



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

LORD JEGANNATH COLLEGE OF ENGINEERING AND TECHNOLOGY

P.S.N.NAGAR, RAMANATHICHANPUTHUR, NAGERCOIL

629402

www.ljcet.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Lord Jegannath College of Engineering and Technology (LJCET) was established in 2006 by .Dr. P.Suyambu Nadar, Founder Chairman, who started Lord Jegannath College of Engineering and Technology in the three-tier city of Nagercoil, Kanyakumari District. and it is well connected by road with the major cities of Trinelveli and Trinadrum. The college was founded and run by PSN Education and Charitable Trust, P.S. Nadar Building, court road, Nagercoil. Nagercoil railway station is a nearby rail connection station to go anywhere in India. Our founder chairman aimed to start this college to offer technology-based education to all, especially those from more than 15 villages near Nagercoil. Initially, our college offered four UG programmes only and in the next level of development, our college additionally offered two PG programmes in 2008. Our college has reached the next level of up gradation under the renowned leadership of our chairman that is offered additional UG and PG programmes from 2010 to 2014. At present, our college offers eight UG engineering programmes, seven PG programmes, since 2014. And in the year 2022, we introduced B.Tech. Agricultural Engineering in our college.

Our college is approved by AICTE, New Delhi, and affiliated with Anna University, Chennai. Our college is following the curriculum and syllabus offered by Anna University. In addition to that, our college is in a dynamic position for providing a strong techno-based education; therefore, our college is offering a greater number of add-on and certificate courses apart from the regular curriculum. Our college's Vision and Mission are to offer excellence in education as well as outcome-based education.

Key Values

- ♦ Education with scholastic discipline to bridge the gap between the goals and accomplishments of students
- ♦ Continuous and deep participatory learning
- ♦ Industrial and entrepreneurial-oriented support in education

VISION:

To become the preferred institution producing preferred professionals through quality education and training.

MISSION:

To become a center of excellence in technical education providing youth with opportunities and environment for higher education and research.

To train and develop students from rural background as total persons and make them good citizens to contribute in the national development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

- Equipped with good laboratory and library facilities.
- Dedicated and well-experienced faculty members
- Skill-based education
- Research, innovation, and training sessions
- Smart classrooms with ICT tools
- Activity-based learning
- Offers value-added and online-based courses.
- Merit Scholarships for the Students
- Green and energy-efficient campus.
- Industry Institute collaboration and linkages
- Quality initiatives and assurance through the IQAC cell
- Robust career guidance and support from the Training and Placement Centre
- Excellent campus and infrastructure with good support facilities such as Hostel, Mess, Transport, and Campus Maintenance.

Institutional Weakness

Institutional Weakness

- Departments yet to get recognition as research centers
- Exposure of Foreign University collaboration is to be improved
- Industrial and Consultancy related projects need to be hard-pressed
- Less number of students qualifying National Service and Competitive Examinations

Institutional Opportunity

Institutional Opportunities

- ♦ Upgrade the College with Autonomous Status
- ♦ High tech entrepreneurship.
- ♦ Establish sturdier relationships with R&D organizations.

- Seek more Alumni engagement
- Initiatives for developing Entrepreneurial skill among the students.
- Revenue through Consultancy
- Seek more Alumni engagement

Institutional Challenge

Institutional Challenges

- Tough competition in research funding opportunities
- Enhancing the employability skills of students towards dream offers.
- Expectations of Parents and students Outlook and attitude of the new generation students.
- Attracting quality students towards the Engineering course enrolment
- We need to provide more kinds of activities to promote engineering education and its importance.
- Academic excellence in terms of pass percentage and University ranks.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

Lord Jegannath College of Engineering and Technology (LJCET), the curricula for the eight undergraduate and seven postgraduate programs including MBA and MCA have been formulated in alignment with the guidelines of AICTE and the affiliating Anna University. The institution's vision and mission are reflected in the curriculum design.

The undergraduate engineering programs encompass humanities, basic and engineering sciences, mathematics, and professional core subjects. The institution follows Outcome Based Education (OBE) and Revised Bloom's Taxonomy (RBT) methodologies to ensure effective planning and delivery of the curriculum.

To ensure efficient curriculum delivery, LJCET prepares a well-structured action plan and academic calendar that adheres to university norms and departmental requirements. Faculty members proactively develop lesson plans, notes, PowerPoint slides, course assessment sheets, and question banks. Student-centered teaching approaches, integrating Information and Communication Tools (ICT) are employed to facilitate student access to lesson notes, handouts, and question banks.

To maintain an organized curriculum approach, the faculty compiles comprehensive course folders for all programs. These folders include syllabi, timetables, course objectives and outcomes, CO-PO mapping, course materials, video lectures, tutorial sheets, assignments, and completion status. The institute diligently maintains records such as lab manuals, mentoring records, and attendance records. Furthermore, effective training methods are integrated into the curriculum to foster the development of life skills and soft skills among

students.

To enrich the curriculum, LJCET integrates cross-cutting issues such as professional ethics, gender, human values, environment, and sustainability. Experiential learning is promoted through project works, field works, and internships. Additionally, the institute offers additional Value Added or certificate programs and provides e-materials to students.

Internal examinations are conducted as per the schedule to assess course outcomes. The Internal Quality Assurance Cell (IQAC) performs academic audits to ensure adherence to the institute's standards. LJCET has implemented a well-designed feedback system to gather input on the curriculum and its delivery from students, teachers, employees, and alumni.

To enhance student knowledge and exposure, the institute frequently organizes expert guest lectures, workshops, national and international conferences, and seminars. These initiatives enable students to acquire knowledge and develop skills beyond their prescribed curriculum.

Teaching-learning and Evaluation

Teaching-Learning and Evaluation

The college has implemented a comprehensive teaching, learning, and evaluation process to enable students to learn the latest technology and gain expertise in their respective fields. The admission procedures at LJCET are transparent, attracting students from diverse ethnic, cultural, religious, and linguistic backgrounds. The college recruits highly qualified and experienced faculty members who possess a passion for teaching and learning and adhere to the norms set by AICTE and Anna University. Faculty members are assigned subjects based on their competency, specialization, and experience, and they receive training through Faculty Development Programs (FDP) and the "Naan Mudhalvan" program prior to the start of each semester.

Innovative teaching and learning methods are employed, including the use of ICT tools, modern pedagogical techniques, and project-based labs. Advanced learners are encouraged to participate in off-campus technical events to gain exposure to entrepreneurship development initiatives. The college provides psycho-social support through individual and group mentoring sessions conducted by professional counselors.

LJCET follows an outcome-based education approach, with well-defined Program Educational Objectives (PEOs), Program Outcomes (POs), and Course Outcomes (Cos). Prior to each semester, faculty members prepare detailed lesson plans, course assessment sheets, question banks, and other relevant materials. They employ ICT tools, modern pedagogical techniques, and project-based labs to effectively deliver the curriculum.

To address the needs of slow learners, remedial classes are conducted, and feedback is collected from all students to identify any deficiencies in the teaching-learning process and take appropriate corrective measures. The institution prominently displays program and course outcomes on its website and ensures effective communication with teachers and students. The internal assessment process is transparent and robust, with a mechanism in place to handle internal and external examination-related grievances in a transparent and timely manner.

Research, Innovations and Extension

Research, Innovations and Extension

The college encourages both faculty members and students to contribute towards research by publishing papers, carrying out innovative & social benefiting projects, and filing patents. Students and faculty members are actively involved in the extension activities of the neighborhood community development.

Lord Jegannath College of Engineering and Technology (LJCET) has a Strong ambition that highlights the institution's commitment to fostering innovation, research, and the development of an effective ecosystem to promote academic excellence and contribute to societal development.

Lord Jegannath College of Engineering and Technology (LJCET) also organizes programs to encourage faculty members and students to take part actively in R&D projects. Our faculty members and the students are focused on Research and development, and in the past five years, our college has received more than 20 Lakhs of research grants from various industries. Our faculty members have published more than 30 research publications in various international journals, and their research publications are cited by other researchers and scientists.

LJCET is mainly focusing on the Industry-Institute collaboration, and the industrialists are visiting the campus for various events as well as for discussion. As a part of this, our faculty members are also advisors for reputed industries and provide technical guidance and support. Our college has around 30 active linkages and collaborations, including MoUs.

LJCET has an entrepreneurship development cell that provides guidance and support to the students in developing their ideas into products, and EDC has organized events to raise awareness among the students.

LJCET is fostering more kinds of social development-oriented activities, in connection n with that NSS unit conduct 50 plus extension and outreach programs in collaboration with hospitals, local body administration, etc. Our students and faculty members actively participated in all the outreach programs.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

Lord Jegannath College of Engineering and Technology (LJCET) pride itself on its state-of-the-art infrastructure and learning resources, setting it apart from other institutions. The college offers a green, eco-friendly environment conducive to the holistic development of its students. The institute adheres to the guidelines established by AICTE and Anna University, continuously improving its facilities to enhance the effectiveness of teaching and learning.

LJCET boasts well-equipped smart classrooms, seminar halls, furniture, and equipment. It also provides advanced laboratories, auditoriums, hostels, canteens, transportation facilities, 100 Mbps internet connectivity with Wi-Fi, and a modern library with an Integrated Library Management System (ILMS). Each Department has its own library with reference books and journals. The central library houses an extensive collection of 22,000 volumes spanning 11,824 titles, along with subscriptions to 135,376 E-Journals, 8,119 E-Books, and 54 printed journals & 142 magazines. Moreover, the college utilizes its infrastructure beyond regular college hours to conduct certificate courses, co-curricular and extracurricular activities, campus recruitment training classes, seminars, and conferences.

LJCET provides ample facilities for cultural activities, sports, and indoor/outdoor games, including a fully equipped gymnasium, fitness zone, and yoga center. Most classrooms and seminar halls are equipped with ICT tools. The college features a variety of outdoor courts and fields for sports such as basketball, badminton, football, cricket, Kabaddi, handball, hockey, and volleyball. Doctor on Call and nurse in house facilities are provided round the clock to ensure the health concerns

With a student-to-computer ratio of 2.11:1, LJCET offers seven computer laboratories interconnected via LAN, equipped with scanners, printers, and photocopiers available to students and faculty. The campus is under round the clock CCTV surveillance, and rainwater harvesting facilities are implemented in all buildings. The college conducts tree plantation camps to maintain a clean and green campus, ensuring periodic maintenance and repairs for all buildings.

The college has its water storage and supply mechanism, ensuring uninterrupted water supply from its own bore well. Additionally, it possesses two backup generators to provide power during outages, ensuring labs and classrooms can operate smoothly. LJCET is committed to creating an eco-friendly and sustainable campus, promoting the usage of renewable energy and implementing initiatives such as a ban on plastics.

Student Support and Progression

Student Support and Progression

The college ensures prompt disbursement of SC/ST/OBC scholarships provided by the state and central governments. Students receive academic support and guidance to excel in their studies and competitive exams. Remedial classes and bridge courses are available to assist slower learners, while co-curricular, extra-curricular, and sports activities are organized to promote overall development.

The mentoring system assigns each faculty member a specific number of students to monitor their academic performance, attendance, discipline, leadership skills and personality development. Workshops, seminars, conferences, soft skills training programs, and guest lecture series provide students with hands-on experience. Additionally, a communication lab is accessible to help students enhance their language skills.

The Placement and Training cell at LJCET offers comprehensive placement services, preparing students for interviews and group discussions, ensuring their successful placements in reputed companies and industries through campus recruitment drives. The institution boasts an impressive record of over eight University rank holders. Furthermore, LJCET actively promotes sports and cultural activities and maintains an effective NSS unit.

Various mechanisms are in place to ensure student welfare at LJCET, including the Anti-Ragging Committee and Squad, Student Grievances and Redressal Committee, Internal Complaints Committee (ICC), SC/ST Committee and an online grievance portal on the college website. Additionally, an alumni meet is conducted regularly to engage alumni in the institute's activities and receive feedback from Alumni also for the better progress of the college.

Governance, Leadership and Management

Governance, Leadership and Management

The Governing Council (GC) of the Institution meets twice a year to discuss, analyze, and come to an accord on the administrative and academic functions of the Institution. Director, Principal, and the GC sets the vision and direction of the institution. LJCET has a well-established organizational structure that facilitates the implementation of policies set by the management committee and governing council. Principal, Planning and Monitoring Board Members, and HoDs discuss and plan, the annual budget for establishing the lab and necessary infrastructure that are further recommended and approved by the Governing Council and Management.

The college has explicitly delegated the financial powers to the Principal and Head of the Department. Under the leadership of the Principal, with the support of department heads and dedicated committees, these policies are effectively executed. Faculty members actively contribute to the institute's participative management by participating in committees such as the Governing Council, and Academic Council. The institution also promotes decentralization by involving representatives from faculty, non-teaching staff, and students in various committees.

To keep pace with technological advancements, LJCET has adopted the inbuilt ERP software for e-governance purposes, including admissions, finance and accounts, and examinations. The institute also provides several welfare measures for faculty and staff, such as maternity leave, provident fund, and financial support for higher education.

Faculty members are encouraged to attend development programs like refresher courses, workshops, and conferences to enhance their professional growth. LJCET supports faculty members financially by providing on-duty allowances, travel allowances, daily allowances, and registration fees, among other benefits. Moreover, the institute conducts professional development programs for teaching faculty and offers administrative/technical training programs for non-teaching staff.

LJCET offers its faculty members opportunities to enhance their educational qualifications through academic leave with pay, reduced workload, and adjusted timetables. The institute has a well-defined performance appraisal system for both faculty and non-teaching staff, as well as a budgeting policy that includes internal and external auditing. The IQAC regularly reviews the teaching-learning process, evaluation and assessment structures, and introduces new courses to enhance the quality of placements and foster the development of students' knowledge, skills, and overall personality.

The institute has formulated a strategic plan and continues its implementation to ensure overall development. This plan serves as a guiding framework for all aspects of the institute's operations. LJCET's positive learning environment is supported by its well-defined organizational structure, participative management style, and welfare measures for faculty and staff. The institute's focus on quality assurance and professional development serves as a source of motivation and encouragement for its faculty and staff.

Institutional Values and Best Practices

Institutional Values and Best Practices

The institution follows all the rules as per the statutory requirements with respect to academics, finance and administration and maintains complete transparency in all its activities. The institute understands and meets the requirements of women employees and girl students with respect to safety, security, and counseling has made provision for requisite facilities accordingly. Promoting gender equity is a fundamental aspect of ensuring equal opportunities and respect for all individuals. We offer education and training to both staff and students, addressing gender bias and discrimination to foster gender equity. Commemorative days such as International Women's Day, World Environment Day, and Engineer's Day are celebrated to raise awareness and promote inclusion within our campus.

The institution has adopted an environment friendly approach in maintaining the campus with continuous attention towards tree plantation, adopting water harvesting methods, sewerage recycling through an STP, use of recycled water and employing renewable energy resources for power generation. Facilities have been provided for the differently abled students, like ramps, elevators connecting bridge etc.

Furthermore, we prioritize sustainability through green initiatives, including sustainable construction practices, solid waste management programs, and energy and water conservation measures. SMCET is eco-friendly and as a result regular environment and energy audits are conducted to ensure our sustainability. Students and staff are encouraged to contribute to these initiatives.

While the Administrative Manual defines the roles and responsibilities of the various administrative positions, the Code of conduct for students is published in our college web site.

Enhancing employability skills by conducting various training programs in communication skills, logical thinking, LSRW, Group- discussions, Interview skills, in IT related skills (Fundamental and Advanced Programming Skills) and domain specific skills.

The students participate in Swachh Bharat activities, conduct blood donation camps to provide assistance to those affected by natural disasters and take part in Street cause events. The students are trained through two regular courses on Human Values and Professional Ethics with credit weightage. Experiential learning is a distinctive educational approach that emphasizes hands-on, practical learning experiences. We integrate experiential learning into our curriculum to provide students with real-world project opportunities and practical exposure within their respective fields.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	LORD JEGANNATH COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	P.S.N.Nagar, Ramanathichanputhur, Nagercoil
City	Nagercoil
State	Tamil Nadu
Pin	629402
Website	www.ljcet.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	G.jiji	04652-254920	9442367452	04652-254918	principalljcetnaac@gmail.com
IQAC / CIQA coordinator	A.manikandan	04652-254919	9524124334	04652-254918	principalljcetnaac@gmail.com

Status of the Institution	
Institution Status	Private and 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	04-10-2023	View Document
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	15-05-2023	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	P.S.N.Nagar, Ramanathichanputhur, Nagercoil	Rural	17.5	27725

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,Civil Engineering,CIVIL ENGINEERING	48	HSC	English	60	5
UG	BE,Mechanical Engineering,MECHANICAL ENGINEERING	48	HSC	English	60	6
UG	BE,Aeronautical Engineering,AERONAUTICAL ENGINEERING	48	HSC	English	30	2
UG	BE,Robotics And Automation,ROBOTICS AND AUTOMATION	48	HSC	English	30	4
UG	BE,Computer Science And Engineering,COMPUTER SCIENCE AND ENGINEERING	48	HSC	English	60	20
UG	BE,Electronics And Communication Engineering,ELECTRONICS AND COMMUNICATION ENGINEERING	48	HSC	English	30	6
UG	BE,Electrical	48	HSC	English	30	7

	And Electronics E ngineering,E LECTRICAL AND ELEC TRONICS E NGINEERIN G					
UG	BTech,Agric ultural Engin eering,AGRI CULTURAL ENGINEERI NG	48	HSC	English	60	6
PG	ME,Mechani cal Engineeri ng,CAD CAM	24	UG	English	18	4
PG	ME,Mechani cal Engineeri ng,MANUF ACTURING ENGINEERI NG	24	UG	English	18	5
PG	ME,Compute r Science And Enginee ring,COMPU TER SCIENCE AND ENGI NEERING	24	UG	English	18	4
PG	ME,Electroni cs And Com munication E ngineering,A PPLIED ELE CTRONICS	24	UG	English	18	5
PG	ME,Electroni cs And Com munication E ngineering,C OMMUNIC ATION	24	UG	English	18	0

	SYSTEMS					
PG	MBA,Master Of Business Administration,MASTER OF BUSINESS ADMINISTRATION	24	UG	English	60	59
PG	MCA,Master Of Computer Applications, MASTER OF COMPUTER APPLICATIONS	24	UG	English	30	27

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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	7				5				89			
Recruited	4	3	0	7	3	2	0	5	41	48	0	89
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	7	6	0	13
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	9	6	0	15
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	3	0	2	2	0	1	0	0	12
M.Phil.	0	0	0	0	0	0	4	11	0	15
PG	0	0	0	1	0	0	36	37	0	74
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		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	29	4	0	0	33
	Female	20	3	0	0	23
	Others	0	0	0	0	0
PG	Male	55	1	0	0	56
	Female	47	1	0	0	48
	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	20	21	7	14
	Female	18	16	4	4
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	0	1	0	0
	Others	0	0	0	0
OBC	Male	58	73	34	31
	Female	41	43	29	56
	Others	0	0	0	0
General	Male	11	7	14	7
	Female	12	6	3	1
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		160	168	91	113

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Lord Jegannath College of Engineering and Technology, (LJCET), Nagercoil, is a Professional College offering various programmes in Engineering and Management disciplines. The programmes offered in various streams gain a multidisciplinary status to the institution. The programmes offered fall under Choice Based Credit System (CBCS) pattern in which the courses prescribed have specific credits. The courses are named as Core, Professional Elective, Open Elective, Mandatory courses, Skill based, and Value Based with specific number of credits to each course. Almost all the programmes have experiential learning in the form of Projects, Field visits, Study Tours, and Internships. To</p>
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sensitise the students to environmental issues and to make them eco conscious a course on Environmental Studies is included in the curriculum for all U.G. students. The scope of various programmes and the specific objectives of various courses ensure holistic development of the students. Being an Anna University affiliated institution, the college follows the procedures framed by the parent university regarding the entry level qualification needed for a programme, and duration of a programme /course. The institution is limited in enabling multiple entry and exits as the norms are decided by the university which approves each programme offered in the college. All the programmes have a non-major elective course in which the students of a particular programme are exposed to multidisciplinary education by choosing a course in a different domain. The objective of Multidisciplinary Higher Education Institution is to convert single-stream institutions into multidisciplinary Higher Education Institution.

2. Academic bank of credits (ABC):

Academic bank of credits (ABC) will allow students of undergraduate and postgraduate degree courses to exit the course and enter within a stipulated period. Being an affiliated institution, the college has less scope in taking initiatives to implement ABC system. However, the institution will follow the procedures as framed and prescribed by the affiliating university. So far, the institution has not taken any measure to register under ABC. The teachers working in our college are encouraged to offer valuable suggestion in curriculum design and development. The senior teachers who serve the BoS at the University as Chairpersons / Members make representations regarding curriculum enrichment. Academic Bank of Credits shall provide the facility to every student to open unique or individual Academic Bank Account in digital form; and the account holder shall be provided with a unique ID and access to the Standard Operating Procedure (SOP). The ABC Regulations intend to give impetus to blended learning Mode, allowing students to earn credits from various Higher Educational Institutions registered under this scheme and through SWAYAM, an online repository of courses. Regarding pedagogy, the teachers are always encouraged to try out new strategies that are learner centric. In teaching learning, besides, the prescribed text books and reference books, the teachers have the

	<p>liberty to access any other book or material with content related to the topics prescribed in the syllabi. The teachers are also encouraged to provide additional resources / reading materials. Regarding assessments, both internal and external, the assessment criteria prescribed by the affiliating university is strictly.</p>
<p>3. Skill development:</p>	<p>Soft Skill enhancement is achieved by conducting special programmes on Soft Skill development with experts in the field. Besides teaching the curriculum, the institution takes various initiatives to offer value based education. Life Skill Programmes are conducted to promote life values. Important days like Republic Day, Independence Day, National Voter's Day, Women's Day and National Integration Day and many other important days / events of national importance are celebrated to promote national integration. Competitions are conducted on such occasions to motivate the students and to inculcate positivity in the young minds. Every student admitted in the college at the Under Graduate level is supposed to enrol in any of the cell or club like NSS, Eco Club etc, which is mandatory for graduating. Life skill programmes like Yoga, Mediation, Women Safety, Health and Hygiene, etc, are organized with the services of industry experts who offer hands on training.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>India is a treasure trove of culture, developed over thousands of years and manifested in the form of arts, works of literature, customs, traditions, linguistic expressions, artefacts, heritage sites, and more. In particular, languages influence the way people of a given culture speak with others, including with family members, authority figures, peers, and strangers, and influence the tone of conversation. The tone, perception of experience, and familiarity/'apnapan' inherent in conversations among speakers of a common language is a reflection and record of a culture. Culture is, thus, encased in our languages. Since its inception the college has been promoting the culture and heritage of our nation. The elective courses prescribed in the programme focus on Indian tradition, culture, philosophy, and knowledge system. Being a higher learning institution, the college adopts English language as the medium of instruction. The institution has also observed the difficulties faced by</p>

	<p>students with the use of English for class room instruction. Taking the socioeconomic, cultural, and linguistic backgrounds of the students into consideration, the teachers are also encouraged to go with bilingual method of teaching. It is also found that the students' receptive skills has enhanced with bilingual mode of delivery. As most of our students hail from rural backgrounds and for a better understanding of the subjects taught bilingual method of delivery is encouraged in almost all programmes. The University promotes Tamil culture and tradition by offering a two courses in U.G. programme like Heritage of Tamils and Tamils & Technology, which are rare subjects in the state.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome Based Education (OBE) is a system where all the parts and aspects of education are focused on the outcomes of the course. The students take up courses with a certain goal of developing skills or gaining knowledge and they have to complete the goal by end of the course. There is no specific style or time limit of learning. The student can learn as per their choice. The faculty members, moderators, and instructors guide the students based on the target outcomes. The programmes and courses prescribed in the syllabi have specific programme and course outcomes. In curriculum design and development sufficient representation is made to the affiliating university through BoS and Academic Council meetings to lay greater emphasis on the course outcomes. More number of courses with experiential learning is recommended to be included in the syllabi. Skill based courses, Job seeking courses, and Project works are a part of our syllabi to make our education outcome based. The teaching learning process is also more learners centric in the recent times and the institution has witnessed a shift from traditional methods of teaching. Students' assessment is made through continuous internal assessments like assignments, seminars, peer team teaching, group discussions, and quizzes.</p>
<p>6. Distance education/online education:</p>	<p>Being an affiliated institution, the college offers only regular programmes. No programme is offered through online or distance mode. In its educational journey, the college has witnessed many phases of teaching learning process. Earlier, the most popular method used for teaching was chalk and talk method. In the recent times, the education industry has been</p>

completely digitalized with the advancements in Science and technology. Our college promotes the use of ICT in teaching learning process. The infrastructure and ICT facilities of the college are continuously augmented by our management to meet out the existing demands. The post Covid scenario has increased the use of many virtual platforms in teaching learning. Both the teacher and student community are now comfortable with many online tools for teaching. During the pandemic the institution has made the best use of blended learning. Online exams, online quizzes, webinars, online assignments along with regular physical classes have been tried by the institution as a part of blended learning.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, we have Electoral Literacy Club (ELC) in our college and it is effectively functioning with the complete involvement of our Students. Through various activities like Film show, Flip charts the electoral process of registration and voting is familiarized among students. They realize the Value of a Vote, and know that 18 years is the eligibility to become voter.</p>
<p>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?</p>	<p>We have both the Faculty and Student members as coordinator's, allotted by the college and it has its own representatives. The functions of this club are carried out by involving student participants in a variety of awareness programmes. ELC includes the members as listed below: 1. Chairman 2. Faculty Co-ordinator 3. Department staff members 4. Student representatives from each department which is categorized as a) President b) Vice-president c) Secretary d) Joint secretary.</p>
<p>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</p>	<p>To make awareness among students and to know about their rights and give confidence them to exercise those rights by participating in the elections, the ELC conducts Seminars every year. The ELC also encourages students to take part in competitions conducted by Systematic Voters' Education and Electoral Participation Program (SVEEP) as this will help in developing their skills and to build</p>

<p>privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>confidence. Our students and faculty members and staff have participated in the competitions. Our Faculty co-ordinator Mr. S.Merlin, Assistant Professor / Department of Management Studies, has actively involved the students in various innovative activities to encourage the students to use their voting rights and extend awareness about the importance of voting among the general public.</p>
<p>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.</p>	<p>Every year, on January 25th, we use to celebrate the NATIONAL VOTER’S DAY. Our young students are motivated do the mini and major projects in Electronics vote Machine (EVM), Every year .Due to various activities and awareness programs they have more interest in making a voting machine with 100 percent security. And they tried to do a project during the year 2021-22, titled on MODERN ELECTRONIC VOTING MACHINE WITH AUGMENTED SECURITY in their final year. ELC is creating awareness among the public through posters and participating competition as per the direction of District collector office.</p>
<p>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.</p>	<p>Our College Electoral Literacy club along with the District Collector office, who is also the District Election Officer (DEO), use to participate and assign events periodically to the club to generate awareness on the importance of voting through various programs like Field Surveys, Rally and conducting Quiz Competitions.</p>

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
486	457	331	409	501
File Description		Document		
Upload Supporting Document		View 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: 183

File Description	Document
Upload Supporting Document	View 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
101	115	125	138	134

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
224.8	210.6	102.76	160.77	149.21

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:

Lord Jegannath College of Engineering and Technology (LJCET) is an affiliated college of Anna University in Chennai, approved by the AICTE. It strictly adheres to the university's curriculum and employs various methods to ensure effective curriculum planning and delivery. The curriculum planning process at LJCET is comprehensive, considering both mandatory and elective courses, as well as students' preferences. Delivery methodology follows Outcome-Based Education (OBE) and Revised Bloom's Taxonomy (RBT) methodologies, providing students with a well-rounded education.

Curriculum Planning: LJCET's Academic Council, led by the Principal, determines the institution's Academic Calendar. Each department also creates its own Academic Calendar, with academic planning meetings held during each semester to determine mandatory and elective courses based on student preferences.

Delivery Methodology: Faculty members are responsible for developing course plans, objectives, outcomes, and materials for their assigned courses. They actively participate in workshops, conferences, and seminars to enhance their expertise and teaching methods.

Curriculum Delivery: The academic calendar is prepared well in advance and displayed on notice boards, allowing students to plan their schedules. Continuous internal assessments are conducted according to the academic calendar, specifying start and end dates of classes, orientation programs, meetings, special days, holidays, and exam information.

LJCET encourages the use of ICT tools such as smart panels, projectors, and hybrid classrooms to enhance curriculum delivery. Emphasis is placed on hands-on training in laboratories and offering value-added courses. Additional laboratories and industrial visits are organized to supplement the curriculum and improve students' understanding. The Learning Management System (LMS) integrated with the college's Enterprise Resource Planning (ERP) system efficiently tracks, maintains, and monitors student records.

Internal Examinations and Assessment: Each semester, three centralized internal tests are conducted as per the designated timetable. Faculty members prepare question papers considering CO-PO mapping, Bloom's Taxonomy Level, and Performance Indicators. Internal evaluation identifies students needing support, who then receive appropriate counseling and remedial classes.

Monitoring & Feedback Mechanism: Feedback is crucial in the academic process, enabling students and faculty to enhance their performance and deepen their understanding. A strong feedback mechanism

is implemented, and Class Committee Meetings are conducted twice per semester before the Internal Assessment Exam to ensure comprehensive syllabus coverage and effective course delivery.

Overall, Lord Jegannath College of Engineering and Technology (LJCET) ensures a well-structured Curriculum planning and delivery system, providing students with a quality education and preparing them for their future endeavors. The college's commitment to Outcome-Based Education (OBE) and Revised Bloom's Taxonomy (RBT) methodologies ensures a holistic and enriching learning experience during students' academic journey at LJCET.

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: 47

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

Other Upload Files

1

[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: 63.78

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
298	305	185	285	320

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:

At Lord Jegannath College of Engineering And Technology (LJCET), there is a strong commitment to enhancing the university curriculum in a manner that integrates students' academic and overall growth. This is achieved by incorporating intersecting concerns related to gender, the environment and sustainability, human values, and professional ethics into the curriculum. By doing so, LJCET ensures that students receive a well-rounded education that encompasses these important aspects.

Community and Gender Equity:

Alongside our academic offerings, Lord Jegannath College of Engineering And Technology (LJCET) provides various student organizations that offer student's opportunities to engage socially, showcase their academic abilities, and participate in extracurricular activities that contribute to the community. For instance, our students actively participate in the National Service Scheme (NSS) and engage in other philanthropic initiatives that give back to the community. Moreover, we observe Women's Day as an occasion to promote women's empowerment goals among our student body. This includes inviting influential members of our society to deliver special talks on women's progress and organizing awareness- raising activities centered on women's empowerment. These events are eagerly attended by both students and faculty, demonstrating their enthusiasm and support.

Human Values:

The curriculum at Lord Jegannath College of Engineering And Technology (LJCET) is strategically crafted to equip students with the necessary skills to navigate the ever-evolving demands of society. To illustrate, the UHV (Universal Human Values) programme highlights the significance of human values. This course enables students to grasp the importance of preserving human life during natural calamities and helps them comprehend the interplay between disasters and societal progress. Additionally, the course equips students with contemporary insights and recommendations for implementing effective disaster management strategies in today's context.

Ethics, Environment, and Sustainability:

Within the Computer Science and Engineering program, students are introduced to the "Principles of Management," which specifically address professional ethics. This course encompasses a wide range of planning tools and organizational techniques, providing students with insights into contemporary practices employed in human resource management within companies. Likewise, our students undertake the "Environmental Science and Engineering" course, which places significant emphasis on environmental and sustainability matters. Through this course, students explore solutions to various environmental challenges faced by society, employing principles from science, technology, economics, and politics.

Other Cross Cutting issues addressed:

Apart from the aforementioned courses, students are provided with opportunities to explore related subjects. They can engage in fieldwork and conduct surveys as part of short-term projects. Additionally, our institution offers a language lab dedicated to improving students' foundational language skills. Students are assigned short-term research projects by various academic departments, supervised by Assistant Professors. To ensure that our students are well-equipped to meet industry requirements, numerous departments at our college conduct purposeful training sessions and Value Added Courses that are meticulously designed to align with industrial standards. These sessions equip students with the necessary skills and knowledge to excel in their chosen field.

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: 50.82

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

Response: 247	
File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

<p>1.4.1</p> <p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p>	
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
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 22.79

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
160	168	91	113	97

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
540	480	480	600	660

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: 24.6

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
115	141	63	84	63

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
370	326	326	414	458

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: 4.81

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:

Lord Jegannath College of Engineering and Technology (LJCET) has implemented several student-centric approaches to foster a supportive learning environment and facilitate a smooth transition from traditional classroom learning to innovative tools.

Experiential Learning:

LJCET recognizes the significant role of experiential learning in providing students with valuable practical exposure. Students gain hands-on experience and apply theoretical knowledge through laboratory and workshop experiences, utilizing relevant tools and equipment. Industrial and field visits provide practical exposure to real-world scenarios, enriching the learning experience for students. Internships and in-plant training offer practical learning opportunities, enabling students to apply theoretical knowledge in real-world situations and explore potential career paths within specific industries. Mini-projects and major projects allow students to apply coursework concepts, engaging in comprehensive research, planning, and execution. Model-based learning fosters cognitive skills and enhances understanding of engineering phenomena by encouraging students to create models in the classroom.

Participative Learning:

Workshops, seminars, and technical symposiums foster critical thinking, teamwork, collaboration, and peer learning. The institution promotes self-learning through certification programs available on various online MOOCs platforms. Group discussions on emerging topics in engineering encourage knowledge exchange and exploration. Role-playing activities using design thinking methodology enhance understanding of engineering complexities from different perspectives and stakeholders. Group assignments promote teamwork, critical thinking, and effective problem-solving skills.

Problem-Solving Methodologies:

In order to foster a problem-solving mindset, the curriculum integrates various methodologies that encourage students to approach problems with empathy, creativity, and iterative thinking.

These methodologies are aimed at generating innovative solutions and include techniques such as:

- Flow charts
- Root cause analysis
- First principles thinking
- Fishbone diagrams
- Gap analysis
- Design thinking
- Mind maps

ICT Tools and Support:

LJCET also provides various ICT tools and support, such as: Smart classrooms equipped with android smart panels which have features such as: Hybrid classrooms for both physical and virtual participation Learning Management Systems (LMS) like Google Classrooms, and Google Meet Faculty laptops for

easy course material transfer Dedicated lab for online course certifications from SWAYAM and Unacademy Access to multimedia resources, online course materials, NPTEL videos, animations, quizzes, and GATE questions Retrieval access to faculty video lectures through QR codes

Hybrid Learning:

In response to the pandemic, LJCET shifted from traditional physical classrooms to online platforms such as Google Meet, leading to the development of a digital classroom ecosystem. This allowed for an upgrade in teaching methods and a virtual learning environment that connects students and faculty members from their own doorsteps. The online classes have now evolved into hybrid classes and are proving to be effective in delivering quality education, providing an experience similar to that of physical classes.

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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
101	115	125	138	134

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: 7.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	7	7	10	10

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:

Internal Assessment Mechanism:

The internal assessment mechanism of an educational institution is vital for evaluating students' academic performance. The internal assessment mechanism consists of two continuous internal assessment tests and a model examination, as per Anna University Regulation 2021. The duration of each test is 1.5 hours, and they account for 60 marks as per clause 12 of Anna University. The schedule for these assessments is determined by the affiliating university and is communicated to students through the academic calendar, notice boards, and other communication channels.

Question Paper Setting and Correction:

In the classroom, thorough discussions take place regarding the format of the question paper and syllabus

for these assessments, aiming to ensure that students are adequately prepared. Additionally, the question papers undergo a meticulous verification process led by the Internal Quality Assurance Cell (IQAC) coordinator and the Head of the Department (HoD). Within a short span of two working days, the faculty returns the corrected answer scripts to the students, promptly addressing any discrepancies in the mark allocation. Furthermore, the mark lists are diligently sent to parents to maintain transparency. In situations where a student is unable to participate in the assessments due to valid reasons, such as medical grounds with prior permissions, a retest is arranged to provide them with an opportunity to demonstrate their understanding and skills.

External Assessment Mechanism:

If a student is dissatisfied with the end semester exam results released by the university, they have the option to request a photocopy of their evaluated answer script. If the student remains unsatisfied with the marks awarded, they can proceed to apply for a reevaluation of the answer script after consulting with the respective subject handling faculty member and Head of the department.

Grievance Redressal System:

In order to promptly and effectively address student grievances, an established Grievance Redressal Committee operates within the institution. This committee is composed of the Principal, Vice Principal, Dean, and HoD. It serves as a platform for students to voice both general and personal grievances through different channels, including mentor-mentee meetings, class committee meetings, suggestion boxes, and feedback from parents. The committee ensures that all student concerns are given due attention and resolved in a timely manner.

Continuous Performance Monitoring:

Mentor-mentee meetings are held twice a month, with each faculty member meeting 10 to 15 students. Additionally, class committee meetings are conducted two times per semester and include a Staff advisor from the department, subject handling faculty members, and six students from the class. These meetings prioritize students' concerns and allow them to express grievances to the Staff advisor and committee members. Furthermore, all valuable suggestions gathered from various channels, such as the suggestion box, parent-teacher meetings, result analysis, and the Grievance Redressal System, are promptly communicated to the management for immediate action and resolution. This ensures that necessary steps are taken to address and resolve student issues effectively.

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:

Introduction:

Our institution is committed to providing high-quality education and ensuring the holistic development of our students. As part of this commitment, we have implemented a comprehensive system to outline the Programme Outcomes (POs) and Course Outcomes (COs) for all the programmes offered by our institution. These outcomes serve as a framework to guide students, faculty, and other stakeholders in understanding the specific knowledge, skills, and abilities that our programmes aim to impart.

Goals:

- To inform and educate students the scheme of instruction i.e. the Program Outcomes, Course Outcomes, Teaching techniques and the methods of evaluation to ensure greater understanding of the goals to be achieved.
- To evaluate the attainment and review the curriculum if required. Our institution has adopted outcome-based education which focuses on measuring student performance through outcomes.

Methodology Adopted:

Course outcomes, program outcomes and program-specific outcomes are evaluated to measure the knowledge, skills and behavior of students for the continuous quality improvement of each course and program using the below-mentioned procedure.

Programme Outcomes (POs):

Programme Outcomes (POs) are broad statements that describe the expected attributes and achievements of our graduates upon completing their respective programmes. These outcomes reflect the core competencies and values we seek to instill in our students, preparing them for successful careers and responsible citizenship. Each programme has its own set of POs that align with the overall mission and vision of our institution.

Course Outcomes (COs):

Course Outcomes (COs) are specific learning objectives that correspond to individual courses within a programme. These outcomes outline the knowledge, skills, and attitudes that students are expected to acquire after successfully completing each course. COs are designed to align with the broader POs and contribute to achieving them.

Display on Website:

To promote transparency and ensure accessibility, all POs and COs for our programmes are prominently displayed on our institution's official website. This information can be found on the respective pages of each programme, providing comprehensive details about the intended outcomes of the courses and the overall programme.

Benefits and Importance:

The clear articulation of POs and COs offers several advantages:

- 1. Clarity and Guidance:** Students gain a clear understanding of what is expected of them and the skills they will develop throughout their academic journey. Faculty members can also align their teaching strategies and assessments with the specified outcomes.
- 2. Assessment and Evaluation:** POs and COs serve as a basis for evaluating the effectiveness of the curriculum and instructional methods. Regular assessments ensure that the desired outcomes are being achieved.
- 3. Accreditation and Quality Assurance:** Many accrediting bodies require institutions to define and communicate their POs and COs. By doing so, our institution demonstrates its commitment to providing quality education.
- 4. Stakeholder Engagement:** Parents, prospective students, and employers can refer to the outcomes to assess the suitability of our programmes for their needs and expectations.

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:

Lord Jegannath College of Engineering and Technology (LJCET) is affiliated with Anna University, Chennai. The Course Outcomes (COs) and Program Outcomes (POs) are clearly defined and outlined in the University Curriculum. These COs are further reviewed and refined by competent individuals, taking into account the college's vision and mission statement, and the syllabus content. To ensure transparency, the COs and POs are readily available on the institute's website.

Programme Outcomes (POs) and Course Outcomes (COs) are crucial components of the academic curriculum. They define the expected knowledge, skills, and attitudes that students should acquire upon completing their respective programmes and courses. The POs are designed to align with the institution's mission and vision, while the COs are specific to each individual course. Additionally, the COs are explicitly mentioned in the question papers for Continuous Internal Assessment tests (CIA), providing students with a clear understanding of the COs related to each subject. These COs and POs are meticulously documented in the course files.

Furthermore, the mapping of COs with POs and PSOs is rated on a scale of 1 to 3, indicating the level of alignment, with 1 representing slight (low) alignment, 2 representing moderate (medium) alignment, and 3 indicating substantial (high) alignment. This mapping process helps ensure a cohesive approach to the curriculum and learning outcomes.

Attainment Level:

Level 1 - 50% to 60% of students passed

Level 2 - 61% to 70 % of students passed

Level 3 - 71% and above of students passed

For practical subjects, it is the mark awarded for record work and Model Practical Examination put together converted to 20. Internal marks for Project work is calculated from the Marks Awarded for three reviews and Project report. For practical subjects, it is the mark awarded for record work and Model Practical Examination put together converted to 20. Internal marks for Project work is calculated from the Marks Awarded for three reviews and Project report.

Attainment of Programme outcomes, Programme specific outcomes:

Attainment of PO and PSO are calculated by the following tools:

Direct Attainment

1. Centralized Internal Assessment Mark & Assignment
2. End Semester Examinations

Grade points of the end semester examination results are also used to calculate the PO attainment.

Subject wise PO attainment level is calculated by adding 40% of the internal assessment (given in the table) and 40% of end semester examination and 20% of the assignment for each subject.

Attainment of Program Outcomes & Program Specific Outcomes Program Outcomes (POs) are one step broader statements than COs that students are expected to know and be able to do upon graduation. These relate to the skills, knowledge, and behavior that students acquire throughout the program. It is required to compute the attainment levels for PSOs in addition to computing attainment of POs. Program outcomes and 'program specific outcomes' are attained through the attainment of COs.

Direct attainment of POs -The average of individual PO attainment values. Indirect attainment of POs and PSOs - Student exit surveys, Employer surveys, Alumni Surveys, etc. A distinct questionnaire was designed for this purpose and the average responses of the outgoing students for each PO are computed. Average of all PO's and PSO's is calculated for each subject by considering the correlated CO level.

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: 70.15

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
86	74	131	151	68

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
112	93	160	156	206

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: 3.83

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: 16.5

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
15	1.5	0	0	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Lord Jagannath College of Engineering and Technology (LJCET) have meticulously crafted an innovative ecosystem, embodying the essence of the Indian Knowledge System (IKS). Our commitment to fostering creativity, knowledge transfer, and technological advancements is evident through various strategic initiatives and dedicated cells within the institution.

Research & Development Cell (R&D Cell):

At the heart of our innovation ecosystem is the Research & Development Cell, a dynamic hub that catalyzes research activities among both faculty and students. The R&D Cell plays a pivotal role in identifying research opportunities, providing essential resources, and fostering collaborations with industry partners and research institutions. Over the last five years, LJCET has organized impactful R&D events, securing three project grants from prestigious organizations. Our faculty members have

consistently produced commendable results, leading to application-oriented products and publications.

Intellectual Property Rights Cell (IPR Cell):

LJCET places a strong emphasis on safeguarding intellectual property through the Intellectual Property Rights Cell. This cell conducts awareness programs to educate students and faculty about patents, copyrights, trademarks, and trade secrets. With a total of 10 events organized, our faculty members have successfully filed patents, contributing to the Indian Patent Journal and showcasing our commitment to protecting innovative ideas.

Institution's Innovation Cell (IIC):

Our unique Institution's Innovation Cell serves as a catalyst for nurturing and promoting innovative projects and products. LJCET students actively engage with the IIC, receiving guidance for transforming their ideas into tangible products. The institution encourages participation in national-level competitions, fostering a culture of innovation and creativity.

Industry-Institute Interaction Cell (III Cell):

LJCET's Industry-Institute Interaction Cell focuses on bridging the gap between academia and industries. With 27 MoUs signed with reputed industries and academic institutions, the III Cell facilitates industrial visits, internships, and placements for students. This collaborative approach ensures our students gain real-world exposure and opportunities for internships and placements.

Entrepreneurship Development Cell (EDC):

Fostering an entrepreneurial mindset is a core value at LJCET, and our Entrepreneurship Development Cell plays a pivotal role. Through eight number of activities, students are exposed to entrepreneurial opportunities, and LJCET takes pride in witnessing graduates transforming into successful entrepreneurs, contributing to the broader entrepreneurial landscape.

In summary, Lord Jagannath College of Engineering and Technology has established a robust ecosystem for innovation, knowledge transfer, and technology development. The institution's proactive approach and the success stories of faculty and students underscore our commitment to advancing knowledge and fostering a culture of innovation.

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

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: 57

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
14	15	1	13	14

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: 0.11

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
19	1	0	0	1

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	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

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: 0.01

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
0	1	0	0	0

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

Lord Jagannath College of Engineering and Technology (LJCET) has consistently prioritized community engagement, actively conducting extension activities that establish a meaningful connection with the local community. These initiatives are meticulously designed to raise students' awareness of community needs and encourage their active involvement in social service, thereby promoting their overall growth and development. Various student groups, including the National Service Scheme (NSS), Youth Red Cross (YRC), and other community-oriented units, provide students with diverse opportunities to engage in outreach activities.

At LJCET, our commitment to community welfare is evident through regular visits to neighboring localities and the organization of impactful extension activities. The college strives to contribute meaningfully to the community while sensitizing students to a range of social issues. In addition to the NSS and other units, different departments of the college actively participate in shaping responsible citizens by organizing programs on topics such as Environmental Awareness, Road Safety, Tree Plantation, Plastic Eradication, visits to Old Age Homes, Blood Donation Camps, and Mask Awareness Campaigns.

Regular blood donation camps at LJCET have become a prominent feature, promoting empathy, compassion, and a strong sense of ethical responsibility among students and staff.

LJCET's Woman Empowerment Cell plays a crucial role in conducting awareness programs that unveil the hidden potential of students and create awareness on various social issues. These extension activities collectively contribute to the holistic personality development of the participants, aligning with the college's mission to nurture responsible and socially conscious individuals. The college has organized a diverse range of programs addressing critical social issues, such as:

- Health Awareness Programs: Including Cancer Awareness, Blood Donation Camps, E.N.T Health Camps, and Yoga Awareness.
- Community Cleanliness Initiatives: Such as Mass Cleaning programs to promote hygiene and sanitation.
- Road Safety and Prevention Programs: Highlighting issues like Bike Road Safety and Tobacco Awareness.
- Rallies for Awareness: Organized in surrounding villages, focusing on Dengue, E.N.T, Road Safety, Corona, AIDS, and TB awareness.

Impact & Sensitization:

LJCET's extension activities have significantly impacted students' awareness of social issues and their understanding of legal and social remedies. The outcomes include:

1. Health Education: Benefiting the rural population by raising awareness about diseases, their transmission, prevention, and treatment.
2. Ear, Nose, and Throat Health Awareness: Encouraging villagers to prioritize sensory organ health and seek timely medical attention.

3. Tobacco Prevention: Contributing to decreased smoking rates and improved overall public health.
4. First Aid Training: Equipping villagers with life-saving skills and the confidence to respond effectively in emergencies.

.LJCET's commitment to community engagement and holistic development is further demonstrated through initiatives like:

- ◆ Environmental Awareness Programs
- ◆ Road Safety and Tree Plantation Initiatives
- ◆ Blood Donation Camps
- ◆ Women Empowerment Programs

These activities have not only exposed participants to cases of injustice but have also contributed significantly to the holistic development of their personalities. LJCET's Woman Empowerment Cell further reinforces the college's dedication to conducting awareness programs that cultivate the hidden potential of students and create awareness among them. The college continues to stand as a beacon of social responsibility and holistic education.

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

3.4.2

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

Response:

Lord Jeggannath College of Engineering and Technology (LJCET) have garnered significant acclaim and recognition for its steadfast commitment to academic excellence and impactful community engagement initiatives. The institution places a strong emphasis on fostering a sense of social responsibility among its students, faculty, and staff through various extension activities, contributing to the holistic development of the community.

Community Engagement Initiatives:

LJCET has actively participated in extension activities, receiving accolades and awards from government and government-recognized bodies. The institution's commitment to community participation is evident through regular outreach events aimed at strengthening ties with the local community. These endeavors not only raise students' awareness of local issues but also promote volunteerism, fostering their growth and all-around development.

Partnerships and Programs:

Students at LJCET actively engage in community service projects facilitated by organizations such as the National Service Scheme (NSS). Over the last five academic years, both faculty members and students have demonstrated their commitment to societal well-being by participating in blood donation drives, further contributing to the betterment of society.

Long-Term Objectives and Action Plan:

LJCET envisions working collaboratively with neighboring villages, emphasizing holistic development and sustained relationships. The institution plans to establish linkages with rural schools for capacity building, conduct awareness and sensitization drives on various critical issues such as Swachh Bharat, COVID, AIDS, Plastics, Water, Road safety, Smoking, health, and sanitation. LJCET aims to develop robust systems for villagers to visit the campus and for teachers, students, and staff to engage with the village community actively.

Impact & Sensitization:

Through exposure to extension and outreach activities, LJCET sensitizes students to social issues, especially those faced by the downtrodden. The institution aims to instill values of social responsibility, such as helping those in need, understanding prevailing health issues, promoting cleanliness, and developing a deep interest in environmental concerns.

Learning Outcomes:

The extension activities at LJCET aim to enlarge students' knowledge of societal issues, foster passion and brotherhood towards the community, develop problem-solving skills, and enhance various aptitudes such as social skills, communication skills, management skills, leadership skills, analytic skills, and perceptual skills.

In summary, Lord Jegannath College of Engineering and Technology stands as a beacon of social responsibility and community engagement, consistently striving for comprehensive development and long-term societal advancement. The institution's dedication to addressing local challenges and fostering a sense of responsibility among its stakeholders is reflected in its numerous awards and recognitions from government bodies for outstanding extension activities.

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

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: 50

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
11	10	9	10	10

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
Provide Links for any other relevant document to support the claim (if any)	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: 38

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	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
Provide Links for any other relevant document to support the claim (if any)	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:

Lord Jegannath College of Engineering And Technology (LJCET) was established in the year 2006 and got affiliated to Anna University, Chennai in year 2006. The college is co-educational by its nature. The college has a sum of 17.5 acres of land and the college premises is built within 27725 square meters. The institution has adequate infrastructure and physical facilities to enable the students to innovate to have team spirit and have competence to enable them to face the global challenges and become a contributing member of the 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 growth. The 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 more than the requirement prescribed by the AICTE and Anna University by procuring additional equipment. As the institution is affiliated to Anna University, all the courses and academic programs are designed by Anna University taking suggestions from the college, industry and other stakeholders. 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 these courses are correlated with the program outcomes, additional courses, guest lectures and learning materials are introduced in addition. The students in the institution are trained to be inquisitive and curious and to master the concepts and their applications. The classroom interactions encourage the presenting and arguing of their technical ideas through project submissions and presentations.

The instructional classrooms, Laboratories, Library, Seminar halls, Auditorium etc. facilities are more than required. All laboratories are fully equipped with latest equipment. Additional laboratories provide students to enhance them in research advancements. The computing facility consists of licensed software. The computing facilities of the college cater to the needs of faculty and students to foster an effective teaching Learning process.

"The institution maintains a commendable student-to-computer ratio of 1.99:1, exceeding the recommended standard. To ensure uninterrupted internet services, the college has established 100 Mbps Bandwidth dedicated leased line connectivity. Demonstrating a commitment to contemporary ICT tools,

the college embraces innovative teaching techniques, such as the utilization of LCD projectors and hybrid classrooms, fostering an advanced and dynamic learning environment.

The campus offers an array of facilities and amenities designed to enrich the student experience. It boasts meticulously manicured lawns and gardens, creating an inviting and scenic atmosphere. In prioritizing student well-being, a healthcare center with readily available first-aid services is on hand. Additionally, CCTV surveillance is strategically placed throughout the campus to ensure safety and security.

Beyond its outstanding academic offerings, LJCET also boasts exceptional sports facilities to accommodate a wide variety of indoor and outdoor games. Students have the opportunity to practice in cricket, volleyball, badminton, throw ball, chess, and carrom board right on campus. The college takes pride in its commitment to promoting a healthy lifestyle among its students.

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: 30.39

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
75.93	62.22	44.25	44.16	31.16

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
Provide Links for any other relevant document to support the claim (if any)	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 institute's Library is a well-furnished and spacious facility, housing an extensive collection of engineering books. It includes wide range of national and international journals, periodicals and magazines, covering diverse subjects like Mathematics & Sciences, Engineering and Technology, Humanities and Management with a seating capacity of 150 students, the library offers a comfortable reading environment.

The collection comprises more than 5000 titles and over 30000 volumes, incorporating e-books, national and international journals, magazines and newspapers. This comprehensive collection empowers students to enrich their knowledge and skills in their respective fields, making the library a valuable resource for their academic and intellectual growth.

ILMS – Library Automation Software

The Library is automated with Koha LMS Library Management System software which has bar-coding system and multi-user library management system that supports automated system of the library. The main objective of our Library automation is to provide a quality service to readers and to establish an efficient book storage system.

The Library can be accessed from 8:30 A.M to 6:00 P.M during the working days and from 9:00 A.M. to 12:00 P.M during the holidays. The institute strives to provide the latest and best collection of books, journals and other online resources to the students and faculties. The Library Management System is a software that is designed to manage all the functions of a library. It helps Librarian to maintain the database of new books and the books are borrowed by members along with their due dates.

Access to e-Resources

The central library at the college provides students with access to a wide array of e-resources and e-Journals through various institutional memberships, including DELNET, J-Gate, and E-Person. The library's Digital Library is connected to high-speed 100 Mbps leased line computers within the facility. Users can directly access online journals allowing them to stay updated on the latest engineering research and developments. Moreover, the library offers access to faculty publications, patents, and student publications, resulting in a comprehensive collection of scholarly resources.

Library Usage and Expenditure

The library records a daily usage rate. The annual expenditure on these resources is approximately Rs.4.2

lakhs. The library management system efficiently generates and prints various reports, including books issued and return reports, book reports categorized by accession number, author, subject, department, supplier, publisher, title, and availability. Additionally, monthly and yearly reports are readily available. Overall, the college central library serves as a valuable resource for students to enhance their knowledge and skills in their respective fields. Its extensive collection of engineering books, access to e-resources, and well-equipped facilities make it an indispensable component of the institute's academic environment.

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:

System Resources

Lord Jegannath College of Engineering and Technology provides excellent IT facilities to the students and the faculty. The available computer systems with LAN connection for the student's usage are 244. The highly configured system is accessible for the students and staff. There are two servers maintained in the server room for providing network connectivity in the campus.

Our campus is well-equipped with 274 computer systems, featuring the latest processors with Intel Core i3 Processor, 8GB RAM, 160 GB SATA Hard disc drive. Additionally, high-speed Wi-Fi and internet services are accessible to all stakeholders. The college has employed a full time IT consultant for maintenance and support of the ICT infrastructure. LAN and Network Connections are effectively monitored by the IT consultant. The institution provides access to desktop systems to both the faculty and the students which also make use of computer aid for academic projects, practical sessions and learning.

Wi-Fi and Internet

Internet facility is supplied through Infonet Comm. Enterprises with the bandwidth of 100 Mbps. The computes from different blocks are inter-connected with LAN through switches. The entire campus including hostel block has various Wi-Fi access points to gain educational resources through internet and intranet service. The Internet service from various networks is available to the students in the campus and

they are provided with unlimited data.

E-Service

ERP is effectively used as a Learning Management System by the faculty and the students for learning process. Attendance is properly maintained in ERP. The college website provides all the essential information for the stakeholders, Updates in technology is shared by the faculty in the website. In case of emergency, Google Classroom is used for teaching learning process.

In ad-hoc situations, the class notes and assignments are uploaded in Google classroom. To organize seminars and alumni talk series in collaborative and comprehensive manner, Telecommunication Apps like Google Meet & Zoom are unitized.

Software Tools

The desktops run on the windows 7 and windows 10 operating systems. Office automation packages like MS office and Antivirus has been purchased by the college and updated regularly. The college provides all standard econometrics, statistical, computational and scientific type setting packages like Auto CAD, Turbo C++, Oracle/my SQL, MATLAB,IBM SPSS which are either open access or licensed software. College is completely equipped with surveillance cameras for the effective monitoring and security purpose.

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 student to computer ratio is estimated as 1.99:1. To carry out research and project activities, highly configured systems are maintained. Based on the requirements, necessary software and hardware devices, computer systems and its peripheral devices have been purchased. To nurture the students learn the advanced technologies the students are permitted to utilize the systems with internet facility in college central library.

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

4.3.2

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

Response: 1.99

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

Response: 244

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
Provide Links for any other relevant document to support the claim (if any)	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: 36.09

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
88.78	69.28	29.40	62.33	56.29

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
Provide Links for any other relevant document to support the claim (if any)	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: 78.66

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
368	374	250	349	377

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
Provide Links for any other relevant document to support the claim (if any)	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: 65.98

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
321	295	228	242	355

File Description	Document
Upload supporting document	View 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: A. All 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
Provide Links for any other relevant document to support the claim (if any)	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: 75.61

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
86	73	131	141	127

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
118	94	160	158	208

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

5.2.2

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

Response: 1.11

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

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

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
Provide Links for any other relevant document to support the claim (if any)	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: 33

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
9	4	3	5	12

File Description

Document

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 6.8

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
8	7	6	7	6

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:

Alumni play a crucial role in the Lord Jegannath College of Engineering and Technology (LJCET), and the institute has maintained a positive relationship with the industry and alumni since its inception. The primary goal is to enroll all graduates as members of the association and to facilitate alumni active participation in the institute's activities, events, and projects. The primary objective of the LJCET Alumni Association is to connect alumni to the institution, develop synergistic plans to support the institution and help it realize its vision, and enable the institute to add value for all its stakeholders. In 2021, the Institute established an alumni cell to maintain a strong connection between the institute and its alums. Regular alumni gatherings and frequent interaction with alumni through webinars, seminars, and guest lectures.

The alumni association facilitates the formation of alumni networks and maintains contact with the business world. The alumni meet will be hosted annually by the alumni association and supported by the management. Alumni from various branches will be invited to share their thoughts and suggestions on the scope of their course, as well as to promote professional awareness. This affords the alumni the chance to meet other alumni and reflect on their past experiences and moments. The Alumni Association provides a forum for alumni to share their intellectual, career, and professional experiences not only with teachers but also with current students.

The following actions were carried out with the assistance of Alumni.

Moral Support by LJCET Alumni

Curriculum Enrichment: Alumni are engaged in the identification of curricular gaps and the development of value-added course modules. Every month, alumni enroll in webinars on technical topics.

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

Industry connects: Alumni who are entrepreneurs arrange industrial tours for students and offer advice on how to establish a business, thereby transforming them into job creators. The alumni provide assistance for student internships.

Mentorship: Alumni can play an active role in volunteer activities such as mentoring students in their

respective fields of expertise. To exploit the rich experiences of former college students for the benefit of the institution. To aid students in finding suitable employment.

Placements / References: A college's alumni network is one of the most significant sources of placement opportunities for students. Alumni can assist students with company referrals and placement within their respective enterprises.

Administration: Alumni are members of the IQAC and contribute feedback to impart a quality system that is adaptable to current industry trends and needs.

Tie-Up: LJCET signs contracts with the companies that employ our deserving graduates. The Memorandum of Understanding (MoU) makes an effort to forge a formal contact with the alumni through several chances to organize campus drives. One of the important elements of the MoU is the engagement of students and researchers from units and businesses in internship programmes to work on collaborative projects.

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

VISION:

- ♦ To become the preferred institution producing preferred professionals through quality education and training.

MISSION:

- ♦ To become a center of excellence in technical education providing youth with opportunities and environment for higher education and research.
- ♦ To train and develop students from rural background as total persons and make them good citizens to contribute in the national development.

LJCET has embraced a comprehensive governance framework aimed at elevating the standard of higher education. It adopts a democratic and transparent approach in formulating its vision, mission, and quality policies. Recognizing the vital role of faculty members as key stakeholders, their involvement is valued in translating these statements into tangible actions.

Nature of Governance:

The apex governing body of LJCET is the governing council, led by the principal who oversees day-to-day operations. Reporting to the principal are deans, heads of departments, faculty members, non-teaching staff, the librarian, the physical director, and the placement officer. LJCET is committed to adopting innovative methods and implementing best practices to deliver quality education. Its governance framework is participatory, decentralized, transparent, and focused on driving transformational change.

Decentralization and participation in the institutional governance:

LJCET governance is characterized by the Governing Council, which fosters academic excellence through a holistic approach. Policies are in place to ensure the integrity and effectiveness of governance and administration, embracing shared leadership and participative decision-making. The operations follow a decentralized structure, delegating authorities and responsibilities within a structured organizational framework. The Governing Council ensures stakeholder involvement in strategic planning and monitors and evaluates in accordance with UGC guidelines.

LJCET cultivates a culture of participative management involving the Management, Principal, Heads of Departments, Faculty, and Students. Various committees monitor the institute's progress in realizing its vision and mission. Faculty members actively contribute to planning and implementing academic and teaching-learning processes, with regular information dissemination to students. Students are encouraged to participate and provide feedback at regular intervals.

LJCET has established distinct verticals led by independent heads who make decisions in alignment with institutional policies and regulatory requirements, consulting with the Principal/Management.

Various committees have been constituted to oversee the institution's progress in achieving its goals.

SC/ST Welfare Cell

Anti-Ragging Committee

Internal Compliance Committee

Grievance Redressal Cell

College Governing Council

IQAC

Exam Cell

Training and Placement Cell

Industry Institute Interaction Committee

Entrepreneurship Development Cell

Alumni Cell

Research and Development cell

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:

Lord Jegannath College of Engineering and Technology (LJCET) established in 2006, operates under the umbrella of PSN Educational and Charitable Trust. The college provides undergraduate and postgraduate programs. With a well-organized administrative setup, the institution fosters efficient and effective operations through various institutional bodies. It upholds a robust system of rules and regulations for the appointment of qualified and competent staff. Furthermore, the college has developed a comprehensive institutional strategic plan that outlines long-term goals and objectives.

Administrative Setup:

Governing Council:

The institute's Governing Council, in accordance with UGC regulations, consists of a Chairperson and members representing academia, industry, faculty, with the Principal serving as the Member Secretary. The Council is committed to fostering a student-centric environment and adheres to guidelines set by esteemed bodies like the University Grants Commission, the AICTE, and the Anna University in Chennai.

Academic Council:

The Academic Council, led by the Principal as the Chairman, oversees policies and procedures related to academic matters. It comprises Heads of Departments, senior faculty members, experts from renowned institutions, industry representatives, and nominees from the university. The meetings are convened regularly to monitor and implement academic policies effectively.

Institutional Bodies:

The institute operates through various institutional bodies, including the College Governing Council, Academic Council, Grievance Redressal Cell, Internal Compliance Committee, Anti-Ragging Committee, IQAC, Exam Cell, Training and Placement Cell, Co-curricular and Extra-curricular Clubs, Women's Development Cell, Industry Institute Interaction Cell, Institute Innovation Council, Entrepreneurship Development Cell, R&D Cell, Alumni Association, and SC/ST Welfare Cell. Each of these bodies operates with policy documents that ensure clarity regarding their goals and responsibilities. Regular monitoring and assessments are conducted to ensure their efficient functioning, while providing maximum value to all stakeholders involved.

Appointment and Service Rule:

The institute abides by a comprehensive set of rules, policies, and regulations in accordance with the guidelines provided by AICTE, the State Government, and the affiliating university. Vacancies are advertised through prominent national newspapers, job portals, and the college website. The scrutiny of applications follows the qualification norms prescribed by AICTE. The Principal issues the appointment orders, which are subsequently signed by the Chairman. To ensure transparency and accessibility, the institute's website prominently displays the service rules, along with the HR Policy.

Institutional Strategic/Perspective/Development Plan:

The strategic plan of the institute presents a clear roadmap for achieving long-term goals and objectives. It encompasses the latest advancements in the field of engineering, aligning with the industry and societal needs. The plan takes into account the institution's strengths and weaknesses, offering a definitive path for enhancement. It was developed collaboratively with inputs from various stakeholders, including leadership, staff, students, alumni, and industry partners.

Perspective Plan:

The institutional strategic plan focuses on the following key areas:

- ◆ Creating a conducive learning environment
- ◆ Enhancing the quality of teaching and learning
- ◆ Enhancing academic autonomy
- ◆ Improving internal support systems.
- ◆ Providing faculty with space for innovation
- ◆ Engaging in outreach activities
- ◆ Strengthening academic potential and fostering entrepreneurship skills and employability
- ◆ Promoting social consciousness
- ◆ Developing a cleaner and greener campus
- ◆ Improving quality assurance and sustainability

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	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: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

At Lord Jegannath College of Engineering and Technology (LJCET), we place great importance on the well-being of our staff members, recognizing their invaluable contributions to the institution's remarkable growth.

To ensure their welfare, we have implemented various measures for both teaching and non-teaching staff, including:

- ◆ Group health insurance
- ◆ Provision of medical and maternity leaves
- ◆ PF and ESI benefits as per norms
- ◆ On-duty leave for faculty members
- ◆ Concession in transportation fee
- ◆ Recreational facilities for staff members
- ◆ Financial support for attending Conference / Seminar/ Workshops, research and publications
- ◆ Multicultural celebrations of all festivals together
- ◆ Staff Club organizing tours and sports activities
- ◆ Fee concession for Employee's kids

Teaching Staff:

Professional Development and Support for Teaching Staff:

At our institution, we provide our teaching staff with various opportunities to enhance their skills and

performance. These initiatives include faculty development programs, online courses, research programs, conference attendance, and support for exam preparation. We offer on-duty privileges for participation in career-enhancing activities and provide financial support for academic engagements outside the institution. To facilitate knowledge acquisition, we frequently organize visits to industries and higher learning institutes.

We prioritize efficient administrative processes by providing department heads with high speed internet facility for timely submission and recording of academic reports. Additionally, we prioritize the well-being of our teaching staff by organizing yoga and health sessions at regular intervals. Through these measures, we strive to ensure continuous professional growth and support for our valued teaching staff.

Non-Teaching Staff:

The institution offers comprehensive support and benefits to its non-teaching staff. These include training programs, educational loans, travel allowance, and salary advances. Additionally, non-teaching staff members receive group medical insurance coverage and are entitled to leaves as per the institution's policy

Performance Appraisal System (PAS):

Performance Appraisal System (PAS) plays a vital role in evaluating the job performance of employees within our educational institution, encompassing both teaching and non-teaching staff. This process entails establishing clear goals and expectations, evaluating performance based on those goals, and providing constructive feedback to support employee development and progress.

PAS for Teaching Staff:

The performance appraisal process for teaching staff encompasses evaluations of their teaching effectiveness, which includes gathering student feedback, conducting classroom observations, and assessing student learning outcomes. Additional factors taken into consideration may include research and scholarship contributions, service to the institution and the community, as well as professional development endeavors.

PAS for Non-Teaching Staff:

The performance appraisal process for non-teaching staff involves evaluating job-specific skills and competencies relevant to their administrative, technical, or support roles. Other factors taken into consideration may include teamwork, communication abilities, and contributions towards the institution's mission and goals.

Evaluation and Promotion:

The performance appraisal process is conducted annually, incorporating elements of self-evaluation, and evaluation by the Head of Department. The outcomes of the performance appraisal are utilized to determine salary increments, promotions, and opportunities for professional development. The Performance Appraisal System (PAS) plays a crucial role in assessing promotions and identifying areas of improvement that can be addressed through internal and external measures, including necessary appointments.

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: 76.84

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
85	97	102	107	80

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
Provide Links for any other relevant document to support the claim (if any)	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: 81.67

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
110	122	126	130	127

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
28	28	28	28	28

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

Lord Jegannath College of Engineering and Technology (LJCET) has implemented a robust mechanism to ensure the appropriate allocation and utilization of funds, as well as evaluate their effectiveness in supporting academic processes and infrastructure development. Internal Audits are conducted monthly by the Finance Team, while External Audits are carried out annually by the statutory auditors of the

Trust, ensuring transparency and accountability. The college administration is dedicated to offering affordable, high-quality engineering education to students, reflecting its commitment to social responsibility and contributing to the progress of the state.

Financial Support:

The fund allocation is the responsibility of the Finance Committee and Governing Council of the institute, while the accounts section closely monitors financial matters. Financial planning and budgeting involve collaboration between the Academic Departments and Administrative Sections. Annually, a budget is created to enhance management and future planning, encompassing projected revenue, general expenses, and capital expenses. The Principal conducts a meeting with department heads to discuss budgetary requirements for lab facilities, research initiatives, and co-curricular and extracurricular activities. After reviewing the budget, it is sent to the Management for approval.

Mobilization of Funds:

The primary source of revenue for the Institute is student tuition fees, supplemented by borrowing from the parent trust or utilizing bank overdrafts to address any financial deficits. Faculty members have the opportunity to secure grants through research proposals, which are aimed at supporting society and facilitating research and laboratory development for the benefit of students. The Governing Council plays a significant role in major financial decisions, diligently examining and verifying all significant financial transactions across different categories. Funds generated from various sources are disbursed periodically based on approved requests from both the Principal and the Management.

Internal Audits:

The Finance Team performs monthly Internal Audits on an ongoing basis, following the procedure outlined below: Scrutinize expenses by examining vouchers, supporting bills and invoices, authorizations and approvals, and ensuring accurate accounting based on their nature. Assess variations by comparing actual expenditure against the allocated budget. Verify compliance with statutory deductions, such as Tax Deducted at Source (TDS). Cross-verify all fees pay-in-slips with corresponding bank statements. Conduct surprise cash verifications to ensure accuracy in petty cash transactions. Regularly verify Bank Reconciliation Statements (BRS). Validate payroll statements and attendance registers on a monthly basis. Reconcile fees receivable statements with the books of account. These comprehensive audit measures contribute to maintaining financial accuracy and accountability within the institution.

External Audits:

The annual External Audits conducted by the statutory auditors of the Trust follow the procedure below:

- ♦ Verify all expense vouchers and supporting documents.
- ♦ Verify Bank Reconciliation Statements (BRS) for the financial year to ensure accurate recording of outstanding payables and receivables.
- ♦ Validate original purchase invoices for fixed assets and physically verify statements and payments using payroll reports.
- ♦ Verify salary statements and payments using payroll reports.
- ♦ Employ analytical procedures to assess the overall accuracy of the books of accounts.
- ♦ Conduct physical verification of assets.

Through these comprehensive audit steps, the external auditors ensure transparency and accuracy in financial operations.

File Description	Document
Upload Additional information	View Document
Provide Link for 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) of the Institution was founded in the academic year 2018-2019 as a means to enhance the quality of various activities. The primary objective of this cell is to ensure the effective and progressive execution of academic, administrative, and financial tasks. Additionally, it aims to ensure fair access to and affordability of academic programs for diverse segments of society.

Some of the best practices which were followed in Institution before the formation of IQAC

1. Student Attendance monitoring
2. Orientation program for Staff and Students
3. Encouragement towards research and publications
4. Regular auditing of accounts

The NAAC has implemented comprehensive guidelines and established the Internal Quality Assurance Cell (IQAC) in accredited institutions to uphold educational quality. The IQAC assumes responsibility for all matters related to quality and leads efforts to enhance the standard of education provided. This entails organizing seminars, workshops, symposia, conferences, and other programs for stakeholders. The IQAC plays a crucial role in maintaining quality standards in teaching, learning, and evaluation. This research aims to assess the status and effectiveness of IQAC in maintaining quality standards, albeit on a smaller scale.

Since the formation of IQAC, the following initiatives have been undertaken:

- ◆ Enhancing the quality of the teaching-learning process.
- ◆ Conducting academic and administrative audits.
- ◆ Obtaining ISO certification. Implementing a feedback mechanism.
- ◆ Introducing E-Governance for documentation.
- ◆ Participating in the All India Survey on Higher Education (AISHE).
- ◆ Organizing faculty development programs.
- ◆ Arranging professional development programs.
- ◆ Implementing outcome-based education with a focus on refining course outcomes.
- ◆ Establishing collaborations with industries and institutes.
- ◆ Establishing an Institution Innovation Council (IIC) to foster innovation and entrepreneurship.
- ◆ Conducting feedback collection from stakeholders and preparing analysis and action-taken reports annually.

The IQAC guarantees the effectiveness of the teaching-learning process and its outcomes through the following methods:

- ◆ Regular IQAC meetings
- ◆ Class Committee meetings
- ◆ Meetings with Heads of Departments (HoDs)
- ◆ Result Analysis meetings

Example 1: Feedback Mechanism

To ensure the effectiveness of the teaching, learning, and evaluation processes, a feedback system has been implemented. This system involves various hierarchies overseeing the teaching-learning process, including the principal, head of the department, and class advisor. Feedback plays a crucial role in enhancing quality as it provides valuable insights into others' perspectives. At our institution, we conduct regular structured feedback activities involving internal and external stakeholders, such as students, parents, faculty, alumni, and employers. The feedback received is carefully analyzed, and relevant departments take appropriate measures based on the feedback to drive improvements.

Example 2: Collaborative activities

The mission of the College is to foster strong connections between education and employment opportunities by collaborating with industry partners. This collaborative approach yields enhanced outcomes for students. Given the continuous knowledge creation and technological advancements, young engineers require substantial training to stay abreast of developments. To facilitate this, the College establishes Memorandums of Understanding (MoUs) with prominent industries and institutes, enabling collaborative training programs tailored to students' specific fields. With each passing year, LJCET strengthens its industry collaborations, further augmenting student placement opportunities through industry training support.

Example 3: Quality Initiatives

Because of regular conduct of quality initiative meetings and insisting all faculty members to work on quality results basis leads our LJCET for the Attainment of ISO 9001:2015 from ISO 9001:2008 and currently working towards for achieving higher possible grade from NAAC.

File Description	Document
Upload Additional information	View Document
Provide Link for 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: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

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:

Gender Equity:

Promoting gender equality is of utmost importance to our institution and we are committed to protecting it through various means. We strictly adhere to the principles of the Universal Declaration of Human Rights of the United Nations General Assembly, which emphasize that all individuals must be born free and equal in value and rights. We are extremely proud that our college has more than 50% female representation in teaching and other positions, including prominent positions such as principals and administrators. These remarkable women contribute significantly to our institution and our success.

Gender Sensitization Programs:

To promote a gender-sensitive environment, our college annually launches a comprehensive gender-sensitive action plan that includes workshops and seminars. These programs cover various topics such as gender equality, prevention of sexual harassment, empowerment of women and girls, women's day and safety.

Security and Counselling:

Ensuring the safety and well-being of students and staff remains our top priority. We implemented several measures including 24/7 monitoring of the campus and the girls Hostel with Wi-Fi enabled CCTV cameras. We provide counselling services to students by assigning mentors to each group of 15-20 students who advise them twice a month and ensure that they receive help in dealing with academic challenges.

Special Facilities for Girl Students:

In our coeducational institution make an effort to give female students privacy and comfort, which is why we have separate common rooms, waiting areas, and restrooms with all the amenities needed in each block. Ensuring the well-being of female students involves prioritizing hygiene by providing a girls' hostel with an incinerator and sanitary napkins.

Celebration of Commemorative Days and Festivals:

In our campus, we joyfully celebrate important festival and celebrations. The general well-being

of our campus community and society at large is enhanced by these festivities, which promote a sense of cohesion and unity. Staff members and students participate in a range of events that emphasize the importance of these days during these times. The activities include lectures, swearing-in and oath-taking ceremonies, singing, cultural events, dancing shows and information sessions conducted by distinguished main guests.

File Description	Document
Upload Additional information	View Document
Provide Link for 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
Provide Links for any other relevant document to support the claim (if any)	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
Provide Links for any other relevant document to support the claim (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:

Lord Jegannath College of Engineering and Technology (LJCET) strives to create an inclusive and conducive environment for all students. Our main goal is to promote equality, peace and understanding among students. To achieve this, we have to focus on language, region, culture, community, and other diversities.

Cultural Events:

We understand that our students come from different backgrounds and we work hard to ensure that every student is well looked after and supported throughout their journey. Our college organizes various cultural events and festivals on campus, giving students the opportunity to learn about different cultures, traditions and practices. These events celebrate diversity and promote respect and understanding for diverse communities.

Regional and Linguistic Diversity:

At LJCET, we promote and embrace regional and linguistic diversity by encouraging students to speak in their native language. We organize events that showcase various local languages, songs and dances, and organize language clubs where we conduct speech sessions, debates and group discussions in our native

language.

Sensitization Programs:

We have developed an awareness program to educate students and staff about their constitution, values, rights, duties and responsibilities as citizens. Our university adheres to a code of ethics that applies to all students, faculty and non-teaching staff regardless of culture, region, language or other diversity. We also run a variety of health, environmental and road safety campaigns off campus and in the community.

Socioeconomic Diversity:

Recognizing the diversity of students' economic backgrounds, LJCET supports students from disadvantaged backgrounds by offering scholarships and financial aid programs. We also offer counselling and career guidance services to all students to help them achieve their academic and career goals.

Student Support Services:

We are committed to providing student support services, including counselling, academic support, and disability services. At LJCET, we believe in creating an environment where all students, regardless of background, receive the support they need to succeed.

File Description	Document
Upload Additional information	View Document
Provide Link for 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

1. Title of the Practice

Infrastructure with Clean and Green Environment

2. Objective of the Practice

- ♦ To make sure the engineering graduates highly creative and kind-hearted to be an in-valuable

asset to the society.

- Educate the student's active involvement in spreading awareness among general public about global warming. And switch over to green energy from the conventional mode of energy generation.
- To educate the students about adopting Renewable Energy technologies to reduce the challenges of climate change and also to help in reducing the carbon footprint.

3. The Context:

- Green atmosphere attract the students and gives rise to a good character by keeping body, mind and soul clean and peaceful.
- The clean and hygienic condition of the college campus results in preventing the spread of infectious diseases and helping students lead healthy lives.
- The college aims to strengthening the mental as well the physical vitality of the students through proper sporting facilities and activities.
- The college partial electricity depends on solar power generation which is installed on the roof top of the main building to satisfy the energy needs of the institute.

4. Implementation:

- The college has good infrastructure with clean and green environment. All the physical constructions of the campus are being refurbished time to time.
- The ground facilities are properly watered time to time to let the grass grow and the excessive grass is removed with the cutting machines. Enough number of sports equipment and instruments are available always and the defunct materials are replaced in order to provide better satisfaction to the students.
- The installation of roof-top solar power panels minimizes our dependency of electricity from grid. As a part of energy conservation methods, LJCET campus has the 10KWp Solar Plant to reduce the dependency of conventional sources of energy.
- Our campus has the Biogas plant with the capacity of 10m³ near college mess which can handle the food waste from 200-300 Persons.

5. Evidence of Success

- ♦ Student's absenteeism is minimized because of clean and green atmosphere as this is being achieved due to the peaceful ambiance of the campus.
- ♦ Less number of psychological issues and growth of students' personality as a result of sports facilities.
- The students began to understand the significance of unconventional energy sources and minimal dependency on conventional energy sources.
- By adaptation of the conservation methods, students got the knowledge of using the electric energy effectively with recent technologies.

6. Problems Encountered and Resources Required:

- ♦ We faced difficulties in sensitizing a very few students to dispose the waste by using dustbins.
- ♦ The college always encounters hurdles in encouraging the female students to participate in

sporting activities most of them are from rural background therefore they are hesitant and reluctant.

- Due to the increased cell-phone addiction among the students, the institute strains a lot in encouraging the students to spend valuable time in sports activities.

BEST PRACTICE-2

1. Title of the Practice:

Student Centric Teaching - Learning Process

2. Objectives of the Practice:

Student centric teaching learning approach is a teaching method that focuses on creating connections with student's interests and the things they learn in school. In this approach, the teacher acts a facilitator and helps students to develop the abilities necessary for studying effectively by giving them the opportunities to work independently and with others.

3. The Context:

Steps taken to adopt Student centric teaching-learning approaches are as follows,

- Identification of Gap in the Curriculum
- Collaboration with Professionals and Experts
- Personalized learning plan development
- New learning methods
- Feedback

4. The Practice

Project-Based Learning: Students are encouraged to take up projects, mini projects, Internships and Industrial visits to give practical exposure to the students. Seminars and conferences organized by the Departments helps the student to improve their level of awareness and exposure towards latest trends and technologies.

Self-Directed Learning: The College identifies the gap in the curriculum based on the modern technology and industrial needs. Based on student's expectations, Industrialists and Employers and bridges the gap through conduct of Value Added courses, Workshops to the students by Professionals.

Collaborative Learning: The College promotes a method of education in which a group of students (two or more) attempts to learn something together using group projects, assignments, etc. In this way, the students can defend their places, reframe new ideas, understand other people's points of view and gain a better understanding of a subject rather than working as individuals.

Student Support System: The College uses a personalized learning strategy in which students gain support according on their performance. The first continuous internal assessment results are used to categorize the students. Quick Learners are encouraged and assisted in expanding their knowledge. Students who don't perform well enough are put in remedial classes. Student feedbacks aids in the

enhancement of the College's teaching-learning practices.

Blended Learning: Seminars, workshops, and value-added courses are offered both online and offline mode. Students may learn whenever it is most convenient for them thanks to smart classrooms, learning materials stored in Google Classroom, and remote access to library e-resources. .Students are encouraged to enroll in Online classes in order to enhance their proficiency.

5. Evidence of Success

Success is the positive change of behaviour affected by learning. It is displayed when students realize their own learning objectives. The following is the evidence of success:

- ♦ The College has one rank holder in Aeronautical engineering department during 2017-2021 batch.
- ♦ Incorporating student driven teaching methods has proved to be the effective strategy for engaging students in learning process.
- ♦ Considerable number of students pursues higher education.
- ♦ Improved attitude to learn, listen to others and express views confidently.
- ♦ Demonstrated diligence, enthusiasm and a genuine interest in studies
- ♦ Actively participated in seminars, campus drives and social work.
- ♦ Placement record has been consistently increasing every year through training and the outcome based education

6. Problems Encountered and Action Taken

Problems Encountered:

1. Diverse range of resources
2. Lack of Teacher Training

Action taken:

- 1.E-Library and Smart Classrooms helped to access wide range of resources
- 2.Semester wise Faculty Development Programmes conducted to improve skill set of the teachers.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	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:

Institutional Distinctiveness

Lord Jegannath college of Engineering and Technology is located in a rural area under the Kanyakumari district which is founded by our Founder Dr. P. Suyambu Nadar. A significant majority of students hail from financially constrained backgrounds, with many being first-generation learners. The college is committed to the holistic and sustainable growth of its students, aiming to uplift economically weak rural students into responsible citizens of India.

The college's distinguishing factor lies in its emphasis on producing preferred professionals through quality education and training. To achieve this objective, the college strives to balance five key dimensions: physical, intellectual, ethical, social, and cultural capabilities. This approach ensures fair access to appropriate learning and skill development programs, while also addressing gender inequities in education, thereby ensuring excellence and measurable learning outcomes. The whole effort is geared towards creating professionally responsible, culturally rooted, ethically strong and academically sound students.

Access to Education: The fee structure is maintained at a moderate level, considering the economic challenges faced by the majority of students. In addition, financial aid and scholarships completely waive the tuition charge for underprivileged students. The administrative officer actively enlightens students about the different merit scholarships that are available from state and federal governments, offering their full support to enable them to take advantage of these chances. Merit scholarships and fees reductions are awarded to deserving students as a way of recognizing their dedication. The college supports their personal development and success by acknowledging their resilience and offering specific support, allowing them to achieve academic excellence and get ready for a bright future.

Physical Development: The College encourages students to engage in physical activity in order to develop a variety of critical abilities, including mental strength, teamwork, confidence, physical fitness, and decision-making. The institute hosts yearly sporting events for the students that include chess, carom, volleyball, cricket, throw ball, kabaddi, and other sports. Both boys and girls participate in these sports and demonstrate their skills, their sense of sportsmanship and capacity for teamwork develop. Every year, the institute celebrates International Yoga Day. A range of physical activities, including yoga, exercises, sports, and others, are conducted by institute through NSS.

Intellectual development: The College consistently collaborates with reputable academic institutions and industries, exposing students to the most recent technological advancements and current industry practices through functional MOUs. The main goal of these collaborations is to improve the quality of education and research by giving students access to cutting-edge resources, technology, and industry experts. These partnerships serve as a bridge between academia and industry, giving students real-world experience and exposure that will help them in their future careers.

The Institution also offers Internship Programs to support experiential learning and equip students with various practicum opportunities and help them to fulfil their career objectives to determine the best workplace for them. This was specifically designed to encourage engineering students to take on a

project and use both group and individual assignments to demonstrate their skills and potential.

Social development: Students actively demonstrate their social responsibility and are given a platform to develop skills like leadership, effective communication, teamwork, and social responsibility through NSS events like donation drives, awareness rallies, blood donation camps, and plantation drives. Students grow into well-rounded people by these activities, which promote independence, self-control, and self-assurance.

Innovative Learning: Students belonging to our college get benefits by listening to various orientation and presentation programs in the form of workshops and seminars. Orienting and raising awareness of various domains related to core subjects and programming skills is the main goal of organizing workshops and seminars. Seminars and workshops promote student interaction and offer opportunities for hands-on learning. Seminars are important for education because they help students develop managerial skills, which increase their sense of responsibility. Topics covered in some of the workshops and seminars include training programs, faculty development programs, awareness campaigns, guest lectures, and seminars on various technical education-related subjects.

The Value-Added Training Program at our college aids students in learning engineering methods and concepts related to applications, such as protocols and outcomes. Teachers keep students interested in their courses by giving them enough material for reference. This include leading seminars, workshops, and group and practical discussions. Projects are also assigned to students in order to foster their creativity and develop abilities like problem-solving, leadership, teamwork, and time management.

Cultural Development: Our college students actively participate in the celebration of holidays such as Diwali, Christmas, Pongal, Onam, and Ramzan, and they collect the funds to donate necessities to local orphanages and homes. Our dedication to social responsibility at LJCET goes beyond the classroom because we value social responsibility in our students a sense of compassion and community involvement. The collected fund is carefully allocated to provide the children with basic necessities, healthcare, education, and recreational opportunities, giving them a sense of belonging and warmth during these festive times.

This heart-warming initiative is a wonderful example of our college's values of empathy, community building, and altruism as we work to give our students priceless life lessons and make the future brighter for those who are less fortunate. In addition to making their own celebrations more joyful, LJCET strives to uplift the lives of the less fortunate by emulating the kindness and solidarity that characterize this joyous occasion.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

LJCET holds a valid ISO 9001-2015 certificate. The Vision, Mission, Objectives, Quality Policy and Core values are clearly framed.

The Physical Infrastructure of LJCET exceeds the prescribed requirements by AICTE and Anna University in terms of Classrooms and Laboratories.

Faculty Members regularly participate in Faculty Development Programs, Workshops, Conferences and Seminars / Webinars to enhance their Skills.

Augmentation of Research & Development and Institutional Consultancy activities are attracting more number of Faculty Members.

Incentives are given to Faculty Members for their achievements in Research and Academic activities. All Students are encouraged to participate in Inter-Collegiate and industry-oriented events at the National level to develop their competitive spirit.

LJCET is allocated regular schedules for conducting training and placement sessions for all the Students.

LJCET promotes Entrepreneurship by anticipating current and future needs, bringing actionable and new ideas to the market, and developing Students with the skills and initiatives needed to create more jobs in Society.

The NAAC Documentation preparation has been anchored by the Faculty Members who have spent their time, energy and dedicated services in shouldering the responsibility with dedication and Leadership.

Concluding Remarks :

The success of a Nation and the mental development of an individual depends on Education. However, in emerging Nations like India, ignorance and poverty are huge barriers. It's critical to overcome these obstacles, and Education is one of the key foundations for doing so. LJCET is dedicated to giving Students an unforgettable learning experience. This is made possible by our careful Planning, clear Vision, and purpose Statements.

The commitment of our Faculty, Staff, and Students enables us to pursue greatness in Academics, Research, and Governance. In order to critically evaluate our Strengths, Flaws, Difficulties, and Opportunities, we prepared a Self-study report as part of our commitment to responsibility.

We are committed to understanding our performance and being accountable to all Stakeholders, which is shown in our participation in the Accreditation process with the National Assessment and Accreditation Council

(NAAC).

LJCET's main Objective is to provide the Students with the Academic edge and perseverance they need to pursue their chosen fields of study at a high level. We want to raise up responsible, socially conscious individuals who can contribute to Society's Advancement.

For the Welfare and advancement of Humanity, we firmly believe in our motto and are dedicated to developing Individuals into Technologically advanced, Socially responsible, and Civically responsible Citizens. In Conclusion, LJCET is committed to advancing Education as a way to empower people and create a better future for India.

6. ANNEXURE

1. Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p>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</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>137</td><td>155</td><td>74</td><td>105</td><td>83</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>115</td><td>141</td><td>63</td><td>84</td><td>63</td></tr></tbody></table> <p>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:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>370</td><td>326</td><td>326</td><td>414</td><td>458</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>370</td><td>326</td><td>326</td><td>414</td><td>458</td></tr></tbody></table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	137	155	74	105	83	2022-23	2021-22	2020-21	2019-20	2018-19	115	141	63	84	63	2022-23	2021-22	2020-21	2019-20	2018-19	370	326	326	414	458	2022-23	2021-22	2020-21	2019-20	2018-19	370	326	326	414	458
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5.3.2	<p>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>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:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>41</td><td>36</td><td>13</td><td>42</td><td>43</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>8</td><td>7</td><td>6</td><td>7</td><td>6</td></tr></tbody></table>	2022-23	2021-22	2020-21	2019-20	2018-19	41	36	13	42	43	2022-23	2021-22	2020-21	2019-20	2018-19	8	7	6	7	6																				
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2. Extended Profile Deviations

Extended Profile Deviations
No Deviations