**Table A: Summary Performance Audit Evaluation Number-1/2/3/4**

**Name of Performance Auditor** : Professor R. Natarajan

**Dates of Performance Audit** : 13th to 14th May, 2013

**Name of Institution with location** : **GCE , Bargur**

| S. No. | Area of Performance Audit | Remarks |
|---|---|---|
| 1. | Project Implementation | 2 The College is an affiliated State Government College, and is dependent on the University and the State Government for initiating and implementing Change. It is waiting for autonomy to be granted; application has been made. |
| 2. | Implementation of Institutional Reforms | 2 Lack of autonomy is the bottleneck. |
| 3. | Administrative and Managerial Efficiency Improvement | 2 There are substantial faculty and support staff vacancies and shortages. The college is struggling to make do with the existing faculty and staff. |
| 4. | Qualitative Improvements related to Education and Research | 2 No Research.<br>Scope for substantial improvement in Teaching-Learning-Assessment processes. |
| 5. | Institutional Governance | 2 The college is an affiliated State government college, and is dependent on the University and state government for all decisions and actions.<br>There is quite some confusion between the Board of Governors as existing in IITs, NITs, etc. and the TEQIP Bog whose role is different. |

| | | |
|---|---|---|
| | | |
| 6. | Support to Weak UG Students | 2 Attempts are made to identify weak students and provide remedial instruction. Close monitoring of improvements in their performance is required. |

***Note:***

***For Table A, the Summary of Performance Audit Evaluation, is to be filled in by the Performance Auditor from the overall qualitative assessment for the Tables 1 to 6 as given ahead in this format for Performance Audit Report.***

1. **Clear evidence of very good practice** in the quality and standards achieved (Assessment identifies clear supporting evidence for at least 75% of the relevant practices.)
2. **Some evidence of good practice** in the quality and standards achieved (Assessment identifies clear supporting evidence for at least 50% of the relevant practices.)
3. **Not in place** (Institutions may specify the expected date of completion if there are concrete plans in place for implementation.)

**NOTE: Supporting evidence: Performance Auditors will provide a bullet point list of the strongest, clearest examples of evidence in support of their evaluation against each question/area evaluated**

**Performance Auditors Report**

**Table-1: Project Implementation**

**Name of Performance Auditor** : Professor R. Natarajan

**Dates of Performance Audit** : 13th to 14th May, 2013

**Name of Institution with location** : **GCE , Bargur**

| Sl. No. | Aspect | Assessment Grade (1-3) | Supporting Evidence |
|---|---|---|---|
| 1 | Progress in securing Autonomous Institution status from the affiliating University & the UGC within 2 years of joining the Project OR Effectiveness of utilization of academic autonomy possessed/ obtained | 2 | Applied to Anna University, Chennai on 8-3-2013 and Advance Copy has also been submitted to UGC.<br>• Letters are available |
| 2 | Sufficiency and quality of academic buildings | 2 | The Academic buildings are sufficient as per norms; there is scope for improvement in the Quality of Infrastructure.<br>• On the basis of visit to different buildings |
| 3 | Progress/achievement in starting new PG programs as evidenced by:<br>• Securing AICTE approval<br>• Establishment of laboratories<br>• Adequacy of student enrolments<br>• Cumulative number of assistantships granted | 2 | Online application has been submitted to AICTE on 30-1-2013.<br>• From the files |
| 4 | Progress/achievement in strengthening existing PG programs as evidenced by:<br>• Establishment of proposed laboratories<br>• Adequacy of student enrolments<br>• Cumulative number of assistantships granted | | Not Applicable. |
| 5 | Progress/achievement in strengthening existing UG programs in Govt funded and aided institutions only as evidenced by:<br>• Establishment of proposed laboratories<br>• Adequacy of student enrolments | 2 | • 2 new labs in ECE, namely, Advanced Communication lab and Analog and Digital Electronics lab (workbench); and one new lab in EEE, namely, Power Electronics and Renewable Energy lab.<br>• All seats according to sanctioned strength are filled up; as evidenced by TEQIP records. |
| 6 | • Improvements in Faculty Development as evidenced by: Percentage/ increase in percentage of faculty benefiting from the Core Module of pedagogical training<br>• Percentage of / increase in percentage of faculty | | • To be arranged by SPFU. |

| | | | |
|---|---|---|---|
| | benefiting from the Advanced Module of pedagogical training<br>• Percentage of faculty with UG qualification registered/deputed for improving their qualification<br>• Percentage of faculty deputed for subject domain training, seminars, etc. *(faculty benefiting from subject domain training are required to share their gains with peers and also put their report on training on institution's web site)* | 2 | • All the faculty members have PG Qualification.<br>• Approximately 20% faculty members deputed for subject domain training and seminars; as indicated in TEQIP records. |
| 7 | Generation, retention and utilization of the non-tuition fee revenue generated through various activities | | A sum of Rs. 1.75 lakhs has been generated through Testing and FDPs and the amount is transferred to Corpus Fund.<br>• From the Files |
| 8 | Engineering faculty positions in terms of:<br>• Reduction in vacancies<br>• Increase in faculty appointed on regular basis<br>• Increase in the number of faculty with at least a Masters degree | 2 | 23 faculty members have been selected through TRB, and have joined about a month ago; all these Faculty members have at least a PG degree.<br>• From the files |
| 9 | Improvements in placement rate of UG pass outs | 2 | During 2012-2013, 80 students out of a total of 240 graduating students were placed in 3 companies, as evidenced from placement records. |
| 10 | Enhanced interaction with industry as evidenced by:<br>• Increase in industry personnel registered for Masters & Doctoral programs<br>• Increase in industry personnel trained by the institution in knowledge and/or skill areas<br>• Increase in the number of consultancy assignments secured by the institution<br>• Increase in the number of students' and faculty visits to and/or training in industry<br>• Increase in involvement of industry experts in curricula & syllabi improvements, laboratory improvements, evaluation of students and delivering expert lectures<br>• Increase in the number of sandwich programs between industries and the institution | 2 | • Nil<br>• Nil<br>• Testing Consultancy in Mechanical Engineering<br>• Each department organizes Industry Visit for students once in a semester.<br>• Industry Experts are invited to deliver expert lectures to students, as evidenced by available records.<br>• Not Applicable |

## Performance Auditors Report

### Table 2. Performance Audit - Implementation of Institutional Reforms

**Name of Performance Auditor** : Professor R. Natarajan

**Dates of Performance Audit** : 13th to 14th May, 2013

**Name of Institution with location** : **GCE , Bargur**

| Sl. No. | Aspect | Assessment Grade (1-3) | Supporting Evidence |
|---|---|---|---|
| 1. | Effectiveness of faculty evaluation by students as evidenced by:<br>• Percentage/ increase in percentage of faculty evaluated by students in one or more subjects<br><br>• Are results of evaluation properly used for teacher improvement?<br><br>If yes, is the procedure adopted for teacher improvement including counseling appropriate and effective? | 2 | • All the Faculty members are evaluated by the students; data available in each department;<br>• Student Evaluation of Faculty Forms are kept in separate files.<br><br>• The results for each Faculty member for each subject have not been consolidated, to be employed as Feedback to be used by the Faculty members. |
| 2. | Establishment of four funds and their sizes | 2 | Corpus Fund : Rs. 1,75,000/-; from TEQIP files.<br>Staff Development Fund : Nil<br>Depreciation Fund : Nil<br>Maintenance Fund : Nil |
| 3. | Offer of incentives to faculty for participation in consultancy, R&D and continuing education programs offered by the institution | 2 | As per Government norms, Faculty members are eligible for 40% of the Consultancy amount. For continuing education programmes such as FDPs, the coordinator gets remuneration 0.825% of total fund.<br>• Very few faculty members are involved in R&D and Consultancy projects; main reason is non-filling up of faculty positions. |

## Performance Auditors Report

### Table-3 Performance Audit - Improvement in Administrative and Managerial Efficiencies

**Name of Performance Auditor** : Professor R. Natarajan

**Dates of Performance Audit** : **13th to 14th** May, 2013

**Name of Institution with location** : **GCE , Bargur**

| S. No. | Aspect | Assessment Grade (1-3) | Supporting Evidence |
|---|---|---|---|
| 1. | Modernization and decentralization of administration and financial management | 2 | Limited modernization and decentralization of Administration and Financial Management.<br>• Acute scarcity of Faculty and Staff |
| 2. | Responsiveness to students academic and non-academic requirements | 3 | Severe lack of adequate resources is a serious bottleneck in responding to student requirements. |
| 3. | Responsiveness to faculty requirements | 2 | TEQIP funds provide an opportunity to respond to Faculty requirements as per norms.<br>• Some faculty members are utilizing TEQIP funds for specific activities. |
| 4. | Utilization of institutional resources | 2 | Utilization of Institutional resources as per Government norms, and decided by the Principal. |
| 5. | Maintenance of academic and non-academic infrastructure and facilities | 2 | Under the control of respective Heads of Departments and the designated Officers.<br>• There is considerable room for improvement. |
| 6. | Extent of delegation of administrative and financial decision making powers to senior functionaries | 2 | As per Government and TEQIP II norms. |

## Performance Auditors Report

**Table 4. Performance Audit - Quality of Education and Research**

**Name of Performance Auditor** : Professor R. Natarajan

**Dates of Performance Audit** : **13th to 14th** May, 2013

**Name of Institution with location** : **GCE , Bargur**

| S. No. | Aspect | Assessment Grade (1-3) | Supporting Evidence |
|---|---|---|---|
| 1. | Improvements in curricula and /or syllabi | 2 | Because this is an Affiliated Institution, curricular revisions take place at the University level. |
| 2. | Relevance of curricula and syllabi | 2 | As prescribed by the University. |
| 3. | Improvement in teaching-learning processes as evidenced by:<br>• Use of teaching aids<br>• Continuous evaluation through quiz, assignments or mid-semester examinations etc. Sharing of answer scripts with students and explanation of the evaluation carried out<br>• Introduction of flexibility in program offerings<br>• Increased availability of adequate electives | 2 | • About 50% of the class rooms have LCD projectors which are utilized by most of the Faculty members, according to the responses given by Heads of the Department.<br>• The evaluation procedures are as per the University norms. The answer scripts of the mid semester examinations are shared with the students who are provided an explanation of the evaluation carried out.<br>• Not Applicable, because this is an Affiliated Institution.<br>• Not Applicable, because this is an Affiliated Institution. |
| 4. | Progress in securing accreditation of eligible UG & PG programs (*institutions are to achieve target of 60% of eligible UG & PG programs accredited and/or applied for within 2 years of joining the Project*) | 2 | Accreditation Application sent to NBA for all the 4 eligible UG branches on 8-5-2013. |
| 5. | Increased collaboration with industry in R&D as evidenced by:<br>• Increase in number of joint and industry sponsored R&D work undertaken<br>• Increase in financial contribution by industry for R&D | 3 | To commence in the near future. |
| 6 | Increase in percentage of revenue from externally funded R&D projects and consultancies in the total revenue of the institution from all sources | 2 | AICTE funding for MODROBS and SDP amounting to a total of Rs. 18,00,000/-.<br>• As evidenced from the files |
| 7 | Increase in the number of publications in refereed journals | 3 | One publication in International Journal in Civil Engineering.<br>• A joint paper with other authors |
| 8 | Increase in the number of patents filed | 3 | None |

## Performance Auditors Report

**Table 5. Performance Audit - Performance in the Governance of Institutions**

**Name of Performance Auditor** : Professor R. Natarajan

**Dates of Performance Audit** : 13th to 14th May, 2013

**Name of Institution with location : GCE , Bargur**

The objective of an Institutional Governance Review is to assist institutions, using an evidence–based approach, in their self assessment of current Governance Practice. A thorough review will indicate the level of effectiveness of institutional governance and the Governing Body, and identify action points for improvement. It will also indicate that:

- The conduct of the Governing Body is in accordance with the standards of behavior that the public should rightfully expect.
- The Governing Body and the individual Governors are exercising their responsibilities in the interest of the institution as a whole.
- The Review has been undertaken by a Group who have internal and external credibility to undertake such exercise.

| | INSTITUTIONAL GOVERNANCE REVIEW TEMPLATE | Assessment Grade (1-3) | Supporting Evidence |
|---|---|---|---|
| 1. | **A. PRIMARY ACCOUNTABILITIES** | | |
| | • Has the Governing Body approved the institutional strategic vision, mission and plan – identifying a clear development path for the institution through its long-term business plans and annual budgets? · | 2 | This college comes under the State Higher Technical Education department. The College has developed for itself a vision and mission; However, a strategic plan has not yet been defined.<br><br>The TEQIP Board of Governors has been constituted according to the TEQIP norms, as per UGC guidelines. Its responsibility is to ensure proper implementation of the IDP. |
| | • Has the Governing Body ensured the establishment and monitoring of proper, effective and efficient systems of control and accountability to ensure financial sustainability | 2 | The financial sustainability is the responsibility of State government.<br><br>The TEQIP BOG ensures the proper utilization of Project fund and timely submission of Financial management Reports and Utilization Certificates |
| | • Is the Governing Body monitoring institutional performance and quality assurance arrangements? | 2 | There is no mechanism for systematically monitoring the Institutional performance. Quality Assurance is through NBA Accreditation.<br><br>The TEQIP BOG is responsible for monitoring the TEQIP project. |

| | | | |
|---|---|---|---|
| | • Has the Governing Body put in place suitable arrangements for monitoring the head of the institution's performance? | 3 | No |
| 2. | **B. OPENNESS & TRANSPARANCY IN THE OPERATION OF GOVERNING BODIES** | | |
| | • Does the Governing Body publish an annual report on institutional performance? | | Not Applicable |
| | • Does the Governing Body maintain, and publicly disclose, aregister of interests of members of its governing body? | | Not Applicable |
| | • Is the Governing Body conducted in an open a manner, and does it provide as much information as possible to students, faculty, the general public and potential employers on all aspects of institutional activity related to academic performance, finance and management? | 2 | Not Applicable<br><br>The TEQIP BOG is expected to meet at least quarterly or as often as required and the minutes of these BOG meetings are published on the college website. |
| 3. | **C. KEY ATTRIBUTES OF GOVERNING BODIES** | | |
| | • Are the size, skills, competences and experiences of the Governing Body, such that it is able to carry out its primary accountabilities effectively and efficiently, and ensure the confidence of its stakeholders and constituents? | 2 | Not Applicable.<br><br>The TEQIP BOG is constituted as per UGC guidelines. |
| | • Are the recruitment processes and procedures for governing body members rigorous and transparent? Does the Governing Body have actively involved independent members and is the institution free from direct political interference to ensure academic freedom and focus on long term educational objectives? | | Not Applicable |
| | • Are the role and responsibilities of the Chair of the institution and the Member Secretary serving the Governing Body clearly stated? | 2 | Not Applicable<br><br>The roles and responsibilities of chair and members of the TEQIP BOG are clearly stated in the TEQIP document. |
| | • Does the Governing Body meet regularly? Is there clear evidence that members of the governing body attend regularly and participate actively? | 2 | Not Applicable.<br><br>The TEQIP BOG is expected to meet at least quarterly or as often as required. The attendance of the Board members is recorded in the register. |
| 4. | **D. EFFECTIVENESS AND PERFORMANCE REVIEW OF GOVERNING BODIES** | | |

| | | | |
|---|---|---|---|
| | • Does the Governing Body keep their effectiveness under regular review and in reviewing its performance, reflect on the performance of the institution as a whole in meeting its long-term strategic objectives and its short-term indicators of performance/success? | | Not Applicable<br><br>The TEQIP BOG assists the college in fulfilling the objectives of IDP. |
| | • Does the Governing Body ensure that new members are properly inducted, and existing members receive opportunities for further development as deemed necessary? | | Not Applicable |
| 5. | **E. REGULATORY COMPLIANCE** | | |
| | • Does the Governing ensure regulatory compliance* and, subject to this, take all final decisions on matters of fundamental concern of the institution. | | Not Applicable |
| | • Does the regulatory compliance include demonstrating compliance with the 'not-for-profit' purpose of education institutions? | | Not Applicable |
| | • Has there been accreditation and/or external quality assurance by a national or professional body? If so, give details: name, status of current accreditation etc | 2 | An Accreditation application for the accreditation of all the four eligible UG courses has been submitted 8-5-2013. |

## Performance Auditors Report

**Table 6. Performance Audit - Support to Weak Students**

**Name of Performance Auditor** : Professor R. Natarajan

**Dates of Performance Audit** : 13th to 14th May, 2013

**Name of Institution with location** : **GCE , Bargur**

| S. No. | Aspect | Assessment Grade (1-3) | Supporting Evidence |
|---|---|---|---|
| 1. | Percentage of students that complete the full first year and transit successfully to Second Year | | 65.46% over all the four branches; as evidenced from college records |
| 2. | Effectiveness of techniques used for identifying weak students | 2 | From the results of the previous semester examination |
| 3. | Conduct of remedial teaching throughout academic session | 2 | Remedial classes are organized after class hours and on weekends, with outside experts and also by the College faculty. The attendance in these classes is monitored. |
| 4. | Conduct of specialized soft skills and professional skills training | 2 | ICT Academy, Chennai is offering 240 hours of training in soft skills and Professional skills for third year CSE, ECE and EEE students. Both domain-specific and soft sills and communication skills are given to students of CSE, ECE, EEE and Mechanical Engineering departments. |
| 5. | Increase in the number of campus interviews | 2 | Three software companies came to the campus for Placement Interviews this year. |
| 6. | Establishment and functioning of a Finishing School | 2 | Activities of the Finishing schools are conducted by the Individual departments |
| 7. | Increase in the number of internal and external students that attend high intensity training conducted by the Finishing School | 2 | All the final year students make use of the training conducted by the Individual departments. |

1. **Improvements noticed on shortcomings reported during earlier Performance Audit**

   Not applicable; this is the first Performance Audit

2. **Brief statements on continuing shortcomings and reasons thereof:**
   - Lack of autonomy is the root cause of all problems; state government and the university must take urgent steps.
   - Very few PhDs among faculty
   - Paucity of faculty and support staff, causing inadequacies in providing adequate support to Students, Faculty and Staff.
   - Hostel infrastructure is woefully inadequate; 7-8 students share a single room.
   - Severe water scarcity.
   - Mentor has also given a list of urgent problems to be solved.

3. **Recommendations for Mentors**
   - Continuing attention to remove the identified problems.
   - Impress upon the TEQIP BoG members the need for urgent attention and action, and close monitoring of the progress.
   - Advise and facilitate the Principal and the faculty members to visit well-performing institutions to enable them to set before themselves inspirational goals and actions; as of now, there is considerable complacency and acceptance of existing systems and processes as adequate.

**Performance Auditors Report**

**TECHNICAL EDUCATION QUALITY IMPROVEMENT PROGRAMME-II (TEQIP-II)**

**Table 7 - Response Sheet for Head of Institution**

| A. Project Implementation | | |
|---|---|---|
| **S. No.** | **Evaluation Parameters** | **Responses** |
| 1.1 | Briefly describe the actions taken for obtaining Autonomous Institution status, and the status of your applications as made. | Applied to Anna university, Chennai on 8/3/2013 and Advance copy was also submitted to UGC. |
| 1.2 | If your institution is already an Autonomous Institution, briefly state actions taken for the following: | Not Applicable<br>(Not an Autonomous Institution as on date) |
| | 1. Value addition to courses as per market demand | -- |
| | 2. Improvements introduced in student evaluation | -- |
| | 3. Addition of electives | -- |
| | 4. Carrying out teacher evaluation by students | -- |
| | 5. Starting of new PG programs, as planned | -- |
| | 6. For enhancing qualification, deputing to other institutions and/or admitting within the institution those teachers that have a Bachelors degree only | -- |
| | 7. Conducting continuing education and/or skill enhancement programs for industry | -- |
| | 8. Inviting experts from industry and eminent institutions for special lectures | -- |
| 1.3 | The amount of financial powers assigned / delegated to the following. If no delegations has been done so far, state the proposed action for each level with the corresponding timeline: | -- |
| | 1. Board of Governors | Any institutional change either in procurement; student centric activity etc must be approved by BOG. |
| | 2. Head of Institution for:<br>(a) single purchase of equipment, and (b) recurrent expenditure | State Government Norms : (a) 2,00,000/-<br>Maintenance : (b) 50,000/- |
| | 3. Dean | -- |
| | 4.Heads of Department | NIL |
| 1.4 | Progress in starting new PG programs, as proposed | Online application submitted to AICTE |
| 1.5 | Actions taken to fill up seats in the existing PG programs | Not Applicable |
| 1.6 | Actions taken to reduce vacancies in faculty positions | TRB conducted: Postings are to be given ; 23 Faculty have joined. |
| 1.7 | Status of faculty appointed on regular basis, and proposed actions to fill up all faculty positions on regular basis | This has to be done by CTE. D.O. letter has been sent to create additional teaching faculty. |

<table>
<tr><td>1.8</td><td>Progress in getting pedagogical training in both the modules</td><td>Has to be arranged by SPFU</td></tr>
<tr><td>1.9</td><td>New Activities (since project start or the last performance audit) undertaken for enhancing interaction with industry</td><td>5-MOUs (PANTECH – 2, Classle, Vi Micro Systems and Titan) signed. Guest lectures are arranged to improve the employability.</td></tr>
<tr><td>1.10</td><td>Generation, retention and utilization of the non-tuition fee revenue generated through various activities</td><td>FDP–registration fee.<br>AICTE–funding Rs. 5 Lakhs for FDP in CSE Dept.<br>Anna University FDP in CSE dept – Rs. 69,350/-<br>Consultancy testing in Mechanical dept – Rs. 65,000/-</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>2.1</td><td>Progress in instituting practice of teacher evaluation by students</td><td>Feedback from students got for every semester and the teachers are updated about the feedback.</td></tr>
<tr><td>2.2</td><td>Current percentage of teachers evaluated by students in one subjects taught</td><td>100% (Adhoc Faculty was handling one subject)</td></tr>
<tr><td>2.3</td><td>Current percentage of teachers evaluated by students in more than one subjects taught</td><td>100% (Regular Faculty is handling two subjects)</td></tr>
<tr><td>2.4</td><td>State the incentives being offered to the faulty for participation in consultancy assignments, R&D, and continuing education programs conducted by the institution for industry</td><td>Consultancy: 40% to staff.<br>Continuing education like AICTE FDPs coordinator gets the coordinator remuneration 0.825% of total fund.<br>TEQIP II FDP Coordinator remuneration Rs. 4000/-</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>3.1</td><td>Are the 4 funds established?</td><td>Yes</td></tr>
<tr><td>3.2</td><td>If yes, what is the amount in each fund?</td><td><table><tr><td>Corpus fund</td><td>Staff development fund</td><td>Depreciation fund</td><td>Maintenance fund</td></tr><tr><td>1,75,000/-</td><td>Nil</td><td>Nil</td><td>Nil</td></tr></table></td></tr>
<tr><td>3.3</td><td>Is the contribution to each fund as per the requirement in the PIP? (see Annex-1, item-4 on page 148 of PIP)</td><td></td></tr>
<tr><td>3.4</td><td>State the quantum of financial powers delegated to: (a) BOG; (b) Head of Institution; (c) Deans, and (d) Heads of Departments</td><td>10Lakhs – HOI as per TEQIP II norms</td></tr>
<tr><td>3.5</td><td>If less than those recommended in the PIP, state the reasons for the shortfall, and actions planned to comply with the project recommendations.</td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>4.1</td><td>Number of ongoing sponsored projects from industry</td><td>Institution of Engineers (India), Kolkata</td></tr>
<tr><td>4.2</td><td>Number of industry awarded consultancy assignments completed</td><td>Testing of Bio-diesel<br>1. Adhiyaman College of Engineering, Hosur<br>2. R.V.S. College of Engineering</td></tr>
<tr><td>4.3</td><td>Number of ongoing industry awarded consultancy assignments</td><td>Coupon Test & TMT rod test – GCE, Bargur</td></tr>
</table>

| | | |
|---|---|---|
| 4.4 | Number of organizations and industries with whom MOUs have been signed for joint R&D | MOU Signed with Titan industries Ltd, Pantech Solution, Pan tech proed, Vi-Micro System and Classle knowledge pvt. Ltd.<br>UG students will be doing Projects in above Industries. |
| | | |
| 5.1 | List the UG programs accredited on date by name | Accreditation applied for all the four branches & files are being prepared. |
| 5.2 | • State program-wise action taken to get accredited the eligible UG program that are yet to be accredited.<br>• Describe difficulties faced, if any. | Difficulty:<br>Faculty strength is very poor. |
| 5.3 | List the PG programs accredited on date by name | Yet to start PG Programme. |
| 5.4 | • State program-wise action taken to get accredited the eligible PG program that are yet to be accredited.<br>• Describe difficulties faced, if any. | Not applicable |
| | | |
| 6.1 | Give the number of papers published in national refereed journals from the date of joining the Project. | NIL |
| 6.2 | Give the number of papers published in Foreign refereed journals from the date of joining the Project. | 1 |
| 6.3 | • Number of patents filed since joining the Project<br>• List the titles of patents filed since joining the Project along with names of contributors | NIL |
| 6.4 | • Number of patents obtained since joining the Project<br>• List the titles of the patents obtained since joining the Project along with the names of contributors | NIL |
| | | |
| 7.1 | Actions being taken for identifying weak students | After first test current semester subject coaching is made ready: Depending on results of previous semester coaching is decided for the failed subjects. |
| 7.2 | Number of students that have benefited from remedial teaching since joining the Project/ since the last performance audit | 1. Maths –I – I Sem – 17 students (CSE, ECE, EEE, Mech)<br>2. Maths - II – II Sem – 51 students (CSE, ECE, EEE, Mech)<br>3. Maths –III – III Sem - 32 students (CSE, ECE, EEE, Mech)<br>4. Numerical Methods – IV Sem – 11 students (Mech, EEE)<br>5. Probability and Queuing theory – V Sem – 33 students (ECE)<br>6. Computer Graphics – VI Sem CSE – 65 students<br>7. Communication Systems – IV Sem ECE – 67 students<br>8. Control Systems – IV Sem EEE - 66 |
| | | |

| Dept | I Year | II Year | III Year | IV Year | Total |
|---|---|---|---|---|---|
| CSE | 1. NPTEL Awareness.<br>2. E Learning | 1. E Learning.<br>2. Communication | 1. E Learning<br>2. C and Data structures | 1. Communication skills training.<br>2. E Learning. | 12 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | Skills | | 3. Networking skill.<br>4. Technical Skill – C Skill set<br>5. Technical Skills – Advance Java<br>6. Android Applications | |
| | | ECE | 1. NPTEL Awareness.<br>2. E Learning | 1. E Learning. | 1. PLC Training.<br>2. E Learning. | 1. Communication skills training.<br>2. PLC Programming with SCADA.<br>3. E Learning. | 8 |
| | | EEE | 1. NPTEL Awareness.<br>2. E Learning | 1. Software applied to power systems<br>2. E Learning.<br>3. Digital storage oscilloscope and Function generator | 1 Software applied to power systems<br>2. PLC based drives.<br>3 ARM 7 Processor<br>4. Power flow studies.<br>5. Embedded Project.<br>6 E Learning. | 1. Communication skills training<br>2. Embedded Project.<br>3. Communication skills & personality development final year.<br>4. E Learning.<br>5. PLC Application in Electrical Engineering | 16 |
| | | Mech | 1. NPTEL Awareness.<br>2. E Learning | 1. CNC lathe.<br>2. Design and Analysis of Composite materials<br>3. E Learning. | 1. CNC lathe.<br>2. Design and Analysis of Composite materials<br>3. E Learning. | 1. Communication skills training.<br>2. Communication workshop final year.<br>3. E Learning. | 11 |
| | | Total | 8 | 9 | 13 | 17 | 47 |
| | | **ICT Academy is giving 240 hours training in soft skills and professional skills for III year CSE, ECE and EEE students** | | | | | |
| 7.4 | Status of establishment and functioning of Finishing School | **CSE Dept.**<br>1. Communication skills training.<br>2. E Learning.<br>3. Networking skill.<br>4. Technical Skill – C Skill set<br>5. Technical Skills – Advance Java<br>6. Android Applications<br>**ECE Dept.**<br>1. Communication skills training.<br>2. PLC Programming with SCADA.<br>3. E Learning.<br>**EEE Dept.**<br>1. Communication skills training<br>2. Embedded Project.<br>3. Communication skills & personality development<br>4. E Learning.<br>5. PLC Application in Electrical Engineering<br>**MECH Dept.**<br>1. Communication workshop.<br>2. Communication skills training<br>3. E learning | | | | | |