



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

CMS COLLEGE OF ENGINEERING

CMS NAGAR, NEAR COLLECTORATE, ERANAPURAM, NAMAKKAL DT -

637003

637003

www.cmscollegeofengg.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

CMS College of Engineering (CMSE) is located in a serene and conducive environment that fosters an ideal atmosphere for both intellectual and personal growth. Approved by AICTE, New Delhi, and affiliated with Anna University, Chennai, the college was established in 2007 under the leadership of Dr.C. Muthusamy, our Honourable Chairman. From its inception, the college has embraced the vision of "Holistic Education," aiming to provide affordable quality education, especially to those in rural India. Dr.C.Muthusamy, known for his visionary leadership and administrative acumen, has exemplified a journey of rising from humble beginnings to overseeing an educational empire through hard work, dedication, and a steadfast commitment to education. He is widely admired for his magnanimity, spiritual orientation, and composed demeanor. Situated 8 kms from Namakkal City on a sprawling 24.5-acre campus, CMS College of Engineering is well-connected by buses and located 10 kms from Namakkal railway station. The college has adopted the Choice Based Credit System (CBCS) from the academic year 2017-2018 and currently offers 7 undergraduate programs with a total intake capacity of 450 students. Known for its academic excellence, CMSCE is highly sought after by students who secure top ranks in Anna University examinations in its 17 years of existence.

Vision

To transform the institution into an institution of excellence with global standards.

Our institution aim to nurture intellectual curiosity, creativity, and leadership qualities among our students, preparing them to thrive in a diverse and rapidly changing world.

Our vision is to empower future generations with knowledge and skills that contribute to societal advancement and sustainable development."

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"To be a globally recognized center of academic excellence, fostering innovation, creativity, and ethical leadership in our students, while advancing knowledge through impactful research and community engagement."

"Our vision is to empower students from diverse backgrounds to become lifelong learners and leaders in their fields, equipped with the knowledge, skills, and values to make meaningful contributions to society."

"To cultivate a vibrant intellectual community where curiosity thrives, ideas flourish, and individuals are inspired to pursue excellence in scholarship, service, and personal growth."

"To be a catalyst for positive change in our global society by providing transformative educational experiences

that prepare students to tackle complex challenges and contribute to a sustainable future."

Mission

To attain academic excellence by conveying knowledge and skills through problem - solving, hands on training and the creation of innovative projects through design and development

To foster leadership and interdisciplinary team skills, by the way of effective communication training and instilling ethical behaviour.

To conduct applied research in Engineering & Technology and Promote continuous lifelong learning.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Academic Excellence: High-quality faculty, rigorous curriculum, and strong academic programs that attract talented students and produce successful graduates.

Focused Vision & Mission: The college has a clear and purposeful vision and mission statement guiding its activities.

Effective mentor systems: The college's mentorship programs are known for their effectiveness.

Qualified and experienced faculty & staff: The college prides itself on its highly qualified and experienced faculty and staff.

Strong Alumni Network: Engaged alumni who contribute back to the institution through mentorship, donations, and advocacy, enhancing the institution's reputation and resources.

Management supports to upgrade faculty qualifications: The college actively supports faculty in enhancing their qualifications.

Institute location accessible to all stakeholders: The college's location ensures convenient access for all stakeholders.

Well-established administrative and management policies & controls: The college maintains robust administrative and management policies that operate effectively.

Institutional Weakness

· **More senior teachers required to maintain cadre ratio:** Additional senior faculty members are needed to ensure compliance with the cadre ratio.

· **Lacking in research activities and funding:** There is a deficiency in research activities and funding support.

- **Lacking to fill seats in certain branches for approved intake due to variation in trends:** There is difficulty in filling seats in specific branches due to fluctuations in enrollment trends.

Institutional Opportunity

Granting autonomy would empower the institute to resolve issues inherent in the affiliation system.

Leveraging the institution's alumni network can create more opportunities to develop courses and research initiatives that add value to placements.

Facilitating effective interaction between the institute, other institutions, and industry through structured Memoranda of Understanding (MoUs).

Fostering an environment conducive to innovative research.

Institutional Challenge

- **Quality of students in certain departments in certain branches with low cut-off marks:** Certain departments in specific branches are experiencing challenges in maintaining the quality of students due to lower cut-off marks.
- **Tough competition in research funding opportunities:** There is intense competition for research funding opportunities.
- **Achieving placement accreditation for Tier I Companies:** Striving to attain accreditation for placements with Tier I companies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

CMS College of Engineering in Tamil Nadu has established itself as a leading institution dedicated to providing high-quality education and fostering holistic development among its students. Known for its dynamic approach to higher education, the college not only focuses on academic excellence but also emphasizes intellectual growth and personal development.

The college serves as a melting pot for diverse ideas, talents, and aspirations, offering a wide range of academic programs, extracurricular activities, and resources. This variety allows students to explore their interests and talents while being supported by a dedicated faculty and modern facilities.

The vibrant campus culture at CMS College of Engineering encourages learning, critical thinking, and innovation. Whether students are pursuing specific career paths, discovering new interests, or engaging in social causes, the college provides an environment that empowers them to shape their futures and contribute

meaningfully to society.

Overall, CMS College of Engineering stands out for its commitment to nurturing well-rounded individuals who are equipped not only with academic knowledge but also with the skills and values necessary to excel in their chosen fields and make a positive impact on the world around them.

Teaching-learning and Evaluation

Teaching encompasses various methods and strategies to convey information effectively, engaging students in the learning process. It involves planning lessons, delivering content, facilitating discussions, and assessing comprehension to ensure students grasp the material. Teaching encompasses various methods and strategies to convey information effectively, engaging students in the learning process. It involves planning lessons, delivering content, facilitating discussions, and assessing comprehension to ensure students grasp the material.

Evaluation is the systematic assessment of students' knowledge, skills, and understanding. It measures learning outcomes, identifies strengths and areas for improvement, and informs instructional decisions. Evaluation methods include tests, quizzes, projects, and other forms of assessment tailored to specific learning objectives.

Research, Innovations and Extension

CMS College of Engineering (CMSCE) is dedicated to fostering a vibrant research culture among its faculty, scholars, and students, recognizing research as fundamental to knowledge creation across all disciplines. To achieve this, the institute has established a Research Committee and an Industry Institute Interaction Committee. These bodies play pivotal roles in promoting and guiding research and consultancy activities. Research involves systematic investigation and study to discover new knowledge, validate existing theories, or solve problems. It follows a structured process, including defining a research question, gathering and analyzing data, drawing conclusions, and communicating findings. Research can take many forms, including scientific experiments, surveys, interviews, and literature reviews.

The institute's commitment to research is underscored by its emphasis on aligning research endeavors with the college's vision and mission. This involves identifying research areas of academic significance, fostering publications, collaborations, and addressing community needs through research contributions that advance societal progress.

CMSCE supports an Innovation and Entrepreneurship Development Cell (IEDC) to nurture entrepreneurial spirit among students and faculty. The focus on enhancing research productivity is evident through initiatives such as encouraging faculty to publish in SCI/SCOPUS indexed journals and securing patents. Faculty members are actively encouraged to engage in research projects funded by prestigious agencies like AICTE, CSIR, DST, among others.

In addition to facilitating research, the institute provides comprehensive support to faculty members pursuing doctoral studies, including academic leaves, financial assistance to attend conferences for paper presentations, and participation in Faculty Development Programs (FDPs). CMSCE has entered into 17 MoUs (perpetual & time-bound) with various organizations to enhance research collaborations and opportunities.

Moreover, the institute has conducted over 30 extension activities for community welfare in the last five years,

alongside organizing blood donation camps, reflecting its commitment to societal engagement and responsible citizenship.

Overall, CMS College of Engineering is dedicated to creating an ecosystem where research thrives, contributing significantly to both academic excellence and societal advancement.

Infrastructure and Learning Resources

Our institution has expanding and enhancing infrastructure and learning resources in educational institutions are crucial steps in ensuring a conducive environment for effective teaching and learning. This includes constructing additional classrooms, laboratories, libraries, and recreational areas. New classrooms accommodate more students and provide space for modern teaching methodologies such as collaborative learning and interactive sessions. Laboratories equipped with state-of-the-art equipment enable practical application of theoretical knowledge. Our college Library is stocked with updated books, journals, and digital resources support research and self-study. Providing access to updated technology to students. This includes installing computers, interactive whiteboards, projectors, and internet connectivity in classrooms and labs. Technology enhances teaching methods, facilitates online research, and prepares students for the digital age. Infrastructure is designed with accessibility in mind, ensuring facilities are usable by all students, including those with disabilities. Safety measures such as adequate lighting, security systems, and emergency response plans are also crucial. Modern infrastructure incorporate sustainable practices, such as energy-efficient buildings, waste management systems, and green spaces. This promotes environmental responsibility and creates a healthier campus environment. Extension of infrastructure and learning resources typically involves expanding and enhancing the physical facilities and materials available to support education.

Overall, the extension of infrastructure and learning resources aims to create a supportive environment that enhances the educational experience for both students and faculties. It enables institutions to meet the evolving needs of education, foster innovation, and prepare students for future challenges in their careers and personal lives.

Student Support and Progression

Extending student support and progression is crucial for creating an environment where all students can thrive academically, socially, and emotionally. Our college Provide access to counseling services helps students address personal, emotional, and psychological challenges that may impact their academic performance. This support can include individual counseling, group therapy, and crisis intervention to ensure students' mental health needs are met. Our institution is offering tutoring services assists students who need additional academic support in specific subjects or areas. This can be provided through peer tutoring programs, graduate student tutors, or professional tutoring services tailored to the curriculum and student needs. We also provide guidance on career paths, internships, job placements, and skill development prepares students for their future careers. Career counseling sessions can help students explore their interests, strengths, and opportunities in the job market or further education. Developing individualized plans based on students' strengths, weaknesses, and goals enhances their learning experiences. These plans may include tailored coursework, enrichment activities, and accommodations for diverse learning needs. Our dedicated advisors help students navigate academic requirements, course selection, and progress tracking. Regular advising sessions support students in making

informed decisions about their academic pathways and addressing any challenges they encounter. Continuous assessment of student progress and program effectiveness allows institutions to adjust support services and interventions as needed. Data-driven insights help identify trends, challenges, and areas for improvement in supporting student success.

By implementing these strategies comprehensively, our institutions can foster an environment where every student has the opportunity to excel academically, develop personally, and prepare for future endeavors successfully.

Governance, Leadership and Management

Extending governance, leadership, and management in students' educational settings is much essential for ensuring that our institutions operate effectively and achieve their educational goals. Enhancing governance frameworks involves defining clear roles, responsibilities, and decision-making processes for governing bodies such as boards of trustees or governors. This includes establishing policies, protocols, and procedures that govern the institution's operations, finances, and strategic direction. Investing in leadership development programs helps to cultivate the skills and capabilities of current and future leaders within the institution. These programs may include training in strategic planning, communication, team building, conflict resolution, and ethical leadership. Implementing effective management practices ensures efficient day-to-day operations and resource allocation. This includes establishing systems for budgeting, staffing, facilities management, and IT infrastructure that support teaching, research, and administrative functions. Fostering collaboration and open communication among stakeholders promotes a shared vision and enhances decision-making processes. This involves creating platforms for dialogue, feedback mechanisms, and opportunities for input from administrators, faculty, staff, students, and the community. Promoting transparency involves making information about policies, decisions, and performance readily accessible to stakeholders. Accountability mechanisms ensure that actions align with institutional goals and ethical standards, holding leaders and administrators responsible for their decisions and outcomes. Encouraging strategic decision-making involves aligning actions with the institution's mission, vision, and long-term objectives. This includes conducting thorough analyses, assessing risks, and evaluating potential impacts on stakeholders before making decisions.

By strengthening governance, leadership, and management in our settings through these strategies, institutions can effectively navigate challenges, seize opportunities, and achieve sustainable growth while fulfilling their mission to provide quality education and support to their communities.

Institutional Values and Best Practices

Extending institutional values and best practices entails reinforcing and promoting the core principles, beliefs, and ethical standards that guide the organization's actions and decisions. This involves articulating clear values, such as integrity, respect, diversity, and excellence, and embedding them into all aspects of the institution's culture, policies, and practices. It also involves identifying and implementing best practices in areas such as teaching, research, governance, community engagement, and sustainability, based on evidence-based research and benchmarks. The goal is to cultivate a positive and ethical institutional culture that fosters trust, innovation, and continuous improvement, while also serving the needs of stakeholders and society as a whole.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CMS COLLEGE OF ENGINEERING
Address	CMS Nagar, Near Collectorate, Eranapuram, Namakkal DT - 637003
City	Namakkal
State	Tamil Nadu
Pin	637003
Website	www.cmscollegeofengg.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	MAHADEV AN K	04286-263018	9865615300	-	cmscollegeofengg@gmail.com
IQAC / CIQA coordinator	SELVARANI S	04286-263019	8300136873	-	cmsiqac007@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Tamil Nadu	Anna University	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	29-05-2024	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	CMS Nagar, Near Collectorate, Eranapuram, Namakkal DT - 637003	Rural	15.79	29400

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Biomedical Engineering,	48	TWELFTH OR DIPLOMA	English	60	51
UG	BE,Computer Science And Engineering,	48	TWELFTH OR DIPLOMA	English	60	55
UG	BE,Electrical And Electronics Engineering,	48	TWELFTH OR DIPLOMA	English	30	18
UG	BE,Electronics And Communication Engineering,	48	TWELFTH OR DIPLOMA	English	30	24
UG	BE,Mechanical Engineering,	48	TWELFTH OR DIPLOMA	English	30	15
UG	BTech,Artificial Intelligence And Data Science,	48	TWELFTH OR DIPLOMA	English	60	54

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	7				11				65			
Recruited	2	0	0	2	2	0	0	2	34	31	0	65
Yet to Recruit	5				9				0			
Sanctioned by the Management/Society or Other Authorized Bodies	7				11				65			
Recruited	2	0	0	2	2	0	0	2	34	31	0	65
Yet to Recruit	5				9				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				27
Recruited	15	12	0	27
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				4
Recruited	4	0	0	4
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	1	0	0	0	1	0	4
M.Phil.	0	0	0	0	0	0	4	9	0	13
PG	0	0	0	1	0	0	30	21	0	52
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	298	0	0	0	298
	Female	184	0	0	0	184
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	60	44	70	22
	Female	57	19	26	1
	Others	0	0	0	0
ST	Male	3	8	11	0
	Female	4	3	12	0
	Others	0	0	0	0
OBC	Male	73	115	39	18
	Female	43	54	4	1
	Others	0	0	0	0
General	Male	0	2	1	0
	Female	2	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		242	245	163	42

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	CMS College of Engineering- Namakkal offers a comprehensive array of programs aimed at providing students with a multidisciplinary education and preparing them for various challenges in their
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	respective fields. The emphasis on Choice Based Credit System (CBCS) allows students to tailor their education according to their interests and career goals. The inclusion of experiential learning opportunities such as projects, field visits, industrial visits, and internships is commendable as it provides students with practical exposure to real-world scenarios. Additionally, the incorporation of courses on Environmental Studies and Value Based Education reflects the institution's commitment to holistic development and societal consciousness among students. Adhering to the guidelines set by Anna University ensures academic standards and quality assurance, despite the limitations in enabling multiple entry and exits due to regulatory constraints. Encouraging students to engage in multidisciplinary research, particularly in areas like Agricultural Engineering, is crucial for addressing contemporary issues and fostering innovation. The provision of non-major elective courses further promotes multidisciplinary education, allowing students to explore diverse fields beyond their core disciplines. Orientation programs and opportunities for students and faculty to pursue additional courses through platforms like SWAYAM/NPTEL demonstrate the institution's commitment to continuous learning and staying updated with emerging trends in various disciplines. Overall CMS Engineering College appears to be a dynamic educational institution dedicated to providing students with a well-rounded education that equips them with the skills and knowledge needed to thrive in today's rapidly evolving world.
2. Academic bank of credits (ABC):	The introduction of the Academic Bank of Credits (ABC) system seems like a progressive step towards providing students with flexibility in their academic pursuits. While the institution may have limited scope in implementing initiatives independently due to its affiliation with Anna University, Chennai, it's commendable that efforts are being made to create awareness and encourage registration under the ABC system. The Academic Bank of Credit (ABC) is a groundbreaking initiative in India's higher education landscape, introduced by the Ministry of Education under the National Education Policy (NEP) 2020. This innovative system aims to enhance flexibility in the higher education framework by allowing students

	to accumulate and transfer academic credits across institutions, facilitating lifelong learning and making education more accessible and adaptable to individual needs and career goals. Involving teachers in curriculum design and development, especially senior professors who contribute to Boards of Studies (BoS) in other institutions, ensures that the curriculum remains relevant and responsive to evolving educational needs. The provision of unique Academic Bank accounts for students, along with access to a Standard Operating Procedure (SOP), streamlines the process and ensures transparency in credit management. The emphasis on blended learning, where students can earn credits from various registered Higher Education Institutions (HEIs) and online platforms like SWAYAM, reflects the institution's commitment to leveraging technology for enhanced learning experiences. Encouraging teachers to adopt learner-centric pedagogical approaches fosters an environment conducive to active engagement and deeper understanding among students. The flexibility granted to teachers in accessing additional resources and materials further enriches the teaching-learning process, allowing for a more comprehensive exploration of topics beyond prescribed textbooks. Overall, these initiatives demonstrate a proactive approach towards fostering a dynamic learning environment that empowers students and nurtures a culture of continuous improvement and innovation in teaching and learning practices.
3. Skill development:	A skill development program helps the students to encompass a wide range of initiatives designed to enhance individuals' skills and capabilities in various fields. These programs can be offered by government agencies, educational institutions, non-profit organizations, corporations, and online platforms. Skill development for our students is a way of acquiring new skills or enhancing existing ones through various methods such as training, education, practice, and experience. It is crucial for personal growth, career advancement, and overall competence in different areas of life. Consistent practice is essential for skill development. Feedback is crucial for identifying areas of improvement. Solicit feedback from peers, mentors, or experts in the field to understand their strengths and weaknesses.

	Observing and learning from others who have already mastered the skill can provide valuable insights and techniques. Skill development takes time and effort. These programs focus on equipping individuals with specific skills required for particular trades or professions, such as plumbing, electrician work, carpentry, and automotive repair. Courses and programs aimed at developing technical skills in fields such as information technology, engineering, software development, and data analytics. Programs that focus on developing interpersonal skills, communication skills, leadership abilities, teamwork, time management, and problem-solving skills were given to students. These programs support aspiring entrepreneurs by providing training in business planning, financial management, marketing, and networking. Courses designed to improve proficiency in languages, both for native speakers looking to enhance their communication skills and non-native speakers aiming to learn a new language. Initiatives focused on teaching digital skills such as using computers, navigating the internet, using productivity software, and understanding cyber security. Programs tailored for professionals aiming to enhance their managerial and leadership abilities, covering topics like strategic planning, team management, and conflict resolution. Programs catering to the needs of industries such as healthcare, hospitality, retail, finance, and agriculture, offering specialized training relevant to those sectors. Platforms like Coursera, Udemy, LinkedIn Learning, and edX offer a wide range of online courses covering diverse topics from technical skills to personal development. A hands-on training program is given to students in order to gain practical experience under the guidance of experienced mentors in fields like construction, manufacturing, and HealthCare. Many governments worldwide initiate skill development schemes to enhance employability and economic growth, often offering subsidies or financial aid for training. Management provide training to faculties to improve job-specific skills, compliance training, leadership development, and professional certifications.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Indian Knowledge System (IKS) encompasses a vast repository of traditional wisdom, scientific insights, and cultural practices accumulated over millennia. Integrating this rich heritage into

	contemporary education and development strategies offers unique opportunities to foster holistic growth, sustainable practices, and a deeper connection to cultural roots. This integration can enhance educational frameworks, healthcare, environmental conservation, and innovation, contributing to a more balanced and inclusive approach to progress. Incorporating IKS helps preserve and promote India's diverse cultural heritage, ensuring that traditional knowledge and practices are passed down to future generations. It enriches the educational curriculum by providing students with a broader perspective, combining modern scientific knowledge with traditional wisdom. Practices can promote environmentally friendly and sustainable development. The Indian systems of medicine, such as Ayurveda, Yoga, and Siddha, offer valuable insights into holistic health and wellness, complementing modern medical practices.
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) is an educational approach that focuses on the desired outcomes or goals of the learning process. This approach shifts the emphasis from traditional teaching methods to the achievement of specific competencies and skills. By defining clear learning outcomes, OBE ensures that education is student-centered, transparent, and aligned with the needs of the students and society. OBE starts with a clear understanding of what students are expected to learn and achieve by the end of a course or program. These learning outcomes are specific, measurable, and aligned with broader educational goals. Curriculum design begins with the desired outcomes in mind. Educators plan instruction and assessment methods to ensure that students can achieve these outcomes. This backward design ensures coherence and alignment in the educational process. OBE sets high expectations for all students, encouraging them to reach their full potential. It promotes a culture of excellence and continuous improvement. OBE recognizes that students learn at different paces and in different ways. It provides multiple opportunities and pathways for students to demonstrate their learning and achieve the desired outcomes.
6. Distance education/online education:	Distance education, particularly online education, has revolutionized the way knowledge is delivered and received, breaking geographical barriers and

providing flexible learning opportunities. With advancements in technology and the increasing demand for accessible education, online learning has become a significant component of the global education landscape. Online education offers unparalleled accessibility, allowing students from any location to access high-quality educational resources. It provides the flexibility to learn at one's own pace and schedule, accommodating the needs of working professionals, parents, and individuals with other commitments. Distance education often reduces costs associated with traditional education, such as commuting, housing, and physical textbooks. Many online programs are also more affordable, providing financial relief to students. Online education platforms offer a variety of multimedia resources, including videos, interactive simulations, and digital libraries. These resources cater to different learning styles and can enhance the learning experience. Online education promotes self-discipline, time management, and digital literacy, essential skills in today's job market. The ability to navigate online platforms and engage in virtual collaboration is increasingly valuable. Online education connects students from around the world, fostering a diverse learning environment. It provides opportunities for global networking, cultural exchange, and collaboration on international projects.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

Electoral Literacy Club (ELC) at NSIT is very active and focused on promoting electoral awareness and participation among students. The ELC aims to sensitize students about their electoral rights and familiarize them with the registration and voting processes through engaging activities and hands-on experiences. The club collaborates with government authorities such as the District Collector (also the District Election Officer) to organize events that raise awareness about the importance of voting. Regular seminars are conducted to educate students about their rights and encourage them to exercise those rights by participating in elections. The club encourages students to participate in various

	competitions conducted by SVEEP (Systematic Voters' Education and Electoral Participation Program) which help to develop their skills and confidence in electoral participation. Both students and staff from CMSCE have actively participated in these competitions, indicating a strong commitment to promoting electoral literacy and participation. Our students and staff have voluntarily participated in the competitions. Our staff coordinators Mr. Maheshkumar, AP / Artificial intelligence and data science and Mr. S. Dhinesh / AP / computer science and engineering were actively engaged the students in various innovative activities to promote student participation in voting and raise awareness about the significance of voting among the broader community. 1. Whether Electoral Literacy Club (ELC) has been set up in the College? Yes, we have Electoral Literacy Club (ELC) in our college and operate efficiently with full student engagement. Our Electoral Literacy Club (ELC) actively introduces various activities such as promoting electoral registration and encouraging voting among students.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	We have both faculty and student coordinators appointed by the college to oversee our Electoral Literacy Club (ELC), which also includes its own representatives. The club's activities involve engaging student participants through various awareness programs. The ELC consists of the following members: 1. Chairman 2. Principal 3. Faculty Coordinators: - Mr. Maheshkumar, Assistant Professor, Artificial Intelligence and Data Science - Mr. Dhinesh, Assistant Professor, Computer Science and Engineering 4. Department Staff Members: One faculty representative from each department 5. Student Representatives from each department, categorized as: a) President b) Vice-president c) Secretary d) Joint secretary
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior	Annually, the club organizes seminars aimed at educating students about their voting rights and motivating them to actively participate in elections. Additionally, it promotes student engagement in competitions organized by SVEEP (Systematic Voters' Education and Electoral Participation Program) to enhance their skills and confidence. Our students and staff have enthusiastically participated in these competitions. Furthermore, during the previous election cycle, the club conducted two

citizens, etc.	awareness camps on electoral participation.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Each year, students are encouraged to undertake mini and major projects related to the usage and operation of Electronic Voting Machines (EVMs). The ELC actively raises public awareness through posters and participates in competitions directed by the District Collector's office.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The club works closely with the District Collector's office and local revenue authorities to coordinate events and actively participate in raising awareness about the importance of voting through rallies, surveys, and competitions.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
343	187	187	197	297
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 66

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	40	36	41	34

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
342.47	833.07	196.84	468.99	692.02
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

It's evident that our institution has put in place a comprehensive framework to ensure effective implementation of the curriculum for the improvement of student's knowledge. Semester-wise academic calendar planning helps in organizing various academic events such as department meeting, internal assessment tests, course committee meeting and activities in line such as workshop, symposium, and various social activities with the Anna University Academic schedule.

ACADEMIC PLAN

Faculty members are allocated subjects based on their preferences, experience, and competency. The estimated time needed to complete the lesson, including specific time allocations for different activities or segments is scheduled and asked to follow the instruction. A list of materials, resources, or technology needed for the lesson, such as textbooks, handouts, multimedia tools, or laboratory equipment are provided with adequate facilities in order to improve their skills.

ASSESSMENT AND EVALUATION

Different Methods for assessing student understanding and progress, including formative assessment techniques during the lesson and summative assessments is implemented at the end of each lesson. A conclusion to the lesson will reinforce key concepts, summarizes learning outcomes, and provides opportunities for reflection or extension activities. These components may vary depending on the subject, grade level, and specific instructional goals of the lesson

Timetables are prepared for classes, laboratories, and individual faculty members. A logbook is maintained for faculty members, and lesson plans are prepared semester-wise. Regular assessments such as internal tests and assignments are conducted. Remedial classes are provided for slow learners, Remedial measures for slow learners aim to provide additional support and resources to help these students catch up with their peers and succeed academically. By implementing these remedial measures, educators can create a supportive learning environment that enables slow learners to overcome challenges, build confidence, and achieve academic success.

PROFESSIONAL DEVELOPMENT

The faculty members are encouraged to attend training programs and workshops to enhance their skills. Facilities like placement assistance, library access, and seminars are provided to develop students' potential and presentation skills. NPTEL classes are conducted to enhance learning skills. Good internet

connectivity, multimedia projectors, green boards, and well-equipped laboratory facilities are available to facilitate effective curriculum delivery. Digital library access is provided for e-journals and books. An e-journal, also known as an electronic journal or online journal, is a scholarly publication that is available in digital format on the internet. E-journals cover a wide range of academic disciplines and topics, similar to traditional print journals, but they are accessed and read online rather than in print form.

POLICY FRAME WORK

A tutor ward system is implemented, with each faculty member responsible for a batch of students. The systematic examination process ensures proper evaluation, and student progress is periodically reported to parents. Overall, these measures demonstrate a commitment to providing a conducive learning environment and supporting the holistic development of students in accordance with the objectives of the New Education Policy. The New Education Policy (NEP) is a comprehensive framework aimed at transforming the Indian education system to meet the needs and challenges of the 21st century.

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

1.2 Academic Flexibility

1.2.1

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

Response: 18

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

1.2.2

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

Response: 18.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
64	34	24	52	56

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

CMS College of engineering Namakkal is affiliated to Anna University, Chennai. Our institution that sounds fantastic by integrating cross-cutting issues like professional ethics, gender equality, human values, environmental consciousness, and sustainability into education is crucial for nurturing well-rounded individuals who are not only academically proficient but also socially responsible. The emphasis on holistic development aligns perfectly with the goals outlined in the New Education Policy (NEP) of 2020. It's great to hear that your institution is actively implementing these principles through carefully designed curriculum-based programs and events. By doing so, we are not only preparing students for their professional careers but also for life as conscientious global citizens.

PROFESSIONAL ETHICS AND GENDER EQUITY

Professional ethics embrace principles and standards that guide efforts in the workplace, including equity, integrity, and appreciation for others. Gender equity is a key aspect of this, ensuring equal opportunities, prescription, and representation regardless of gender. It associates fair pay, promotion opportunities, and a workplace culture free from discrimination or tendency. It sounds like Anna University, Chennai, places a strong emphasis on ethical and social considerations in engineering education through its curriculum. The inclusion of a course on "Professional Ethics in Engineering" for all branches of engineering, across various regulations including the new 2021 regulation, demonstrates a

commitment to instilling ethical values and responsibilities in future engineers. This course appears to cover a broad range of topics, including human values, engineering ethics, safety, risk factors, and environmental ethics, thereby preparing students to address global challenges with ethical considerations in mind.

Additionally, the university's focus on gender studies through a course titled "Gender, Culture, and Development- HU5271" is commendable. By offering this course as part of the elective selection system and making it compulsory in the curriculum, Anna University is ensuring that students, including male students, gain an understanding of gender issues and sensitivity.

ENVIRONMENTAL AND SUSTAINABILITY AND HUMAN VALUES

Environmental sustainability involves meeting the needs of the present without compromising the ability of future generations to meet their own needs. Human values play a crucial role in achieving sustainability by guiding behaviors and decisions that prioritize the well-being of both people and the planet. This includes values such as empathy, responsibility, stewardship, and respect for diversity. Integrating human values into sustainability efforts helps ensure that environmental actions are equitable, inclusive, and beneficial for all.

It seems like Anna University, Chennai, recognizes the importance of incorporating environmental education into its curriculum to address contemporary challenges. The inclusion of a course on "Environmental Sciences and Engineering" reflects the university's commitment to equipping students with the knowledge and skills necessary to understand and tackle environmental issues.

The course appears to cover a range of topics, including integrated themes like biodiversity, natural resources, pollution control, and waste management. By emphasizing the need for sustainability and the effective use of environmental resources, the university is preparing students to address pressing issues such as global warming and various forms of pollution that affect daily life.

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

1.3.2

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

Response: 80.17

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

Response: 275

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 25.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
217	34	42	0	61

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
300	180	210	270	415

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 25.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
126	34	33	0	46

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

2022-23	2021-22	2020-21	2019-20	2018-19
207	124	144	186	286

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 9.27

2.3 Teaching- Learning Process

2.3.1

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

Response:

This method is a conventional teaching method which is a fundamental approach that many teachers use to deliver content to their students.

In this method, the faculty takes on the role of the primary source of information and instruction. They interpret, explain, and revise the content of a text to ensure that students understand the subject matter.

The primary focus of instruction is on the content of a text or curriculum material. The teacher works to make this content more accessible and understandable to students through explanation and clarification.

The goal of the teacher is to facilitate understanding among students. They aim to ensure that students grasp the concepts and information being presented, thereby enhancing their learning experience.

At the end of each instructional unit, students are given specific assignments. These assignments serve to reinforce their learning and allow them to apply the knowledge and skills they have acquired.

Information and Communication Technology (ICT) Enabled Teaching:

- Information and Communication Technology (ICT) enabled teaching refers to the integration of technology tools and resources into the teaching and learning process to enhance educational experiences.
- ICT-enabled teachings as a means to engage students, personalize learning, and prepare them for the digital age.
- ICT-enabled teaching is through the use of multimedia resources such as videos, interactive simulations, and animations to explain complex concepts in an engaging and visually stimulating manner
- ICT-enabled teaching also encompasses the use of digital tools for assessment and feedback.
- College employs online quizzes, surveys, and grading platforms to assess student understanding and provide timely feedback for improvement. This allows teachers to track student progress more efficiently and tailor instruction to meet individual learning needs.
- Overall, ICT-enabled teaching at College enhances the teaching and learning process by providing access to a wealth of resources, fostering collaboration and communication, and preparing students for the demands of an increasingly technology-driven world.

Experiential Learning

- Experiential learning at College is deeply ingrained in the educational approach, aimed at providing students with practical, hands-on experiences that complement theoretical knowledge.
- Faculty members play a pivotal role in creating a dynamic learning environment by incorporating various experiential learning methods into their teaching practices.
- Visual aids are another integral component of experiential learning, helping students visualize complex concepts and processes. Whether through diagrams, charts, or multimedia presentations, visual aids enhance comprehension and retention, making learning more interactive and engaging.
- Student seminars are a cornerstone of experiential learning at College. By presenting seminars on contemporary topics and state-of-the-art technologies, students not only enhance their communication and presentation skills but also deepen their understanding of current issues and

emerging trends in their field.

- **Participative learning**
- Integration of various interactive activities and technologies in the classroom.
- By incorporating group discussions, peer-to-peer teaching, hands-on experiments, and multimedia presentations, College fosters an environment where students actively engage with the subject matter and each other.
- Moreover, the college encourages students to take ownership of their learning by allowing them to pursue topics of interest, conduct research, and present their findings to their peers.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 74.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	46	48	54	58

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

2.4.2

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

Response: 8.51

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

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

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

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

It's clear that our institution has a well-structured system in place for managing internal assessments and addressing student grievances regarding assessment processes.

Students are informed about university norms and assessment rules during orientation, ensuring clarity from the beginning of their academic journey.

The Exam Cell prepares and circulates Academic Activity Plans and Internal Assessment Test Schedules to faculty and students, ensuring everyone are aware of assessment dates and expectations.

Two internal examinations are conducted per semester with appropriate invigilation. Evaluation of answer scripts is promptly done by course faculty within five working days, with oversight from the Head of Department (HOD).

Students have avenues to address grievances related to internal assessments, including direct interaction with faculty and escalation to the HOD if necessary. The institution facilitates resolution and ensures

transparency in assessment processes.

Lab performance is continuously assessed based on regularity, performance, viva, and record submission. Both internal and external examiners evaluate end-of-term laboratory and project examinations.

Following university norms, students have rights to apply for verification and challenge evaluation of answer books, ensuring fairness and transparency in assessment.

Students can apply for photocopy and verification of answer books, with the prescribed application forms and fees made available to facilitate the process.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Our college is aligning its educational goals with those set forth by Anna University, which is a common practice among affiliated institutions. Program Outcomes (PO) and Program Specific Outcomes (PSO) are essential components for ensuring that students achieve the intended learning objectives of their programs. POs typically refer to the broad skills, knowledge, and attributes that students are expected to acquire by the time they complete their program of study, while PSOs are more tailored to the specific characteristics or focus areas of individual programs within the larger framework of the university's curriculum.

Program Outcomes (POs)

Exactly! Program outcomes are essential components of curriculum design and assessment in educational programs.

They articulate the specific knowledge, skills, and behaviors that students are expected to attain by the time they complete their studies.

These outcomes serve as benchmarks for evaluating the effectiveness of the program in fulfilling its educational objectives and preparing students for their future endeavors.

Program Specific Outcomes (PSOs):

The distinctions between Program Specific Outcomes (PSOs) and Course Outcomes (COs) are crucial in understanding the educational objectives and outcomes of engineering programs

Course Outcomes (COs):

- COs describe the knowledge, skills, and abilities that students are expected to acquire at the end of each individual course within the program.
- These outcomes are more granular and specific, outlining the cognitive processes and learning objectives associated with each course.
- COs are mapped to PSOs to ensure alignment between course-level learning outcomes and program-level goals, helping to identify curricular gaps and areas for improvement.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Program Specific Outcomes (PSOs):

The distinctions between Program Specific Outcomes (PSOs) and Course Outcomes (COs) are crucial in understanding the educational objectives and outcomes of engineering programs

Course Outcomes (COs):

- COs describe the knowledge, skills, and abilities that students are expected to acquire at the end of each individual course within the program.
- These outcomes are more granular and specific, outlining the cognitive processes and learning objectives associated with each course.
- COs are mapped to PSOs to ensure alignment between course-level learning outcomes and program-level goals, helping to identify curricular gaps and areas for improvement.

MECHANISM OF COMMUNICATIONS

It's evident that our institution places a strong emphasis on aligning course outcomes (COs), program outcomes (POs), and program specific outcomes (PSOs) to ensure that students receive a comprehensive and cohesive educational experience

Course handling faculty incorporate CO-PO-PSO mappings into their lesson plans, ensuring that course content and teaching strategies are aligned with program objectives.

This promotes coherence and consistency in instructional delivery.

An orientation program is conducted to familiarize first-year students and parents with the program outcomes and program specific outcomes.

This helps set clear expectations and goals for students' academic journey from the outset.

Faculty members receive training on how to develop lesson plans based on course outcomes, ensuring that instructional strategies are tailored to achieve specific learning objectives.

This professional development enhances teaching effectiveness and student learning outcomes.

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

2.6.3

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

Response: 91.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	55	69	97	73

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	58	71	97	97

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.49

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Creating an ecosystem where under-graduate students and research scholars can explore new ideas and share knowledge is invaluable for fostering innovation and intellectual growth. It's not just about individual development but also about creating a collaborative environment where ideas can flourish and synergies can be discovered. This kind of ecosystem can lead to breakthroughs and advancements in various fields.

PROMOTING INOVATION

It's impressive to see that our college has commitment to promote innovation and entrepreneurship through initiatives like the Innovation and Entrepreneurship Development Cell (IEDC) and the Institutional Innovation Council (IIC). The institution is ensuring a structured approach to fostering innovation.

The focus on encouraging students to work with novel ideas and helping them convert these ideas into

prototypes is crucial. It not only empowers students to think creatively but also equips them with the practical skills needed to bring their ideas to fruition.

The involvement of academic and research expertise from CMS college of Engineering-Namakal further enriches the innovation ecosystem. Their contributions in providing break through solutions and suggestions for solving critical problems not only inspire students but also create a collaborative environment where innovation thrives.

Overall, these efforts will not only benefit the students by nurturing their entrepreneurial spirit but also contribute to the larger goal of driving innovation and solving real-world problems.

RESEARCH INFRASTRUCTURE

The College's Research Cell seems to be playing a pivotal role in fostering a culture of research and development among faculty members and students alike.

Research Project Submission: Encouraging faculty members to write and submit research projects to various funding agencies like DRDO, DST, AICTE, DBT, SERB, TNSCST, etc., opens up avenues for securing resources to support innovative research endeavors.

Support for Higher Studies: Facilitating faculty members who wish to pursue higher studies and helping them get registered for Ph.D. degrees underscores the institution's commitment to academic advancement and expertise enhancement.

Research Centers: planned to Establish recognized research centers to provide focused support for faculty and students to delve deeper into their respective fields, leading to the development of prototypes and, ultimately, impactful research outcomes.

MOUs with Industries: Signing memorandums of understanding with industries is a strategic move that promotes real-time project development, aligning academic research with industrial needs and fostering practical solutions to real-world challenges.

Resources: Equipping the library with a vast collection of books, journals (both hard copies and e-journals), and digital resources ensures that faculty and students have access to a wealth of information to support their research endeavors.

Digital Technology Integration: Leveraging digital technologies such as LCD projectors, ICT tools, online assignments, and a digital library enhances the teaching-learning process and facilitates the dissemination of knowledge beyond traditional classroom settings.

Overall, these initiatives collectively contribute to creating a vibrant research ecosystem within the college, nurturing innovation, and facilitating the transfer of knowledge for the betterment of society.

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual

Property Rights (IPR) and entrepreneurship conducted during the last five years**Response:** 16**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
04	03	02	02	05

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards**3.3.1****Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response:** 0**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

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

File Description	Document
Institutional data in the prescribed format	View Document

3.3.2**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.06

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

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

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

3.4 Extension Activities**3.4.1**

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

Response:

It's heartening to see the institution actively engaging students in social service activities through various wings like the National Service Scheme (NSS) Unit and Rotaract Club. With around 40 students enrolled as volunteers, the institution is instilling in them the value of service to mankind, aligning with the noble motto "Service to mankind is service to God."

. Regular engagement of faculty, staff, and students with the neighbourhood community not only contributes to the betterment of society but also fosters the students' holistic development.

The social service activities undertaken by NSS and Rotaract club volunteers, such as special camps, medical camps, tree plantation drives, and blood donation camps, reflect a sense of responsibility and a desire to give back to society. These initiatives not only benefit the communities directly involved but also instil a sense of empathy and social consciousness among the student volunteers.

Furthermore, organizing guest lectures by inviting experts to sensitize students on various social issues like drug abuse, traffic regulations, anti-ragging, and cyber crimes enhances their awareness and understanding of the challenges faced by society. The medical camps organized in the neighbourhood further exemplify the institution's commitment to addressing community healthcare needs.

Overall, the institution's focus on campus-community partnership and its efforts to engage students in

meaningful social service activities contribute to the development of compassionate and socially responsible individuals who are actively involved in addressing societal needs.

The institution's efforts to develop leadership qualities among students and unemployed youth through health awareness and blood donation camps are commendable. By organizing such camps, students not only contribute to the community's health but also learn valuable leadership skills through planning and execution.

The awareness programs on safety measures like wearing helmets, seatbelts, and adhering to traffic rules are crucial for promoting road safety. Distributing pamphlets and conducting campaigns on these topics help in creating a culture of safety-consciousness among individuals, thereby reducing accidents and saving lives.

Digital literacy training on cashless transactions is another valuable initiative that empowers individuals with essential skills for the modern economy. By familiarizing villagers with various cashless transaction methods, the institution contributes to financial inclusion and digital empowerment.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

CMS college of Engineering -Namakkal promotes an adaptable environment and encourages its students and staff to volunteer various generous activities and awareness camps. Among these initiatives it inculcates respect and responsibility towards those in their twilight years. The campus and events mainly benefit the people based on the purpose and use of the concerned by the voluntary cells of the institution. CMS college of Engineering - Namakkal organizes and participates in various extension activities to promote College-Neighbourhood –community network. Major emphasis is given on student engagement, service orientation, awareness and blood donation activities and holistic development of students contributing to good citizenship. Our NSS and ROTARACT clubs received most prestigious awards in community service. Students volunteers are motivated and those who are interested are identified and enrolled in the clubs concerned. The NSS and ROTARACT units concentrate on the welfare of the neighbourhood community and sensitize their social problems and takes necessary steps for the betterment of the society.

Various events and camps are conducted to cater the needs of the people in our arena. Extension activities were conducted in the neighbourhood community during the academic year 2022-2023. Activities like swatch bharath are conducted in namakkal for the nearby places in need. Importance of cleanliness and its impact on health is delivered to villagers and students. Created awareness camps on road safety Rally was conducted in Ranganai kanpalayam, Namakkal and explained road safety

regulations. Dengue awareness program was conducted in singilipatti, Namakkal to increase public awareness about the spread, prevention and treatment of the disease. Tobacco awareness program was conducted in manikattipudur, namakkal in order to understand that the nicotine in any tobacco product readily absorbs into the blood when a person uses it. yoga awareness program was conducted in CMS College of Engineering so as to help students to manage stress and live more productive and fulfilling lives. The physical postures and movements in these practices are designed not only to improve flexibility, strength, and overall physical health but also to stimulate and balance the subtle energy systems within the body

Tree plantation was conducted in manikattipudur, namakkal in order to make green and clean campus. Due to this tree plantation activity the air pollution is reduced This goal typically involves implementing measures to manage storm water effectively. Techniques might include constructing retention ponds, installing permeable pavements, creating swales or bio-retention areas, and planting vegetation that helps absorb water and stabilize soil. These measures help reduce the amount of water running off into nearby bodies of water and prevent erosion along embankments.

3.4.3

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

Response: 14

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	04	0	03	04

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

3.5 Collaboration

3.5.1

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

Response: 17

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

CMS College of Engineering is having 15.79 acre campus with built up area of 29400 Sq.m is a vibrant institute of higher education with excellent infrastructure. The institute since its inception in 2007 has compromised with infrastructural facilities physical buildings, machinery, equipment, software, books and other learning resources. The Institute has adequate infrastructure and physical facilities to enable students to innovate, import team spirit and have competence to enable them to face the global challenges and become a contributing member of modern society. The college strongly believes that the right and adequate infrastructural facilities will provide ample of opportunities for both the faculty and student's academic development and growths. Thus main focus was on creating such a learning environment that would enable the students to transform into capable, confident and responsible engineering graduates the country is looking for.

The available facilities are adequate prescribed by the AICTE and Anna University. As the institution is affiliated to Anna University, all the courses and academic programs are designed by Anna University. The requirements of various industries, current developments in the fields of science, engineering and technology and the specific needs of the society, decide new courses to be included in the curriculum. There is also a provision in curriculum to offer specialized elective course.

All laboratories are fully equipped with the latest equipment. The computing facility consists of all necessary software (system software and applications software). The computing facilities of the college cater to the needs of faculty and students to foster an effective Teaching Learning Process. A health computing ratio of 1.10:1 computers to student against the prescribed ratio of 1.10:1 is being maintained. The main library with an area of 400 Sq.m with a seating capacity of 100 is available. The digital library is equipped with personal computers which are connected with Wi-Fi and LAN for fast and seamless access of the Internet for streaming NPTEL lectures and using e-Resources for the benefit of its users.

Sports play a pivotal role in shaping one's personality and maintaining good health. CMS College of Engineering, Namakkal has specially developed a sports environment that matches international standards and gives a truly global experience to all our students. PSNACET is equipped with multiple sports facilities to keep our students engaged with better physical fitness and to provide training for participating in various sports and games at the national and international level. The college has ground facilities for playing Ball Badminton, Badminton, Cricket, Football, Kabaddi, Volleyball, Handball and Kho-Kho besides track and field facilities for Running and Long jump, Triple jump, High jump and Pole

vault. Facilities are also available for Javelin, Shot Put and Discuss throws. The campus has facilities for indoor games like Carrom, Chess and Table Tennis.

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

4.1.2

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

Response: 2.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1.18	17.20	0	40.62

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Central Library provides excellent service such as Books, Journals, E-Books, E- Journals, Magazines, and Newspapers with proper seating and reading facility and high-speed WI-FI facility to all

students and faculty members.

MODERNLIB is a Windows based Software package for Library Automation Software with Web-OPAC System has five modules in the system

Library Management Module (used by Librarian and Assistance)

- **Library Circulation Module (used by Librarian and Assistance)**
- **Student Search and Inquiry Module (used by Student and Staff)**
- **Gate Register (Student and Staff for Library Login)**
- **Web-OPAC (Online Public Access Catalogue) & OPAC (Open Public Access Catalogue)**

Computerization of all activities of library includes acquisition, issue, return, renewal, clearance, fine, payment, loss, binding, recovery and missing pages etc. It is a highly efficient system which is easy and simple for the students or the staff to search the entire database and to find a book based on different criteria, namely the author, the title, the subject, the author & title etc. It is highly user interface and intuitive. Gate register for students and staffs, software package is fully integrated with barcode options. Complete stock verification option is available with barcode.

MASTERS MODULE

Master Module is used for registration of users, resources-registration like books, journals and bound volumes, projects and acquisition of resources from different department. The Master Module contains the menus like Rules, Courses, Fine, Vendors, Video/CD, Location, Rack, Subject and Subject Header and News Papers for the effective usage of the software.

TRANSACTIONS MODULE:

The software include the Transactions module which has Issue of resources, return of resources, reservation of resources, renewal of resources, loss recovery of resources, and duplication of user-id cards, payment offline, providing nil arrear certificates, stock verification facilities, CD-Xerox payment charges, binding of resources etc.

CIRCULATION PROCESS:

The user has to bring the ID card to the library at the time of entry The ID card is used for E-Gate register and issue, return, renewal and reservation of resources. The barcode reader reads the identity card. The process of issue is completed by scanning the barcode label and the issue details will be sent to the respective user ID. Every book is pasted with a unique Accession number in the barcode sticker label.

OPAC & Web-OPAC SYSTEM USER ACCESS

It allows users to search the resources to see whether the resources is available or lost or under

circulation or under binding. It gives details to the user about reservation facility, new arrival of books availability of Videos & CDs.

The staff and the students can use OPAC System by searching through book title, author, Accession Number Subject and year. The new arrival of resources is also available in queries.

LIBRARY SERVICES:	SALIENT FEATURES
• Lending Services • Reference Services • Book Bank Service • Journal & Magazine • E-Journal (Full-Text) Access • E-Book Access • Internet Service • Information Retrieval / Internet Printout • Information Desk-Any Information Any Time • Reprography Service • User Orientations	• Web OPAC System • Computerized E-Gate & Circulation System • NPTEL Video Course Learning • DELNET • E-Journals • E-Book
	INSTITUTION REPOSITORY
	• Project Reports • Question Banks

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

CMSCE CAMPUS has excellent IT facilities for students and faculty 300 computer systems out of which 272 computer system are available in the campus with LAN connection the configured system available with high processor and RAM. There are servers available in the server room to provide network connectivity in the campus.

Wi-Fi and Internet

Internet facility is provided through INFONET services wide the bandwidth of 50 Mbps and 100 Mbps by estimating the volume of data transmission the bandwidth will be increased during and hoc situation. The computer in the different block is interconnected with LAN through switches. The entire campus including hostel block has various WIFI access point to access educational resources through internet and intranet services.

E-Governance:

All important administrative information is regularly published on the College website. Fully automated 24x7 internet facility is controlled by Data centre. Biometric attendance is marked for all teaching and non-teaching staff members.

Updating the IT Facilities

Based on the gradual increase in the intake of the students the number of systems in all the laboratories is updated as per the AICTE norms, the students to computer ratio is maintained as 1.10:1. Based on the requirements, necessary software and hardware devices, computer systems and its peripheral devices are purchased.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 1.26

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

Response: 272

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 5.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
46.04	20.66	4.48	31.66	39.76

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 84.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
238	195	116	181	299

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

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 0

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	58	71	97	97

File Description	Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 0.93

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 1.6

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

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

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The presence of a registered Alumni Association that actively contributes to the development of the institution is invaluable.

Community Building: By providing a platform for alumni to reconnect, reminisce, and strengthen bonds, the association fosters a sense of belonging and camaraderie among former students. This not only enriches the alumni experience but also enhances the institution's alumni network.

Professional Support: Through "Self Help" initiatives and personal and professional support services, the association facilitates mutual assistance among alumni, leveraging their collective expertise and resources for the benefit of members.

Student-Alumni Interaction: Encouraging vibrant interactions between students and alumni creates opportunities for knowledge exchange, mentorship, and career guidance. Students benefit from the real-world insights and experiences shared by alumni, while alumni find fulfillment in giving back to their alma mater.

Institute Improvement: The association's involvement in institute activities contributes to continuous improvement and growth. By promoting exchange of skills, organizing seminars, workshops, and guest lectures, and facilitating social and cultural activities, alumni play a pivotal role in enriching the

academic and cultural environment of the institution.

Student Support: Providing scholarships, financial aid, and advice to needy and deserving students underscores the association's commitment to supporting the next generation of leaders and professionals. This assistance helps alleviate financial burdens and ensures that students have the resources they need to succeed.

Technical Assistance: Offering advice on technical problems and sharing industry insights help alumni stay connected with the latest developments in their fields and provide valuable guidance to current students and faculty.

Fundraising: Championing fundraising activities for the college's development ensures sustainable growth and enables the implementation of innovative programs and infrastructure upgrades.

Social Responsibility: Promoting best practices in social life and contributing to the betterment of society reflect the association's commitment to social responsibility and community service.

Overall, the Alumni Association serves as a bridge between the institution and its graduates, fostering lifelong connections, facilitating professional growth, and driving positive change for the benefit of all stakeholders.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The governance structure of CMS College of Engineering is closely aligned with its vision and mission, which in turn resonate with the attributes of the affiliating university. This alignment ensures a cohesive approach towards achieving common goals and upholding shared values.

Vision and Mission Alignment: The fact that the institution has developed its vision and mission in alignment with the attributes of the affiliating university demonstrates a strategic approach towards governance. This alignment sets a clear direction for the institution's overall objectives and guides decision-making processes at various levels.

Reflective Governance: The governance structure of the institution reflects the core principles and values outlined in its vision and mission. Decision-makers within the institution are likely to reference these guiding principles when formulating policies, strategies, and initiatives, ensuring that governance practices are in tune with the institution's overarching goals.

Adherence to Affiliating University's Attributes: By aligning its vision and mission with the attributes of the affiliating university, CMS College of Engineering ensures coherence with the broader educational framework and values upheld by the university. This alignment fosters a sense of belonging and unity within the larger academic community.

Strategic Decision-making: Governance practices that are in tune with the institution's vision and mission enable strategic decision-making processes. Leaders and administrators are more likely to prioritize initiatives that support the realization of the institution's long-term objectives, thus fostering sustainable growth and development.

Quality Assurance: Governance structures that reflect the vision and mission of the institution, as well as the attributes of the affiliating university, contribute to quality assurance mechanisms. This alignment helps in maintaining standards of excellence in academic, administrative, and operational practices, thereby enhancing the overall reputation and credibility of the institution.

In essence, the governance of CMS College of Engineering, as reflective of its vision and mission in alignment with the attributes of the affiliating university, lays a strong foundation for holistic development, strategic decision-making, and quality assurance within the institution.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

CMS College of Engineering was established in 2007 by CMS Educational trust and offer UG and PG programs. CMSCE has a governing council constituted as per AICTE provisions. It's evident that CMS College of Engineering has a robust governance structure in place to oversee its academic, administrative, and operational functions.

Governing Council: Constituted as per AICTE provisions, the governing council comprises key stakeholders such as the Chairman, Managing Trustee, Advisor, management nominees, academia representatives, and faculty members. This ensures comprehensive oversight and decision-making.

Academic Council: Responsible for academic policies and procedures, the academic council includes senior faculty members, heads of departments, experts from premier institutions, industry representatives, and university nominees. This ensures alignment with academic standards and industry needs.

Academic Committees: With various committees focusing on areas like anti-ragging, finance, and women empowerment, the institution demonstrates a commitment to addressing specific issues and promoting a conducive environment for learning and development.

Administrative Manual: The presence of an administrative manual detailing employee duties, responsibilities, recruitment processes, and conduct rules ensures clarity and consistency in administrative practices.

Feedback Mechanism: Stakeholder feedback is actively sought through online channels and suggestion boxes, demonstrating a commitment to continuous improvement and transparency.

Internal Quality Assurance Cell (IQAC): The IQAC plays a pivotal role in ensuring quality measures are implemented for the institution's betterment. Feedback and recommendations from all contributors are considered in formulating strategic plans.

Strategic/Perspective Plan: The institution has articulated clear strategic goals for 2020-2023, focusing on academic excellence, student and faculty quality, research, infrastructure development, and publication quality.

Implementation Initiatives: Concrete steps are being taken to implement strategic goals, such as developing comprehensive academic and administrative software systems, enhancing campus Wi-Fi and surveillance systems, and improving energy conservation measures.

Monitoring and Review: Periodical reviews are conducted to assess progress towards strategic goals, enabling the institution to take necessary corrective actions and ensure alignment with the overall vision and mission.

Overall, CMS College of Engineering's governance structure and strategic planning demonstrate a commitment to excellence, continuous improvement, and holistic development of students and faculty members.

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

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The welfare measures provided for both teaching and non-teaching staff at CMS College of Engineering demonstrate a commitment to employee well-being and support. Here's a breakdown of the key welfare initiatives:

Welfare Measures for Faculty Members:

Paid Leaves: Various types of paid leaves, including casual leave, medical leave, maternity leave, vacation leave, compensatory leave, and duty leave, are provided to faculty members to address different needs and situations.

Additional On Duty Leave: Faculty members pursuing PhD are granted additional on-duty leave to facilitate their research endeavours, contributing to 21 members completing their PhD.

Vacation Leave Advance: Faculty members can avail vacation leave in advance for special occasions like marriage, enhancing work-life balance.

Welfare Measures for Non-Teaching Staff:

Paid Leaves: Similar to faculty members, non-teaching staff are also provided with paid leaves such as casual leave, compensation leave, medical leave, maternity leave, and duty leave.

Vacation Leave: Non-teaching staff benefit from winter and summer vacation leave, with the option to avail it in advance for special occasions.

Provident Fund: The institution contributes to the Employee Provident Fund for eligible non-teaching staff members, ensuring financial security post-retirement.

Bonus: Non-teaching staff, maintenance team, and security staff receive bonuses during festivals, recognizing their contributions and boosting morale.

Security Uniform: Providing uniforms and shoes to the security staff ensures their professional appearance and contributes to their safety and well-being.

Promotions Policy: Promotions and salary hikes are granted based on qualifications, tenure, and performance appraisal outcomes, fostering career growth and motivation among staff members.

Insurance Coverage: Accident insurance and medical insurance coverage are provided to both teaching and non-teaching staff, ensuring access to healthcare and financial protection in case of emergencies.

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

6.3.2

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

Response: 60.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	16	24	25	33

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

6.3.3

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

Response: 16.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	12	09	14	08

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	27	27	27	27

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Our institution is remarkable to see the evolution and impact of CMS Educational Trust since its establishment in 2007 by C. Muthusamy with the noble intention of serving society. Over nearly three decades, the trust has flourished into a significant educational group, nurturing countless individuals who have made significant contributions across various fields. . The educational trust comprises of 3 institutions spreading employing more than 100 staff and catering around 800 students.

It's evident that CMS Educational Trust has a well-structured approach to resource mobilization and utilization to achieve its vision and mission effectively.

Resource Mobilization Policy

The trust has a clearly defined Resource Mobilization Policy, approved by the board of management, which encompasses financial, materialistic, and human resources. This policy ensures that resources are acquired and utilized efficiently to meet the needs of the institutions under the trust.

Financial Resource Mobilization: CMS College of Engineering-Namakkal primarily relies on tuition fees as its main financial resource. The tuition fees are set at a low rate, considering the background of the students. The institution submits expenditure details and projections to the trust management every three

years, which then fixes the tuition fees. The Fee Regulatory Committee allows the institution to allocate funds for capital expenditure as well. Additionally, the institution aims to mobilize funds through consultancy and research projects funded by government agencies like TNSCST, AICTE, and UGC.

Optimal Utilization of Resources

An annual budget is prepared based on estimates from various departments and functional units of the institution to ensure optimal utilization of financial resources. The budget is sanctioned by the Managing Committee, and periodic audits are conducted to ensure that resources are used efficiently and for their intended purposes. Facilities and equipment are maintained regularly through annual maintenance contracts to ensure optimal performance and longevity.

By implementing these strategies, CMS Educational Trust ensures that resources are effectively mobilized and utilized to support the educational and developmental goals of its institutions. This approach helps in providing quality education and facilities to students while promoting sustainable growth and development.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) is a pivotal component of any educational institution dedicated to ensuring and enhancing the quality of education and institutional processes. The IQAC cell is established to ensure continuous improvement in the performance of the institution, with a focus on quality enhancement across all academic and administrative activities. It serves as a mechanism for planning, guiding, and monitoring quality assurance and enhancement activities.

Objectives:

To promote a culture of quality enhancement throughout the institution's academic and administrative processes.

To facilitate continuous improvement by identifying areas for enhancement and implementing necessary measures.

To ensure compliance with statutory and regulatory requirements and adhere to quality standards set by accreditation bodies.

To enhance teaching-learning processes by promoting innovative pedagogical practices and faculty development initiatives.

To gather feedback from various stakeholders, including students, faculty, and employers, and take corrective actions to address concerns and enhance satisfaction.

To foster a research culture and promote innovation by facilitating research activities and supporting faculty and student research endeavors.

Functions:

Formulating and revising quality policies and procedures to align with institutional goals and statutory requirements.

Developing annual quality assurance plans detailing objectives, strategies, and activities to enhance institutional quality.

Overseeing the implementation of quality initiatives and monitoring progress towards achieving quality objectives.

Organizing faculty and staff development programs to enhance teaching-learning processes and promote professional growth.

Establishing mechanisms for collecting and analyzing student feedback to identify areas for improvement.

Internal and External Audits: Conducting internal quality audits and coordinating external audits and accreditation processes to assess compliance with quality standards.

Documentation and Reporting: Maintaining comprehensive documentation of quality-related activities and preparing periodic reports for stakeholders and accreditation bodies.

Benefits:

Improved quality of education and services leads to enhanced institutional reputation and credibility.

Quality assurance measures contribute to improved student learning outcomes and overall academic performance.

Addressing stakeholders' concerns and ensuring their satisfaction leads to increased confidence and trust in the institution.

Effective quality assurance practices help in optimizing resource utilization and enhancing operational efficiency.

Continuous monitoring and feedback mechanisms foster a culture of continuous improvement and innovation.

Ensuring compliance with statutory and regulatory standards helps in maintaining institutional credibility and eligibility for funding and accreditation.

Best Practices:

Faculty Development Initiatives: Regular workshops, seminars, and training programs for faculty members to enhance their teaching skills, promote research, and keep them updated with the latest trends and technologies.

Student Feedback Mechanisms: Implementing robust mechanisms for collecting and analyzing student feedback, including course evaluations, surveys, and suggestion boxes, to identify areas for improvement and address student concerns effectively.

These objectives, functions, benefits, and best practices collectively contribute to the effectiveness of an IQAC in ensuring and enhancing the quality of education and overall institutional performance.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: E. None of the above

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

CMS College of Engineering efforts in promoting gender equity and organizing various events and celebrations to foster a sense of unity, patriotism, and appreciation for Indian values and contributions.

Women Empowerment Cell: Established to empower female students and faculty, providing them with opportunities for growth and development through workshops, seminars, awareness programs, and welfare activities. The cell also ensures a safe and secure environment for women on campus and offers counselling services.

Participation without Gender Discrimination: Encourages all students, regardless of gender, to participate in technical workshops, seminars, and events such as the Smart India Hackathon, fostering an inclusive and equal learning environment.

Representation of Women in Leadership Roles: With over 50% of faculty members being women, CMSCE promotes gender equality by appointing women to key positions such as coordinators of various clubs, NSS program officers, exam cell coordinators, and Women Empowerment cell coordinators.

National and International Celebrations:

International Yoga Day: Celebrated on June 21st every year with camps or workshops emphasizing the unity of mind and body.

Independence Day: Celebrated on August 15th with patriotic fervour, including patriotic songs, speeches honouring freedom fighters, and so on

Engineer's Day: Celebrated on September 15th, the birth anniversary of Sir Visvesvaraya, as a tribute to the renowned Indian engineer.

Pongal Celebration: Held in January to express gratitude to the sun, nature, and farm animals for a bountiful harvest.

National Science Day: Observed on February 28th to commemorate the discovery of the Raman Effect, with activities like science exhibitions, seminars, and quiz competitions.

National Mathematics Day: Celebrated on December 22nd to honor Dr. Srinivasa Ramanujan's

contributions to mathematics, featuring seminars, talks, and exhibitions.

These initiatives not only promote gender equity and cultural awareness but also instill a sense of pride, patriotism, and appreciation for the contributions of great personalities and significant events in Indian history and science. They contribute to creating a vibrant and inclusive campus environment that values diversity and celebrates unity.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

In our College we have undertaken various efforts and initiatives in way of celebrations towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations. Each celebration will build and unite the students and teachers to make a non-polluted relationship to develop a positive way of communication. Our college provides the enrolment and involvement of the students who act as the main role in all the events conducted in our campus. The institutions have a strong belief in of all cultures and traditions as it is the fact that students belonging to different regions are studying without any bigotry. In our campus we build a strong infrastructure regarding to provide a free space to conduct all the events with the instruction and learning to perform activities, studies, task etc.

The events like Annual Day, Sports Day, Swachh Bharat, Induction Programmes, Tree plantation, Voters Day, Constitution Day, Regional Events, and Medical Programmes etc are planned accordingly for every academic year. The faculty coordinators and student coordinators successfully executed all the events with ease.

- CMSCE Annual day and Sports day deals with the internal talents of the students another then the academic lessons. The students promote to showcase their fitness as easy, fun and free activity.
- Induction Programme is the process used to welcome the new students to our institute and prepare them for their new role as a college student. It helps in the integration of students into the College Life.
- Swachh Bharat mission is that to initiate the cleanliness drive in our college campus. Picking up the broom to clean the dirt, making Swachh Bharat mission, a mass movement across the campus as neither litter, nor let others litter. We conducted Tree Planting Workshop for the students
- Voters Day and Constitution Day involve the students to know our country democracy to make

the system that persists the powers that be whether they are the powers that ought to be.

- Medical Programmes like Corona Awareness, Wearing masks, Medical Counseling Programmes to know about the health related problems for the students and self directed for students to contact anywhere anytime.
- Environmental Events promote the Awareness for the students traditionally to know the aim of class at teaching the ropes about the tree planting. This spring will offer two tracks, the first track is a residential tree planting workshop for students who want to learn plant and care for trees in their own yards. The second track is a workshop for students who want to become a Forester Team Leader, equipping with skills needed to lead others in planting trees at future events.
- To encourage the students we conducted Kalam Day to make a pledge to dream their aims experimentally bigger.
- Regional Events like Pongal and Holi Celebrations conducted in our college to create the colour of discrimination between the students and to know the regional aspects.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best practice 1:

Title: Institute – Industry Interaction

Institute - Industry Interaction refers to the collaboration between educational institutions focused on technical education and industries relevant to their fields of study. This interaction aims to bridge the gap between academic knowledge and practical industry requirements. Key aspects of this interaction include internships, industry-sponsored projects, guest lectures from industry experts, and collaborative research initiatives.

Internships provide students with hands-on experience, allowing them to apply theoretical knowledge in real-world settings. Industry-sponsored projects offer opportunities for students to work on current industry challenges, fostering innovation and problem-solving skills. Guest lectures by industry professionals help students stay updated on the latest trends, technologies, and practices, ensuring their education remain relevant and forward-looking.

Collaborative research initiatives between technical institutes and industries lead to advancements in technology and processes, benefiting both academia and industry. These partnerships can also facilitate the development of new curricula that align with industry needs, thus enhancing the employability of

graduates.

Overall, effective industry interaction helps technical institutes produce skilled, industry-ready professionals, while industries benefit from fresh perspectives, cutting-edge research, and a pipeline of talented potential employees. This symbiotic relationship is crucial for driving technological innovation and maintaining a competitive edge in the global market.

Accordingly, CMS College of Engineering have signed MoUs with various companies across the country.

Best practice 2:

Title: Functioning of English-Speaking Club

In today's globalized world, proficiency in English has become increasingly important. Developing strong spoken English skills are crucial for personal and professional growth. As most of our students have come from rural back ground and Tamil medium classes, they lack fluently in English.

Hence we have planned to conduct spoken English classes after college hours. Accordingly, we have split the entire students in two categories as follows:

Category 1: Slow learners

Category 2: Advanced learners

For slow learners, the focus is on conducting extra-coaching classes for the courses in which they are weak. It is assessed based on their performance in internal tests.

The advanced learners are asked to join in English Speaking Club and the activities are planned by the students themselves. The club functions with a coordinator from the Department of English who would help the students to chart out the activities. The various activities they used to plan and conduct themselves include:

1. Reading English Newspapers
2. Watching YouTube videos
3. Phonetic Exercises
4. Tongue Twisters
5. Engaging in conversations regularly
6. Group Discussions

In addition to that, the members of the club have installed and have been using mobile apps line “Josh skills”.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Service to economically backward class students

CMS College of Engineering is dedicated to providing high-quality education to rural communities right from existence.

This college has become a choice for students from economically poor family backgrounds.

This college provides hostel facilities for Rs. 45,000/- per annum, including power, water and other health-related facilities like playground, gym and medical.

The transport fees we collect from the students is Rs. 5,000/- per annum only irrespective of the distance of the route.

The average income of all the parents year-wise is an indicator that the students seeking admission here are affordable only to pay the tuition fees prescribed by the Government of Tamil Nau.

We collect no other fees from the students other than Exam fees and Books fees.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Accreditation and Quality Assurance:

The institution's decision to apply for National Board of Accreditation (NBA) accreditation for all departments reflects its commitment to ensuring high standards of education and quality assurance. NBA accreditation is a prestigious recognition that signifies adherence to benchmarks set by regulatory bodies, enhancing the institution's credibility and competitiveness in the educational landscape.

Academic Offerings and Interdisciplinary Projects:

The provision of professional elective courses, open elective courses, and encouragement of interdisciplinary projects aligns with the evolving demands of the industry and academia. This approach enables students to explore diverse fields, integrate knowledge from multiple disciplines, and develop holistic perspectives that are essential for addressing complex societal issues and technological advancements.

Research Promotion:

Motivating and promoting research projects from both Government and Non-Government organizations underscores the institution's commitment to advancing knowledge and innovation. By facilitating collaborative research initiatives, the institution not only enriches academic discourse but also contributes to practical solutions that benefit society at large. This emphasis on research fosters a culture of inquiry, critical thinking, and academic excellence among students and faculty members alike.

In conclusion, the institution's strategic initiatives towards accreditation, innovation, interdisciplinary education, and research promotion are poised to strengthen its educational offerings, enhance student outcomes, and contribute meaningfully to the academic and socio-economic development of its stakeholders.

Concluding Remarks :

CMS College of Engineering (CMSCE), nurtured by the renowned CMS Educational Trust, emphasizes excellence in academics, research, and governance. The institution is dedicated to cultivating a cadre of individuals committed to excellence in every aspect of their endeavors.

Education is highlighted as pivotal in the evolution of an individual's mind and the progress of the country. Recognizing ignorance and poverty as significant challenges in developing nations like India, CMSCE aims to address these through education. The college envisions itself as a transformative environment where learners can experience education that prepares them for a professionally rewarding and personally fulfilling future.

In conclusion, CMS College of Engineering under CMS Educational Trust stands out for its commitment to holistic education, research excellence, and ethical leadership. By focusing on both academic rigor and ethical development, CMSCE prepares its students to tackle contemporary challenges and contribute meaningfully to the advancement of society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years) Answer before DVV Verification : Answer After DVV Verification :18 Remark : Revised as per the clarification documents provided.																				
1.2.2	<i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i> 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>184</td><td>80</td><td>75</td><td>153</td><td>139</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>64</td><td>34</td><td>24</td><td>52</td><td>56</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	184	80	75	153	139	2022-23	2021-22	2020-21	2019-20	2018-19	64	34	24	52	56
2022-23	2021-22	2020-21	2019-20	2018-19																	
184	80	75	153	139																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
64	34	24	52	56																	
1.3.2	Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year) 1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 275 Answer after DVV Verification: 275																				
1.4.1	<i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i> Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies Remark : Revised as per the clarification documents provided.																				
2.1.2	<i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable</i>																				

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
126	34	42	0	56

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
126	34	33	0	46

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
126	76	89	211	169

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
207	124	144	186	286

Remark : Only 31% seats are open rest of the 69% are reserved for different categories.

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years**2.4.1.1. Number of sanctioned posts year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
45	46	48	54	58

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
45	46	48	54	58

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	2	2	2

Answer After DVV Verification :

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

2.6.3

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	55	69	97	73

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	55	69	97	73

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	58	71	97	97

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	58	71	97	97

3.2.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	4	6	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	03	02	02	05

Remark : Revised as per the available documents. Photos provided do not have any banner at back ground therefore date, time, and location cannot be verified. Communication and computer related skill may be claimed against a separate metric.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	13	0	10	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	04	0	03	04

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

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

Answer before DVV Verification : 272

Answer after DVV Verification: 272

4.4.1	Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs) 4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>67.20</td><td>44.17</td><td>26.84</td><td>137.26</td><td>191.20</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>46.04</td><td>20.66</td><td>4.48</td><td>31.66</td><td>39.76</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	67.20	44.17	26.84	137.26	191.20	2022-23	2021-22	2020-21	2019-20	2018-19	46.04	20.66	4.48	31.66	39.76
2022-23	2021-22	2020-21	2019-20	2018-19																	
67.20	44.17	26.84	137.26	191.20																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
46.04	20.66	4.48	31.66	39.76																	
5.1.1	Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years 5.1.1.1. Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>238</td><td>195</td><td>116</td><td>181</td><td>299</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>238</td><td>195</td><td>116</td><td>181</td><td>299</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	238	195	116	181	299	2022-23	2021-22	2020-21	2019-20	2018-19	238	195	116	181	299
2022-23	2021-22	2020-21	2019-20	2018-19																	
238	195	116	181	299																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
238	195	116	181	299																	
5.1.2	Following capacity development and skills enhancement activities are organised for improving students' capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. ICT/computing skills Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above																				
5.1.4	The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies																				

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	14	12	0	12

Answer After DVV Verification :

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

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

6.3.3 ***Percentage of teaching and non-teaching staff participating in Faculty development Programmes***

(FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	40	40	53	29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	12	09	14	08

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	20	18	21	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	27	27	27	27

6.5.2

Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : D. Any 1 of the above

Answer After DVV Verification: E. None of the above

7.1.2

The Institution has facilities and initiatives for

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

Answer before DVV Verification : A. 4 or All of the above

	Answer After DVV Verification: A. 4 or All of the above
7.1.3	Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

Extended Front Deviations

ID	Extended Questions																				
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 78 Answer after DVV Verification : 66																				
1.2	Number of teaching staff / full time teachers year wise during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>45</td><td>46</td><td>48</td><td>54</td><td>58</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>37</td><td>40</td><td>36</td><td>41</td><td>34</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	45	46	48	54	58	2022-23	2021-22	2020-21	2019-20	2018-19	37	40	36	41	34
2022-23	2021-22	2020-21	2019-20	2018-19																	
45	46	48	54	58																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
37	40	36	41	34																	
2.1	Expenditure excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>342.47</td><td>833.07</td><td>196.84</td><td>468.99</td><td>692.02</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>342.47</td><td>833.07</td><td>196.84</td><td>468.99</td><td>692.02</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	342.47	833.07	196.84	468.99	692.02	2022-23	2021-22	2020-21	2019-20	2018-19	342.47	833.07	196.84	468.99	692.02
2022-23	2021-22	2020-21	2019-20	2018-19																	
342.47	833.07	196.84	468.99	692.02																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
342.47	833.07	196.84	468.99	692.02																	