, they have been provided with E-books and E-journals to have an insight of current research. Faculty members were given training to recently available design and analysis softwares and statistical softwares. This helps the faculty members to develop their skills in softwares and helps them to finish their research in time.

OUTPUT OF THE PRACTICE

Due to the great encouragement given by the Management, many of the staff members were motivated to register for Ph.D program and led to retention of the staff. Many staff members have registered for Ph.D. Also, it is observed that the staff members are bonded to the university due to the excellent attitude of management and the encouragement given to them for improving their careers.

EVALUATION OF THE PRACTICE

The usage of in-house lab facilities helped the faculty research scholars moving out and searching the same facilities outside. Many faculties have published research papers in international conferences and refereed journals as a result the quality of research have been enhanced.

ANNEXURE-XI

SWOT ANALYSIS

UNIVERSITY SWOT ANALYSIS

OBJECTIVES OF THIS EXERCISE

- ❖ To bench mark the growth & development of the University in the past 20 years;
- ❖ To identify and segregate the factors that contribute to the growth or affect the development of the University;
- ❖ To plan for the next phase of accelerated growth & development – forward, backward and horizontal integration measures

The primary areas of Governance of the University

It is suggested that instead of doing a single SWOT listing and analysis for the whole University it would be more practical and workable if we could do the exercise separately for each of the three major areas of governance. The three areas are:

1. Academics
2. Administration
3. Infrastructure

SWOT-ACADEMICS

STRENGTHS

- ❖ Number of teachers
- ❖ Student nature / profile
- ❖ Curriculum and syllabi
- ❖ Laboratories & Equipments
- ❖ Books & Study materials
- ❖ Objective Evaluation system
- ❖ Research Potential

WEAKNESSES

- ❖ Qualification of teachers
- ❖ Students' academic performance
- ❖ Currency & industry connectivity
- ❖ Lack of periodic upgrading
- ❖ Medium of delivery
- ❖ Faculty oriented evaluation

- ❖ Lack of accreditation
- ❖ Challenges in introduction of new courses
- ❖ Minimal co-curricular & extra-curricular activities
- ❖ Research Orientation of faculty

OPPORTUNITIES

- ❖ Tie-up with leading institutions in India & Abroad
- ❖ Teacher quality enhancement
- ❖ Access to e-library & international repositories of materials
- ❖ Flexibility in Curriculum design
- ❖ Reorganization of evaluation system - strengthen Continuous Assessment System
- ❖ Equipments & Expertise for Research

THREATS

- ❖ Teacher Attrition
- ❖ Student Admission
- ❖ Student quality
- ❖ Perceived brand value by the stake holders
- ❖ Difficulty in keeping pace with advancement of technology
- ❖ Research progress in similar institutions

SWOT – ADMINISTRATION

STRENGTHS

- ❖ Hierarchical structure
- ❖ Governance through authorities
- ❖ Number of Administrative staff
- ❖ Availability of Internal regulations
- ❖ Decent pay scales Procedural orientation

WEAKNESSES

- ❖ Lack of knowledge of rules among staff
- ❖ Ineffective implementation
- ❖ No automation

- ❖ No training
- ❖ Weak filing system
- ❖ Poor communication & language skill
- ❖ Interpersonal relationship

OPPORTUNITIES

- ❖ Automation
- ❖ Training in regulations & office procedures
- ❖ Communication skill development courses
- ❖ Promotions based on above skills
- ❖ Further scope for enhancing remuneration

THREATS

- ❖ Personal Bias of Staff
- ❖ External Pressures
- ❖ Underutilized resources

SWOT – INFRASTRUCTURE

STRENGTHS

- ❖ Adequate number & capability of laboratories
- ❖ Student amenities
- ❖ Bank & Post Office
- ❖ Networking & Organizing of Transport
- ❖ Emergency medical attention
- ❖ Solar, Wi-Fi connectivity

WEAKNESSES

- ❖ Number of Class rooms & Hostels
- ❖ Availability of Vehicles
- ❖ Partial alternate energy
- ❖ Full-fledged medical facility
- ❖ Auditorium, Sports Ground & Stadium

- ❖ Minimal attention on sanitation, water & food
- ❖ Roads within campus
- ❖ Lighting in all areas of campus
- ❖ Pest control measures
- ❖ Exclusive Administrative & Examination blocks

OPPORTUNITIES

- ❖ Acquisition or Long lease of land & Buildings in the vicinity
- ❖ Contractual vehicles
- ❖ Contractual medical services
- ❖ Availability of Drivers & Technicians locally

THREATS

- ❖ Lack of space in the neighbourhood for expansion
- ❖ Price variation of properties
- ❖ Excess of Industrial usage
- ❖ Challenging local administration Inadequacy of Public transport
- ❖ Non availability of additional power

THE ISSUES ADDRESSED BY THE UNIVERSITY POINTED OUT BY THE NAAC PEER TEAM

S.No	Criteria	Strengths Observed by PEER Team	Limitations Observed by PEER Team	Actions Taken to Overcome the Limitations
2.1 CURRICULAM ASPECTS				
2.1.1	Curriculum Design And Development	Vision and Mission of the University is well defined		
		Curricula in line with the social needs		
		Credit Based Semester System Exists		
		Fusion of traditional values and Modern education embedded in the curricula		
2.1.2	Academic Flexibility	Offers generalized as well as the professional courses	Offers Limited Number of Electives	University as a whole introduced Open Elective and Inter disciplinary subjects as Elective subjects. Individual departments also increased the number of subjects offered as electives
2.1.3	Feedback on Curriculum	Feedback mechanism through class and class committees exist	Feedback through Alumni and Industry inadequate	Alumni Feedback and their bio data are collected through our website. Industry University interaction is initiated by an Annual meet with stakeholders from Industries related to each department.
2.1.4	Curriculum Update	Update based on BOS and Academic Council	Last Updated in 2009	Every year, all the departments are conducting the BOS with stake holders from Industry, department and academic experts, alumni and syllabus are regularly revised and updated as per the current needs of the industry and the latest technologies.

		Credit Based Semester System		
2.1.5	Best Practises in Curricular aspects (if any)	Internal and Continuous evaluation system		
		Strong focus on value based courses		

2.2 Teaching - Learning & Evaluation

2.2.1	Admission Process and Student Profile	Merit Based & Transparent Admission Process	but not able to attract high ranking students	Our Mission is to provide high quality education to rural and semi urban people.
		Admission through AIEEE, University Entrance Examination and lateral entry etc.,	Some of the programs are not well received	All the programs are designed and offered to cater the needs of the industrial belt around Kanchipuram. Corrective Measures were taken to publicise the job opportunities of these courses in order to increase the competition for these departments.
2.2.2	Catering to diverse needs	Gender ratio is appropriate	No Specific Policy to cater to diverse needs	Specific policies were implemented to attract students from all over the country with the Categories of Reservation as Defence, Local Students, JEE /UNI-GAUGE, CBSE, General, Sports quota
		Needs of slow learners are catered		
2.2.3	Teaching Learning Process	Academic calendar is adhered	Limited use of ICT as a learning Tool	Every department and teachers are using ICT based tools such as PPTs, Video Lectures, NPTEL Courses, Online Lab courses. Also many conventional classrooms were converted to smart classrooms in many departments.
		Well prepared course plan; course files are maintained		
		Special classes organised for weaker students		
2.2.4	Teachers Quality	Faculty appointed through		

		open and Transparent system	Cadre Ratio (Professor / Asso. Prof. Asst.Prof) not adequate	Now measures were taken to increase the cadre ratio, New Associate Professors and Professors were posted by means of career advancements and open advertisement schemes
			Inadequate faculty with PhD qualifications	More faculties have already completed their PhD and most of the other faculties were pursuing PhD Qualifications.
			Faculty Development Programmes and also participation Off-Campus to be strengthened	More FDPs and Training programmes were conducted in house by all departments and participation of teaching and non-teaching staffs were also increased in the off-campus programmes.
2.2.5	Evaluation Process & Reforms	Progress of the students monitored in a systematic manner and parents kept informed		
		Grievance redressal mechanism exists		
		Higher weightage given to internal evaluation		
2.2.6	Best Practice in teaching-Learning & Evaluation (if any)	Mentoring of all students		
		Remedial classes for weak learners		

2.3 Research, Consultancy & Extension

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2.3.1	Promotion of Research		Internal budget allocation for research to be increased substantially	Internal funding is increased for the minor research projects and many projects were completed and many staff members were pursuing the minor research projects.
			Limited research at individual faculty level	90% of our teachers were registered for PhD and some of our faculty had submitted their synopsis and

				thesis
		No. of doctoral thesis have been supervised by the external guides		Since many of our faculty completed their PhDs and they were also included as registered guides and they started guiding PhD Scholars
2.3.2	Research and Publication Output	Some teachers have recently registered for PhD	Research publications in peer reviewed and indexed journals are less	Publication in indexed and peer reviewed journals were increases substantially
		Faculty are encouraged to participate in conferences		
2.3.3	Consultancy		Consultancy activities are yet to take off	Mechanical and civil department started their consultancy lab services
2.3.4	Extension activities	NSS activities are taken up in right earnest		
		Fair engagements in community needs of local area		
2.3.5	Collaborations	Sanskrit and Indian culture department has number of activities in association with national level agencies	Limited collaborations with industries and research organisations	Industry University interaction is initiated by an annual meet with stakeholders from Industries related to each department.
2.3.6	Best practices in research, consultancy & Extension (if any)	Significant contributions of Sanskrit and Indian Culture department		

2.4 Infrastructure and Learning Resources

2.4.1	Physical Facilities for learning	Physical infrastructure and laboratories adequate for present needs	Indoor and Outdoor sports facilities are inadequate	A separate basketball court and cricket practicing courts are in place for the students to practise and play. A new and revamped physical fitness centre is opened in a new building for the benefit of students and staffs.
2.4.2	Maintenance of infrastructure		Maintenance of Physical facilities and campus is not up to the mark	New concrete roads were constructed and maintained properly and greeneries were in place to increase ambience of the

				university.
			Maintenance of equipment and laboratories is inadequate	Separate spaces were allotted to place & maintain the equipments in the labs.
2.4.3	Library as a Learning resources	Library has a good Physical infrastructures Library systems are computerised	Seating capacity inadequate	More chairs and tables were provided in the library for the students seating
			Online access to journal is limited	online access to IEEE and ASME are in subscription
2.4.4	ICT as a learning resources	University has adequate computing facilities	University is not fully networked / Wi-Fi enabled	Wi-Fi facility is enabled throughout the university.
			ICT based learning tools utilisation inadequate	Every department and teachers are using ICT based tools such as PPTs, Video Lectures, NPTEL Courses, Online Lab courses. Also many conventional classrooms were converted to smart classrooms in many departments.
2.4.5	Other Resources	Transport, Medical and Other facilities are sufficient	Hostel facilities for Boys and Girls need augmentation	New girls' hostel was constructed to cater the increasing needs of girls' strength in the campus.
2.4.6	Best Practices in the development of Infrastructure and Learning Resources (if any)	It has a good archive museum and ancient manuscript library		
2.5 Student Support & Progression				
2.5.1	Student Progression	Drop rate of students are negligible		
		Academic performance and pass percentage are good		
2.5.2	Student Support	Carrier Counselling and Placements are provided		
		Affordable fee structure		
		Scholarships are offered on merits and means basis		

2.5.3	Student activities	Cultural activities and talents are good and are encouraged	Professional society activities are limited	IEEE student chapter was started and many programs were conducted in the banner of IEEE student chapter.
		Technical activities are organises regularly		
2.5.4	Best Practices in the student support & Progression (if any)	Affordable fee		
		Vibrant cultural ambience		

2.6 Governance & Leadership

2.6.1	Institutional Vision & Leadership	Vision and Mission are stated clearly		
		Management is committed and has a genuine desire to promote distinctive and Value based education		
2.6.2	Organisational Arrangements	University bodies meet regularly	Decentralisation and delegation of powers need augmentation	As part of decentralisation activities, Deans committee and other committees were initiated and individual powers and responsibilities were given to those committees
2.6.3	strategy development & Deployment		Road Map / Master plan for future growth not documented	To be documented
2.6.4	Human Resource Management	Appointment and Promotions are as per norms	Self development programmes for faculty is inadequate	Free Hindi and Sanskrit classes were conducted for faculty. They are also encouraged and welcomed to participate in Yoga classes, Bhajans and cultural activities of the university
2.6.5	Financial Management & Resource Mobilisation	Audit mechanism are in place	Budget Preparation and fund utilisation need streamlining	Budget is prepared by each department and utilisation is properly monitored.
		University depends on the fees collected for its major financial needs		
2.6.6	Best Practices in Governance and Leadership	Committed Leadership and Management		

		(if any)	Cordial relationship with all stakeholders		

2.7 Innovative Practices

2.7.1	Internal Quality Assurance Systems		University does not have IQAC	IQAC cell is constituted
2.7.2	Inclusive Practises	University promotes value based education	Not enough provisions for differently-abled persons	Will be implemented.
		Financial support to economically weaker students		
2.7.3	Stakeholder Relationships	Cordial relationship Alumni, parents and community around	Tie-ups with Industry, Corporate sectors needs strengthening	Tie ups with industry were increased in positive way with new labs were setup with their tie-ups.
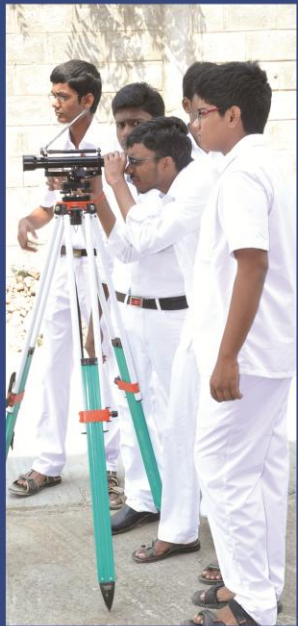
Sri Chandrasekharendra Saraswathi Viswa Mahavidyalaya
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