SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

EASA COLLEGE OF ENGINEERING AND TECHNOLOGY

NH47, PALAKKAD MAIN ROAD, NAVAKKARAI
641105
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

EASA College of Engineering and Technology is situated at Coimbatore, a bustling city known as South India's Manchester for its numerous cotton spinning mills, is now a thriving industrial, educational, and medical hub. Located in the outskirts of Coimbatore, just 25 km from the town centre, EASA College of Engineering and Technology is nestled among lush green woodlands on one side and the Western Ghats on the other. The dense Walayar Reserve Forest is also within close proximity to the sprawling 30-acre campus.

This vibrant technical institute of higher education was founded by (Late) Sri. T.D.Eswaramoorthy with the aim of imparting high-quality instruction, training, and fostering research in science, engineering, and technology with a futuristic and global outlook. Well-connected by air, rail, and road to major cities in India, EASA College offers several advantages, including its strong science and technology base, abundant educational and research resources, a diverse cultural mosaic, and an impressive entrepreneurial history.

Affiliated with Anna University, Chennai, and approved by AICTE, New Delhi, the college has emerged as one of the premier engineering colleges in just 14 years, offering seven undergraduate and seven postgraduate programs.

With the college's motto being "Education will liberate All" and "Service to Society is Service to God," EASA College aims to prepare students to make meaningful contributions to society. It offers a world of opportunities for internal exploration and self-discovery, enabling students to grow and transform while pursuing their academic goals.

Core Values:

At EASA we abide by the following core values in all our endeavours and strive to excel based on the guiding principles of these core vaues:

1. Discipline
2. Smart-Work
3. Team Spirit
4. Engineering Excellence and Continuous Learning
5. Design Thinking and Frugal Innovation (Jugaad)
6. Contribution to Society, Diversity, and Inclusion
7. Entrepreneurial Leadership

Vision

To be a world-class centre for engineering, technology, and management, empowering individuals ethically to lead, innovate and thrive in an ever-evolving global landscape and create socially responsible citizens.

Mission

1. To foster a culture of academic excellence, intellectual and personal growth, and practical training that includes hands-on experience in the fields of engineering, technology, and management.

2. To advance knowledge and drive innovation through cutting-edge research and development in engineering, technology, and management.

3. To bridge the gap between academia and industry by offering industry-aligned programs, practical experience, and hands-on training in engineering, technology, and management that prepare students to lead, innovate, and thrive in an ever-evolving global landscape.

4. To prioritise health, safety, diversity, equity, and inclusion to create a welcoming and inclusive environment that produces socially responsible citizens.

5. To prepare students for successful careers and fulfilling lives by equipping them with the knowledge, skills, and ethical principles needed to lead, innovate, and thrive in their chosen fields, while emphasising hands-on training as a vital component of their education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Advanced physical facilities and equipment
- Self-motivated staff dedicated to development
- Merit scholarships and strong public image
- Convenient, accessible location
- Smart classrooms with ICT tools
- Research, innovation, and training centres
- Strong career counselling and placements
- Value-added and online certification courses
- Recognition and rewards for meritorious students
- Industry partnerships and MOUs for industrial visits
- Emphasis on knowledge and skill-based development
- Green and energy-efficient campus
- Digitised classrooms and Wi-Fi facilities
- Effective administrative policies and mentorship programs
- Eco-friendly campus
- Industry-Academia collaboration
- Quality assurance through IQAC
- Constant Endeavor to upgrade quality

Institutional Weakness

- Improve collaboration with foreign universities to enhance global exposure and research opportunities.
- Enhance regional diversity of faculty members to promote cross-cultural exchange of ideas and best practices.
- Increase exposure to industries by partnering with more companies and institutions outside the

immediate area.

- Allow for more academic freedom in curriculum design to encourage innovative teaching and learning methods.

Institutional Opportunity

- Achieving autonomous status can overcome limitations of current affiliation system, opening more research funding opportunities
- Leveraging alumni network and autonomy can contribute to institutional growth and research funding opportunities
- Increase MOUs with industries and reputed universities for more exposure
- Encourage faculty to acquire Ph.D. qualification and guide approval
- Increase student participation in start-ups and national level programs
- Implement hybrid teaching methodology to reach broader student base
- Initiate NEP programs and interact with foreign universities through online platforms
- Tie-up with research labs to promote knowledge industrial centres of excellence

Institutional Challenge

- Enhancing faculty/student exchange programs with reputed national and international organisations.
- Attracting more research funding from organisations such as DST, DIT, UGC, AICTE, DRDO, and ISRO.
- Focusing on transforming students into entrepreneurs and specialised technocrats.
- Addressing the issue of unequal competition caused by the establishment of more higher educational institutions, private, and deemed universities.
- Addressing the quality of student intake in certain departments due to fluctuations in the job market.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

At EASA College of Engineering and Technology, The curricula for the seven undergraduate and seven postgraduate programs of engineering have been formulated in accordance with the guidelines of AICTE, affiliating university and is in tune with the vision and mission of the Institution. Considering the technological advancements, the curriculum for the undergraduate programs of engineering is shaped in the form of Humanities, Basic and Engineering Sciences, Mathematics and Professional Core. The institution practices Outcome Based Education (OBE) and Revised Bloom's Taxonomy (RBT) while planning and delivering the content.

To ensure effective curriculum delivery, the Institute prepares a well-planned action plan and academic calendar that adheres to university norms and department requirements. Faculty members prepare lesson plans, notes, PowerPoint slides, course assessment sheets, and question banks in advance . Student-centered teaching methods that incorporate Information and Communication Tools (ICT) are used to ensure that students have access to lesson notes, handouts, and question banks.

To maintain a well-organized approach to the curriculum, the faculty prepares course folders for all programs that include a syllabus, timetable, course objectives and outcomes, CO-PO mapping, course materials, video lectures, tutorial sheets, assignments, and completion status. The Institute maintains records such as lab manuals, mentoring records, and attendance records and incorporates effective training methods into the curriculum to develop the life skills and soft skills of the student fraternity.

To enrich the curriculum, the Institute 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. Additional add-on or certificate programs are offered, and e-materials are provided to students.

Internal exams are conducted according to schedule to assess course outcomes. The Internal Quality Assurance Cell (IQAC) performs academic audits to ensure that the curriculum meets the Institute's standards. The Institute has a well-designed feedback system for the curriculum and its delivery from students, teachers, employees, and alumni.

To enhance student knowledge and exposure, the Institute organizes expert guest lectures, workshops, national and international conferences, and seminars frequently. This helps students acquire knowledge and develop skills beyond their prescribed curriculum.

Teaching-learning and Evaluation

EASA College of Engineering and Technology is dedicated to developing responsible citizens through excellent education and research in engineering, computer applications, and business management. The college has designed and executed a thorough teaching, learning, and evaluation process to help students learn the latest technology and gain expertise in their respective fields.

Admission procedures are transparent, and students come from diverse ethnic, cultural, religious, and linguistic backgrounds. The college hires highly qualified and experienced faculty members who are passionate about teaching and learning and follow AICTE and Anna University norms. Faculty members are assigned subjects based on their competency, specialization, and experience and receive training through Faculty Development Programs (FDP) , "Naan Mudhalvan" program before the start of each semester.
Innovative teaching and learning processes are used, including ICT tools, modern pedagogical techniques, and project-based labs. Advanced learners are encouraged to attend technical events off-campus to gain exposure to

entrepreneurship development initiatives. The college provides psycho-social support through individual and group mentoring with professional counselors.

An outcome-based education approach is followed, with program educational objectives (PEOs), program outcomes, and course outcomes defined well in advance. Before the start of each semester, faculty members prepare detailed lesson plans, course assessment sheets, question banks, and other relevant materials. They use ICT tools, modern pedagogical techniques, and project-based labs to deliver the curriculum effectively.

Remedial classes are conducted for slow learners, and feedback is collected from all students to identify any deficiencies in the teaching-learning process and take appropriate corrective measures. The institution states and displays program and course outcomes on its website and communicates them to teachers and students. The internal assessment is transparent and robust in terms of frequency and mode, and there is an efficient mechanism in place to handle internal and external examination-related grievances in a transparent and time-bound manner.

Research, Innovations and Extension

The campus environment at EASA College of Engineering and Technology is conducive to research, innovation, and extension activities. The faculty and students are educated about ethical codes that must be followed during research through regulations and awareness programs. The institution established a Research facility to focus on scientific and industrial research across various fields. This provides technical requirements and equipment on campus to bridge the gap between academia and industry.

The institution has organized 51 seminars, workshops, and faculty development programs on research methodology, intellectual property rights, and entrepreneurship in the past five years. It has received funding totaling 35 lakhs from both government and non-government organizations for 6 consultancy projects.

Seed money is granted to both faculty members and students to promote innovation on campus. Academic research at the institution has resulted in 49 journal publications, 9 book chapters, and prestigious conference proceedings in the past five years. Scopus, Web of Science, and UGC care list all indicate a high level of research publication quality.

In the past five years, NSS has conducted over 60 extension and outreach programs in collaboration with industry, community, and non-government organizations. Students have participated in extension activities related to Swachh Bharat, gender issues, medical camps, and other social issues.

The institution has collaborated on over 76 research, faculty exchange, and student exchange/internship projects in the past five years. Thirty-one operational Memorandums of Understanding provide students with opportunities for field projects, placement training, and internships.

Infrastructure and Learning Resources

EASA College of Engineering and Technology boasts a state-of-the-art infrastructure and learning resources that sets it apart from other institutions. Located in the plush and serene foothills of the Western Ghats, the institution offers an environment that is green, eco-friendly and conducive for overall development of the student fraternity. The institute adheres to the guidelines set by AICTE and Anna University to continually

improve its facilities for effective teaching and learning.

ECET has an abundance of well equipped smart classrooms, seminar halls, furniture and equipment, laboratories, auditoriums, hostels, canteens, transportation facilities, 100 Mbps internet facility with Wi-Fi connectivity, and a modern library with ILMS. The college has well equipped central library with the collection of 22342 volumes of textbooks in 11824 titles and subscribed 135376 E-Journals, 8119 E-Books and also 54 printed Journals & 142 Magazines Additionally, the infrastructure is utilized beyond regular college hours to conduct certificate courses, co-curricular and extracurricular activities, parent-teacher meetings, campus recruitment training classes, seminars, and conferences.

ECET also provides adequate facilities for cultural activities, sports, indoor and outdoor games, including a fully equipped gymnasium, fitness zone, and yoga center. Most classrooms and seminar halls are equipped with ICT tools. The college has a wide range of outdoor courts and fields for various sports such as basketball, badminton, football, cricket, Kabaddi, handball, hockey, and volleyball.

ECET has seven computer laboratories with a 3:1 Student:Computer ratio connected through LAN, along 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. Periodic maintenance and repairs are carried out on all buildings.

The college has its mechanism for water storage and supply, with uninterrupted water supply from its own bore well. The college has two backup generators that provide backup power to labs and classrooms in case of power outages. The College strives towards building an eco friendly and sustainable campus with usage of renewable energy and ban on plastics among other initiatives.

Student Support and Progression

The institute employs various measures to ensure social inclusion, such as financial incentives, welfare measures, scholarships known as ‘EASA Merit Scholarship’ and awards. Students are also given academic support and guidance to excel in their studies and competitive exams. Remedial classes and bridge courses are provided to assist slower learners. Co-curricular, extra-curricular and sports activities are conducted to promote overall development.

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

The Placement and Training department offers placement services to students, preparing them for interviews and group discussions, and ensuring they secure positions in reputable companies through campus recruitment. The institute has an impressive record of over sixty university ranks and gold medals. The college actively promotes sports and cultural activities and has an effective NSS unit.

It also has various mechanisms in place to ensure student welfare, such as Students’ Grievances Cell, Anti-Ragging Cell, Sexual Harassment Prevention Forum, Women Empowerment Cell and Internal Compliance Cell, and an online grievance portal on the college website. The college ensures prompt payment of

SC/ST/OBC scholarships provided by the state and central governments. An alumni meet is also conducted every year to involve alumni in the institute's activities.

Governance, Leadership and Management

EASA College has a well-defined organizational structure that enables the implementation of policies set forth by the management committee and governing council. This implementation is accomplished through the Principal's leadership and the support of the department heads and committees established for specific purposes. Faculty members play an active role in the institute's participative management by participating in various committees, including the Governing Council, Academic Council, and Board of Studies. The Institute also promotes decentralization by allowing representatives of faculty, non-teaching staff, and students to participate in various institution committees.

To keep up with technological advances, the institute has adopted Palpap ERP software for e-governance purposes, including admissions, finance and accounts, and examinations. The Institute also implements several welfare measures for its faculty and staff, such as Gratuity, maternity leave for women, provident fund, and financial support for higher education.

Faculty members are encouraged to attend various development programs, such as refresher courses, workshops, and conferences, to ensure their professional growth. The Institute supports faculty members financially by providing on-duty, traveling allowances, daily allowances, and registration fees, among other things. Additionally, The Institute conducts professional development programs for teaching faculty and administrative/technical training programs for non-teaching staff.

The institute provides its faculty with the opportunity to enhance their educational qualifications by offering academic leave with pay, reducing their workload, and adjusting their timetables. The Institute also has a well-defined performance appraisal system for 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, structure, etc., and introduces new courses with the aim of enhancing the quality of placements and developing students' knowledge, skill sets, and overall personality.

The Institute has formulated a strategic plan and continues to implement it for its overall development. This plan serves as a guide for all aspects of the institute's operations. The Institute'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 motivates and encourages its faculty and staff.

Institutional Values and Best Practices

At EASA College of Engineering and Technology, we prioritize creating an inclusive, sustainable, and high-quality educational environment. Our core values of Discipline, Smart-Work, Team Spirit, Engineering Excellence and Continuous Learning, Design Thinking and Frugal Innovation (Jugaad), Contribution to Society, Diversity, and Inclusion and Entrepreneurial Leadership guide our practices and initiatives towards these goals.

Gender equity is crucial in ensuring equal opportunities and respect for everyone on campus. We provide

education and training to staff and students on gender bias and discrimination to promote gender equity.

Celebrating commemorative days, such as International Women's Day, World Environment Day, and Engineer's Day, raises awareness and promotes inclusion in our diverse campus community.

Sustainability is essential to responsible campus operations. We implement sustainable practices such as recycling programs, energy reduction, and renewable energy sources, and regularly conduct quality audits to improve programs and services.

Diversity and inclusion are integral to fostering a welcoming environment for people of all backgrounds. We promote diversity and inclusion through multicultural events and mentorship programs for underrepresented groups.

Experiential learning is a distinctive approach to education that emphasizes practical, hands-on learning. We incorporate experiential learning into our curriculum to provide real-world project opportunities and practical experience in students' fields.

Our best practices include holistic development through club activities and social and environmental consciousness through green initiatives. Club activities provide technical and soft skill development opportunities, promoting growth, exploration of interests, and critical thinking. We have established eleven clubs, which have been successful in developing new skills and networking opportunities for students.

We also prioritize sustainability through green initiatives, such as sustainable construction practices, solid waste management programs, and energy and water conservation. Our eco-friendly campus is plastic-free, with green areas, and regularly conducts environment and energy audits. Students and staff are encouraged to contribute to these initiatives through energy studies, solar energy systems, and environmental awareness seminars and workshops.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	EASA COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	NH47, PALAKKAD MAIN ROAD, NAVAKKARAI
City	Coimbatore
State	Tamil Nadu
Pin	641105
Website	www.easacollege.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Robert Kennedy Z	0422-4214878	9994024000	-	easaprincipal@gmail.com
IQAC / CIQA coordinator	P Sampath	0422-4214660	7904721785	-	drsampath.easa@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 minroity institution	No

Establishment Details

State	University name	Document
Tamil Nadu	Anna University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
AICTE	View Document	17-07-2022	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	NH47, PALAKKAD MAIN ROAD, NAVAKKARAI	Rural	10.02	23360

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	BTech,Agricultural Engineering	48	HSc	English	60	52
UG	BE,Electronics And Communication Engineering	48	HSc	English	60	53
UG	BE,Mechanical Engineering	48	HSc	English	60	18
UG	BTech,Information Technology	48	HSc	English	60	60
UG	BE,Computer Science And Engineering	48	HSc	English	60	59
UG	BTech,Artificial Intelligence And Data Science	48	HSc	English	60	46
UG	BE,Computer Science And Engineering Cyber Security	48	HSc	English	60	43
PG	ME,Electronics And Communication Engineering	24	BE. B.Tech. in Relevant Discipline	English	18	1
PG	ME,Electronics And Communication Engineering	24	BE. B.Tech. in Relevant Discipline	English	18	3

PG	ME,Mechanical Engineering	24	BE. B.Tech. in Relevant Discipline	English	18	4
PG	ME,Computer Science And Engineering	24	BE. B.Tech. in Relevant Discipline	English	18	4
PG	MBA,Master Of Business Administration	24	Any Degree	English	60	60
PG	ME,Civil Department	24	BE. B.Tech. in Relevant Discipline	English	18	8
PG	ME,Civil Department	24	BE. B.Tech. in Relevant Discipline	English	18	6

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				5				4				99
Recruited	3	2	0	5	3	1	0	4	55	44	0	99
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				10
Recruited	2	8	0	10
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				6
Recruited	3	3	0	6
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	2	0	1	1	0	4	2	0	13
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	0	0	0	1	2	0	51	38	0	92
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	188	16	0	0	204
	Female	40	2	0	0	42
	Others	0	0	0	0	0
PG	Male	18	30	0	0	48
	Female	12	56	0	0	68
	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	41	45	10	28
	Female	26	4	10	12
	Others	0	0	1	0
ST	Male	5	1	0	4
	Female	0	0	0	0
	Others	0	0	54	0
OBC	Male	173	93	23	112
	Female	57	35	0	45
	Others	0	0	0	0
General	Male	36	26	47	75
	Female	24	30	48	57
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		362	234	193	333

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	EASA College of Engineering and Technology offers various engineering and management programs, providing multidisciplinary education in different streams. The programs follow the Choice Based Credit System (CBCS) structure, where each course has a specific number of credits and is designated as Core, Professional Elective, Open Elective, Skill-Based, or Value-Based. The PG and UG programs incorporate experiential learning through projects, field trips, study tours, and internships. All UG students are required to take a course on environmental studies to raise awareness about environmental issues and promote eco-consciousness. As an affiliated institution, the college follows the

	guidelines established by the parent university regarding entry-level requirements and the duration of the programs. Research students are encouraged to conduct multidisciplinary research to identify the best solutions to present-day problems and challenges. Each program includes a non-major elective course that allows students to gain exposure to a multidisciplinary education in a different domain. The university determines the norms and authorizes each program offered by the college, limiting the institution's ability to permit repeated admissions and exits. However, the diverse goals of various courses and the scope of different programs contribute to the students' overall growth.
2. Academic bank of credits (ABC):	ECET provides its undergraduate and graduate degree students with the option to leave and rejoin their programme within a specific time frame. However, as an affiliated institution, the college must comply with the guidelines set by the university. The college has initiated the registration process for ABC and encourages its faculty to suggest improvements to the curriculum. Senior educators who serve as Chairpersons or Members of the University's Board of Studies make recommendations for curricular enrichment. To participate in the Academic Bank of Credits, each student must have access to an individual Academic Bank Accounting digital form and a unique ID (SOP). The ABC Regulations aim to facilitate blended learning by allowing students to obtain credits from various HEIs registered under this scheme and through an online library of courses like SWAYAM and NPTEL. The college emphasizes learner-centered teaching and encourages instructors to experiment with new approaches. Additionally, teachers are free to access any book or material related to the topics prescribed in the syllabi and to provide additional resources and reading materials. The assessment criteria for both internal and external assessments is strictly in accordance with the guidelines set by the affiliating university.
3. Skill development:	The institution endeavors to enhance soft skills by organizing specialized programs on soft skill development conducted by subject matter experts. In addition to delivering the curriculum, the institution puts forth significant efforts to provide value-based education. Life skill programs are conducted to promote moral values. To foster national integration,

	significant days and events such as Republic Day, Independence Day, Constitutional Day, Voter's Day, Environment Day, and National Integration Day are observed, and competitions are conducted on these occasions to inspire and instill values in students. As part of graduation requirements, every undergraduate student enrolled in the college is expected to join one of the clubs or cells, such as NSS, YRC, Eco Club, etc. Programs on life skills such as yoga, meditation, women's safety, health, and hygiene, etc., are designed with the assistance of industry professionals who provide hands-on training.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	India possesses a vast cultural legacy, encompassing a rich history of literary works, art, traditions, language expressions, artifacts, historical landmarks, and more. In particular, language plays a crucial role in how members of a given culture interact with one another, including with family members, superiors, peers, and strangers, and it sets the tone for conversations. As such, languages are a storehouse of cultural knowledge. The college has been committed to promoting the cultural heritage and history of our country since its inception. The mandatory electives of the program primarily focus on Indian traditions, culture, philosophy, and knowledge systems. Given that it is a higher education institution, the college uses English as the primary language of instruction, while acknowledging the difficulties students face while communicating in English in the classroom. Teachers are expected to adopt a multilingual approach to instruction, considering the socioeconomic, cultural, and linguistic backgrounds of the students. The multilingual delivery approach has been found to enhance the receptive skills of the students. The bilingual delivery method is recommended in nearly all programs, particularly since most students come from rural areas, and it assists them in comprehending the subject matter. The college fosters Indian culture and customs by providing a curriculum in Indian Culture, which is an uncommon subject in the state.
5. Focus on Outcome based education (OBE):	The concept of "outcome-based education" places emphasis on the desired outcomes of a course in all of its aspects. Students enroll with the intention of mastering a particular skill or acquiring knowledge, which must be achieved by the end of the course. The learning method and pace are not predetermined,

	allowing students to choose how they want to learn. Instructors, moderators, and faculty members guide students based on the desired results. Each programme and course is accompanied by specific outcomes, which are outlined in the syllabi. The affiliating university is well-represented during the design and development of the curriculum through meetings of the Board of Studies and Academic Council, which prioritize course outcomes. In an effort to incorporate experiential learning, additional courses emphasizing practical skills, job-seeking techniques, and project work have been added to the curricula to ensure that our education is outcome-based. The university has shifted away from traditional teaching methods to focus on student-centered learning. Continuous internal assessments, such as quizzes, group discussions, seminars, peer team teaching, and assignments, are employed to evaluate students.
6. Distance education/online education:	As an affiliated institution, ECET offers only regular programmes, with no provision for remote or online learning. The college has undergone several changes in its teaching and learning methods, with the chalk-and-talk approach being the most prevalent in the past. However, with the advent of new technology, the education sector has become more digital, and the use of information and communication technology (ICT) is now being promoted in teaching and learning at our college. The college's management is continuously expanding its infrastructure and ICT capabilities to meet the increasing demand. Since the onset of the Covid-19 pandemic, the use of virtual platforms for teaching and learning has increased significantly, with many online teaching technologies being widely adopted by both teachers and students. The college has made the most of blended learning during the pandemic, combining traditional physical classes with online tests, quizzes, webinars, and assignments.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Our college ECET has an Electoral Literacy Club (ELC) that is functioning effectively with active participation from our students. The ELC carries out

	various activities to educate students on the electoral process of registration and voting, helping them become more familiar with it.
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?	The college has appointed both faculty and student members as coordinators for the Electoral Literacy Club (ELC), which also has its own representatives. The EASA ELC conducts various awareness programs by involving student participants. The following are the members of the EASA ELC: 1. Chairman 2. Faculty Coordinators 3. Department Staff Members 4. Student Representatives from each department, categorized as President, Vice-President, Secretary, and Joint Secretary.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The club conducts annual seminars to educate students about their rights and motivate them to exercise those rights by participating in elections. Additionally, the club promotes student participation in competitions organized by SVEEP (Systematic Voters' Education and Electoral Participation Program) to develop their skills and boost their confidence. Several of our students and staff members have participated in these competitions. Our staff coordinator, Mr. Ranjith Kumar G, an Assistant Professor of ECE, has taken an active role in involving students in innovative activities to promote the use of voting rights and raise awareness about the significance of voting among the general public.
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.	Annually, students are motivated to undertake mini and major projects in Electronics Vote Machine (EVM) technology. The Electoral Literacy Club (ELC) raises public awareness by creating posters and participating in competitions under the guidance of the District Collector's office.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The Electoral Literacy Club (ELC) collaborates with the District Collector's office, which also serves as the District Election Officer (DEO). The DEO periodically involves and assigns events to the club to raise awareness on the significance of voting through various programs such as rallies, surveys, and competitions.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
819	821	940	1238	1010

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

2 Teachers

2.1

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

Response: 438

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
108	125	143	159	217

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
256.02	151.53	327.24	376.28	392.88

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:

EASA College of Engineering and Technology is an affiliated college of Anna University, Chennai, and approved by the AICTE. The institution strictly follows the curriculum set by the University and employs various methods to ensure effective curriculum planning and delivery. The curriculum planning process is designed to be comprehensive and ensure that all required and elective courses are determined and faculty preferences are taken into account. The delivery methodology follows Outcome-Based Education (OBE) and Revised Bloom's Taxonomy (RBT) methodologies to ensure that students receive a well-rounded education.

Curriculum Planning:

The Academic Council, led by the Principal, determines the Institution's Academic Calendar, while each department creates its own Academic Calendar. During each semester, department heads organise an academic planning meeting to determine the required and elective courses and gather faculty preferences for the subjects they would like to teach. Timetable coordinators from each department then convene a meeting to create the timetable for their departments, taking into account the subjects taken by other department faculty.

Delivery Methodology:

The teaching faculty is responsible for creating course plans, course objectives, outcomes, mapping, video links, assignments, and other materials for the courses assigned to them. Faculty members continuously participate in workshops, FDPs, conferences, and seminars to improve their expertise and refine their teaching methods and curriculum.

Curriculum Delivery:

The academic calendar is created well in advance and posted on notice boards to provide ample time for students to plan their schedules. Internal assessments are held continuously as per the academic calendar. The academic calendar specifies the commencement and completion dates of classes, including the orientation programme, class committee meetings, commemorative days, and holidays. The academic calendar also includes information about the final semester exam and estimated dates for both practical and theory exams.

We promote the usage of different ICT tools such as smart panels, projectors and hybrid classrooms to enhance curriculum delivery. We also emphasise hands-on training in laboratories and our value added courses. Necessary supplementary laboratories and Industrial visits are planned to go beyond the curriculum to enhance the students’ understanding of the subject. The usage of the Learning Management

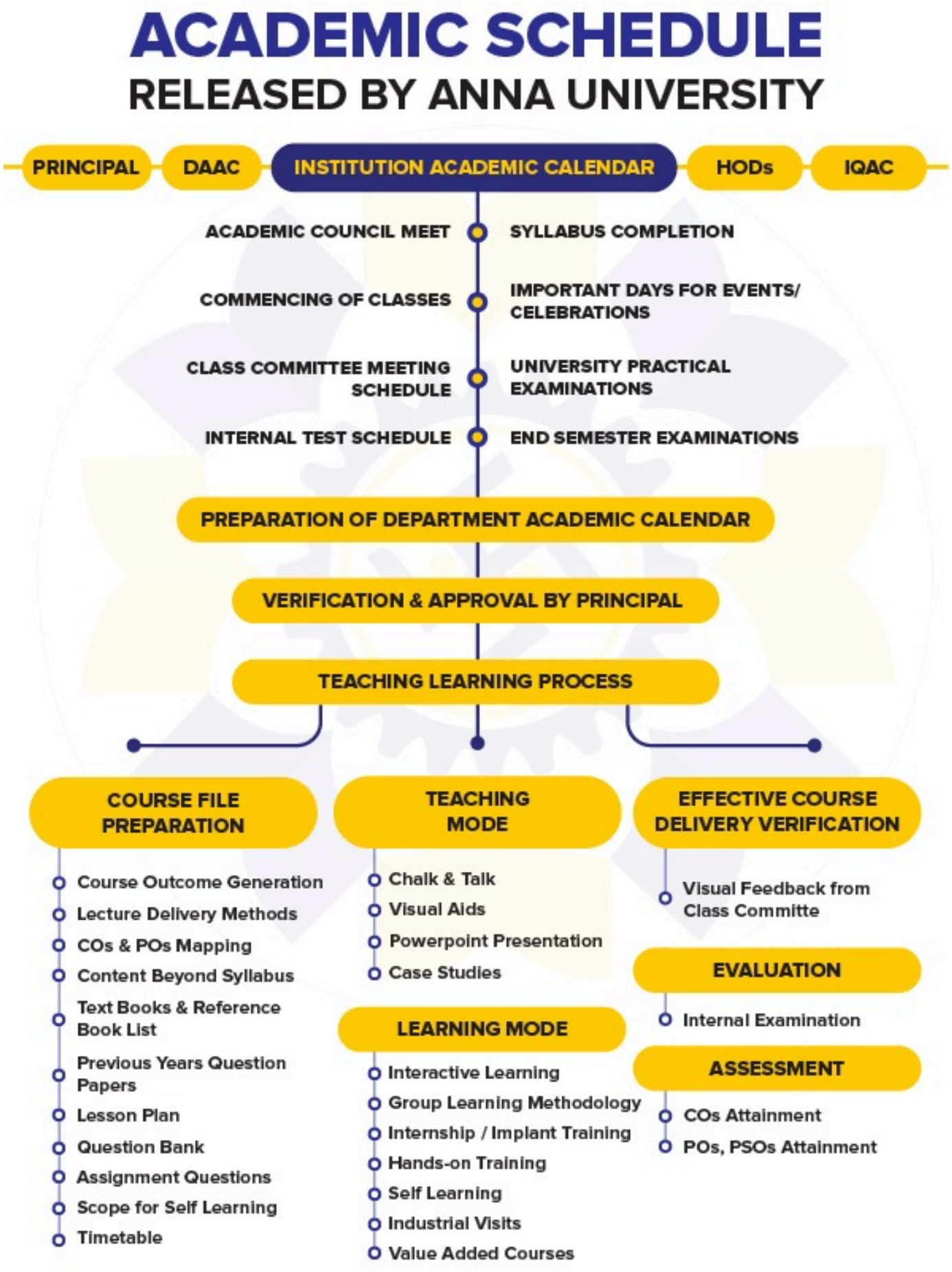
System (LMS) through our PalPap ERP is implemented to track, maintain and monitor all student records.

Internal Examinations and Assessment:

Three centralised internal tests are held per semester according to the timetable. The faculty members responsible for the course set the question papers, taking into account CO-PO mapping, Bloom's Taxonomy Level, and Performance Indicators. Through internal evaluation testing, slow learners are identified and provided with proper counselling, and remedial classes are arranged to help improve their performance.

Monitoring & Feedback Mechanism:

Feedback is an important aspect of the academic process, as it helps students and faculty to improve their performance and understanding of a subject. The institution has established a robust feedback mechanism to ensure that the teaching-learning and evaluation procedures are performed accurately. Class Committee Meetings are held twice per semester before the start of the Internal Assessment Exam to ensure that the syllabus is completed and course delivery is effective.


ACADEMIC SCHEDULE
RELEASED BY ANNA UNIVERSITY
PRINCIPAL
DAAC
INSTITUTION ACADEMIC CALENDAR
HODs
IQAC
ACADEMIC COUNCIL MEET
SYLLABUS COMPLETION
COMMENCING OF CLASSES
IMPORTANT DAYS FOR EVENTS/ CELEBRATIONS
CLASS COMMITTEE MEETING SCHEDULE
UNIVERSITY PRACTICAL EXAMINATIONS
INTERNAL TEST SCHEDULE
END SEMESTER EXAMINATIONS
PREPARATION OF DEPARTMENT ACADEMIC CALENDAR
VERIFICATION & APPROVAL BY PRINCIPAL
TEACHING LEARNING PROCESS
COURSE FILE PREPARATION
Course Outcome Generation
Lecture Delivery Methods
COs & POs Mapping
Content Beyond Syllabus
Text Books & Reference Book List
Previous Years Question Papers
Lesson Plan
Question Bank
Assignment Questions
Scope for Self Learning
Timetable
TEACHING MODE
Chalk & Talk
Visual Aids
Powerpoint Presentation
Case Studies
LEARNING MODE
Interactive Learning
Group Learning Methodology
Internship / Implant Training
Hands-on Training
Self Learning
Industrial Visits
Value Added Courses
EFFECTIVE COURSE DELIVERY VERIFICATION
Visual Feedback from Class Committe
EVALUATION
Internal Examination
ASSESSMENT
COs Attainment
POs, PSOs Attainment

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 73

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

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 70.42

1.2.2.1 **Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
501	639	743	898	619

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 into the Curriculum

Response:

At EASA College of Engineering and Technology, there is a strong focus on enhancing the university curriculum in a way that integrates students' academic and general growth. This is achieved by incorporating intersecting concerns related to gender, the environment and sustainability, human values,

and professional ethics into the curriculum.

Courses offered:

Students enrolled in various engineering programs have the opportunity to take university courses in fields such as Environmental Science and Engineering, Disaster Management, Human Rights, Intellectual Property Rights, Solar and wind energy engineering, Bio Energy Resource technology, Agricultural waste management, Management Principles, Total Quality Management, Professional Ethics in Engineering, and Renewable Energy Sources that are relevant to these cross-cutting concerns.

Community and Gender Equity:

In addition to these academic offerings, our institution also has a number of student organizations that provide students with opportunities to socialize, demonstrate their academic skills, and participate in extracurricular activities that benefit the community. For example, our students take part in the National Service Scheme (NSS) and other charitable activities that give back to the community. We also observe Women's Day in order to promote women's empowerment goals among our student body. This includes inviting important members of our society to present special talks on the advancement of women and holding activities to raise awareness about women's empowerment. These activities are enthusiastically attended by both students and faculty.

Human Values:

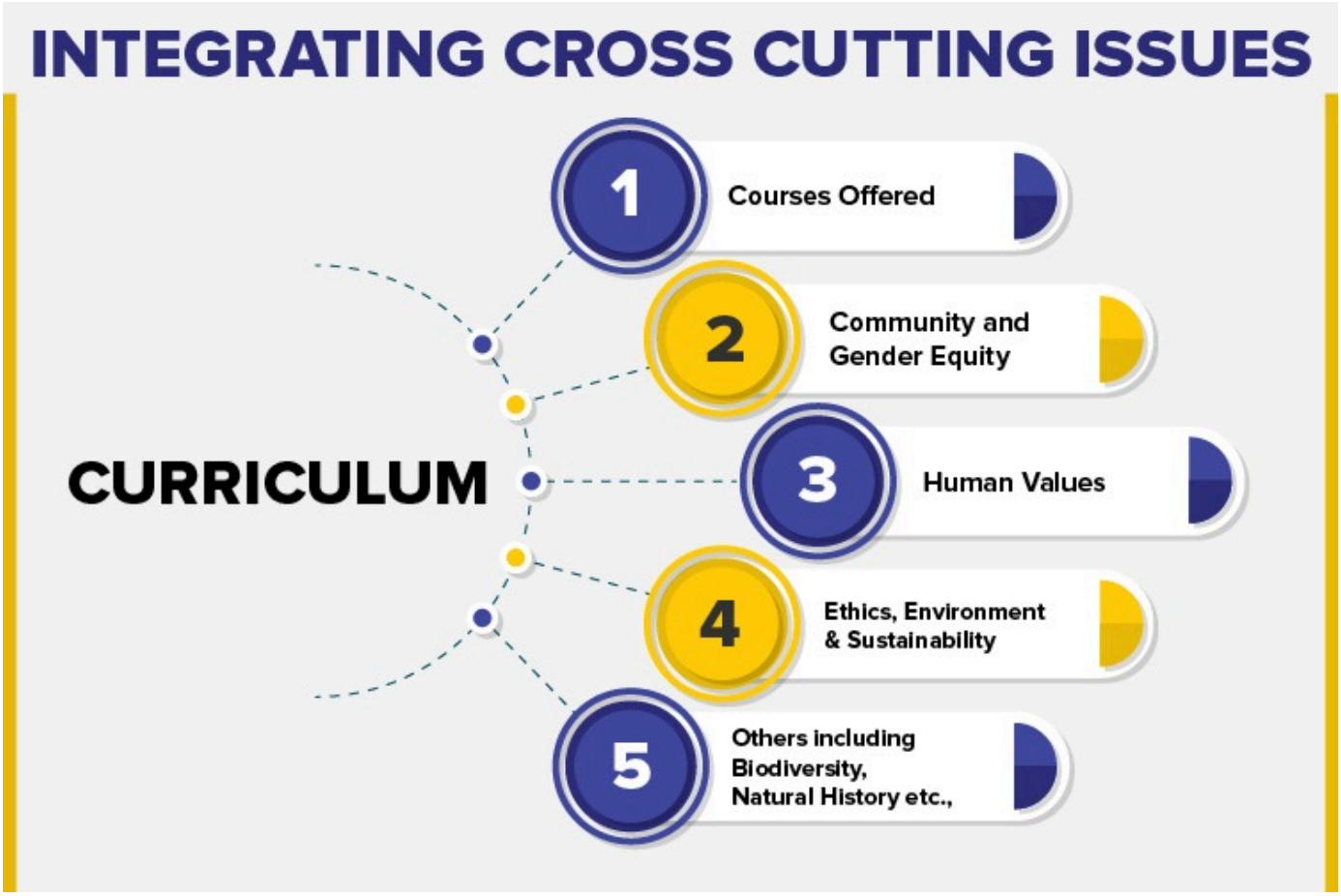
The curriculum at our institution is designed to prepare students for the constantly shifting demands of society. For example, a course on "Disaster Management" is available to students in the Civil Engineering department, which is pertinent to human values. Students are able to understand the value of human life during times of natural disasters, and they learn about the relationship between disasters and progress. The course also provides students with a range of modernized suggestions for newly established catastrophe management strategies.

Ethics, Environment and Sustainability:

In the Computer Science and Engineering programme, students are exposed to the "Principles of Management" that are pertinent to professional ethics. The course covers numerous planning tools and organizational methods, and students learn about cutting-edge methods used in firms for human resource management. Similarly, the "Environmental Science and Engineering" course is taught to Mechanical Engineering students with a strong emphasis on environmental and sustainability concerns. Students study solutions to environmental issues that society faces using science, technology, economics, and politics.

Other Cross Cutting issues addressed:

In addition to these courses, students have access to related topics such as biodiversity and natural history, and they can participate in fieldwork and field surveys as short-term projects. Furthermore, our institution has a language lab to help students improve their fundamental language skills, and students are given short-term research projects by various academic departments under the supervision of lecturers. To ensure that our students are well-prepared for the demands of industry, many departments at our college offer planned, well-focused training sessions at the industrial level. These sessions provide students with the skills and knowledge they need to succeed in their chosen field.



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

Response: 66.18

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

Response: 542

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

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 50.6

2.1.1.1 **Number of students admitted year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
362	234	193	333	434

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
543	543	543	678	768

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

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 43.18

2.1.2.1 ***Number of actual students admitted from the reserved categories year - wise during the last five years***

2021-22	2020-21	2019-20	2018-19	2017-18
246	164	98	196	202

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

2021-22	2020-21	2019-20	2018-19	2017-18
370	370	370	463	525

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

2.2 Student Teacher Ratio

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

Response: 7.58

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 using ICT tools

Response:

EASA College of Engineering and Technology has adopted various student-centric methods to create a conducive learning environment and provide a seamless transition from traditional classroom learning to innovative tools.

Experiential Learning:

Experiential learning plays a significant role in promoting practical exposure for students, and EASA offers

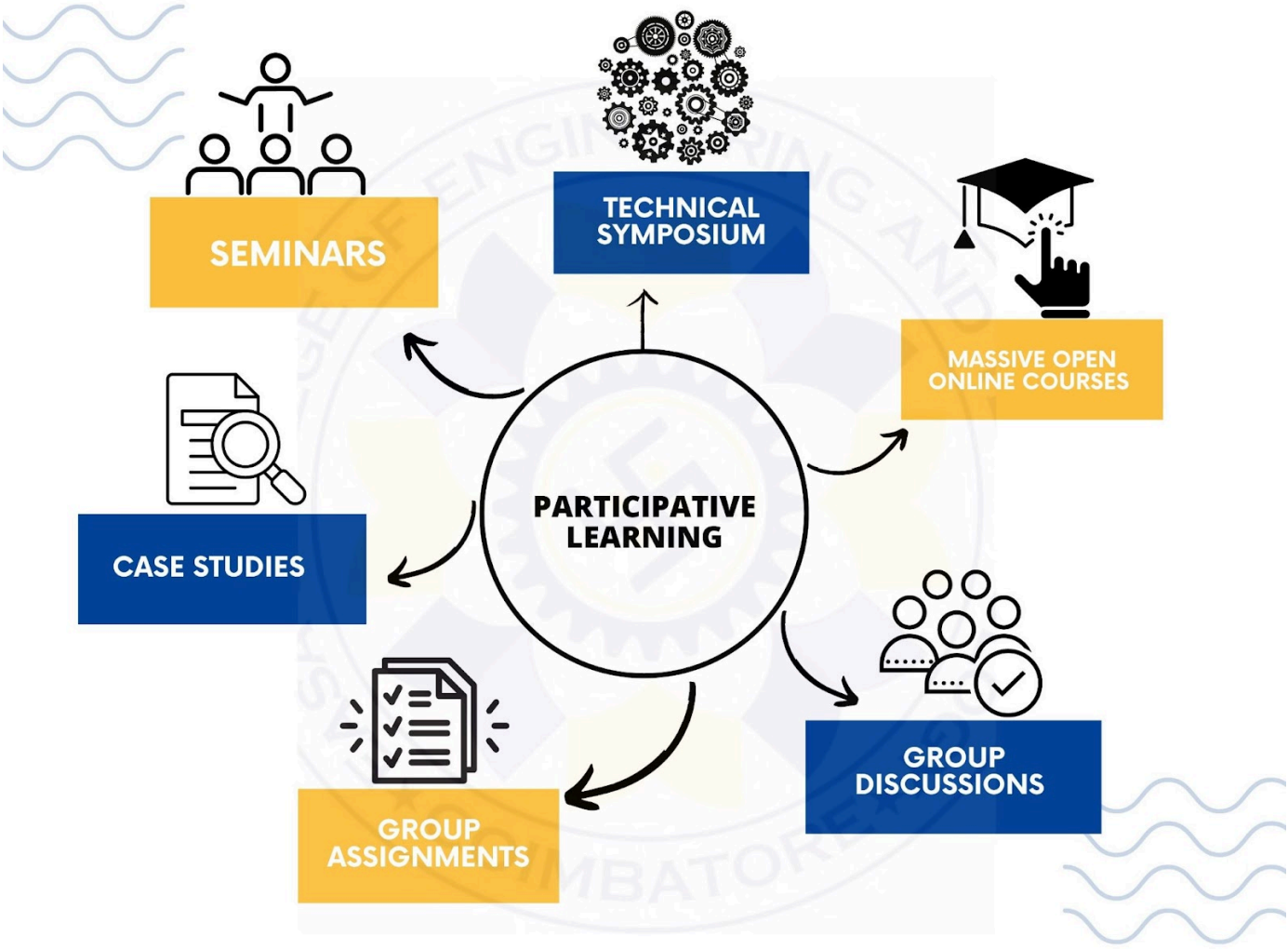
- Laboratory and workshop experiences that allow students to observe and apply theoretical knowledge with relevant tools and equipment.
- Industrial and field visits are another way to provide practical exposure to real-world scenarios, enhancing students' learning experience.
- Internship and in-plant training are practical learning experiences that help students apply theoretical knowledge to real-world situations and explore potential career paths in a specific industry.
- The usage of a Maker Space equipped with tools such as 3D printers, Arduino kits, Raspberry Pi kits, and basic tools helps students get hands-on experience and enables rapid prototyping.

- Mini-projects and major projects allow students to apply concepts learned in coursework and engage in comprehensive and in-depth research, planning, and execution.
- Real-world examples showcase how theoretical knowledge can be connected to practical situations
- Model-based learning encourages students to prepare models in the classroom to improve cognitive life skills and understanding of engineering phenomena.

Participative Learning:

- Workshops, seminars, and technical symposiums, promote critical thinking, teamwork, collaboration, and peer learning.
- The institution encourages self-learning through certification programs on various online MOOCs platforms,

- Group discussions on emerging topics in engineering
- Role-playing using design thinking methodology to understand the complexities of engineering from different perspectives and stakeholders.
- Group assignments also help promote teamwork, critical thinking, and effective problem-solving.

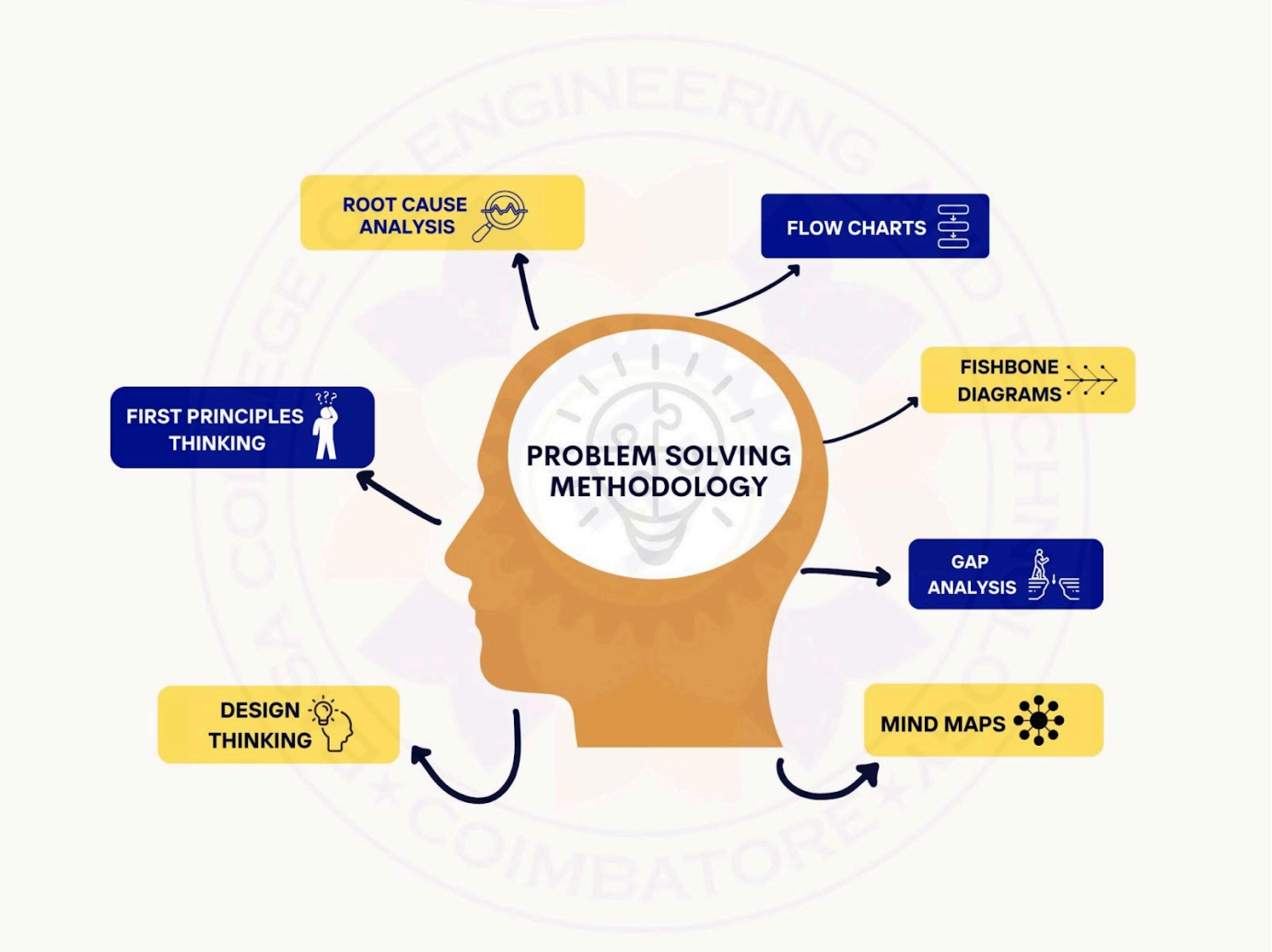


Problem-Solving Methodologies:

Problem-solving methodologies are incorporated into the curriculum to promote a problem-solving approach that involves empathy, creativity, and iteration to generate innovative solutions, including

- Design thinking
- First principles thinking

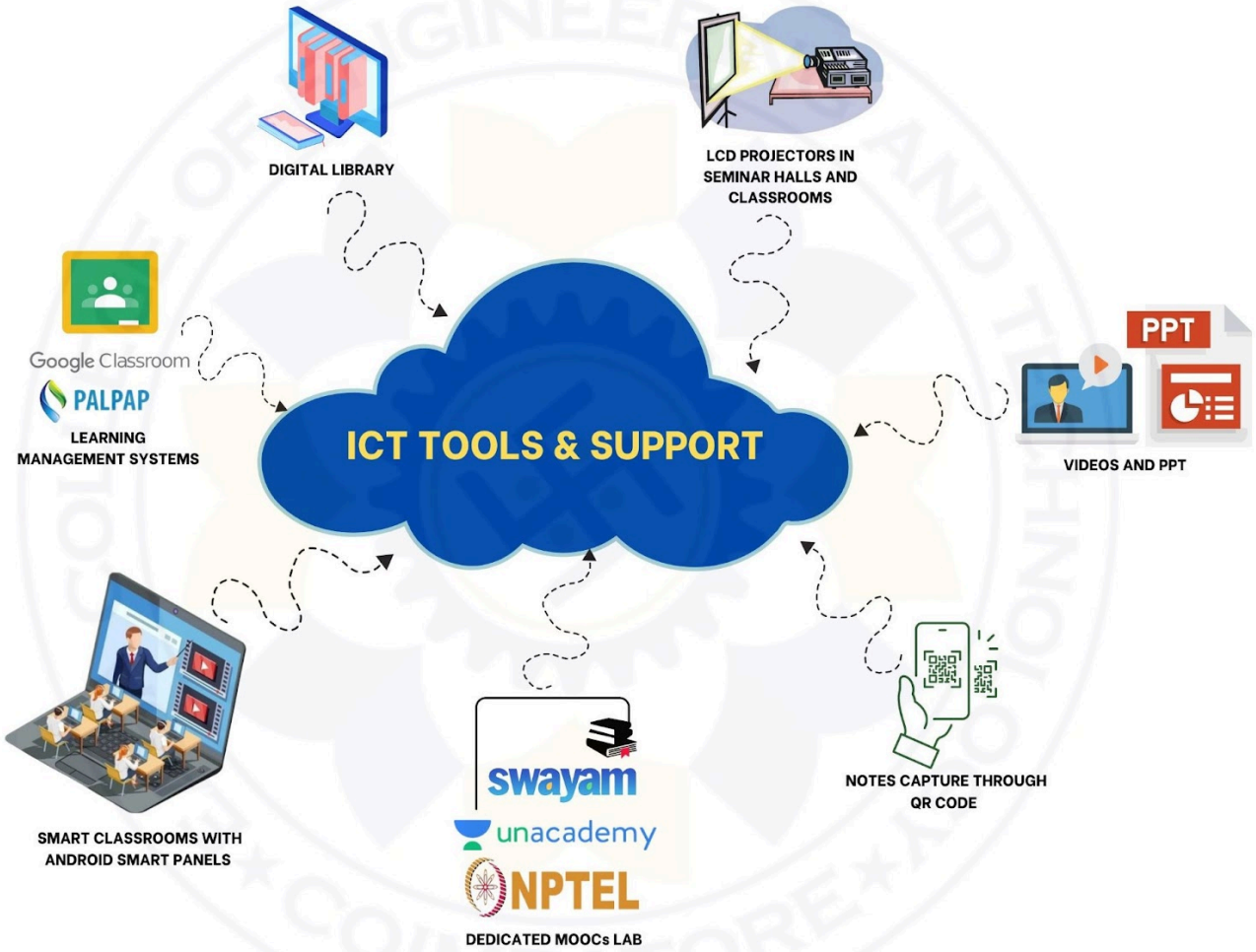
- Root cause analysis
- Flow charts
- Fishbone diagrams
- Mind maps
- Gap analysis



ICT Tools and Support:

EASA also provides various ICT tools and support, such as

- Smart classrooms equipped with android smart panels (BenQ re6501 65”) which have features such a
- Hybrid classrooms that allow students to join both physically and virtually are also available.
- The institution also uses Learning Management Systems (LMS) such as PalPap ERP, Google Classrooms, and Google Meet
- Laptop computers for faculty to carry and transfer course materials
- Dedicated lab to promote online course certifications from SWAYAM and Unacademy
- Easy access to multimedia resources, online course materials, NPTEL videos, animations, quizzes, and GATE questions
- Retrieval access to faculty video lectures on important topics through QR codes.



Hybrid Learning:

During the pandemic, EASA shifted from traditional physical classrooms to online platforms such as Google-Meet led 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 / required positions for teaching staff/ full time teachers year wise during the last five years:**

2021-22	2020-21	2019-20	2018-19	2017-18
108	125	143	159	217

File Description	Document
Upload supporting document	View Document

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

Response: 6.78

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
13	17	7	6	8

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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 plays a crucial role in evaluating the academic performance of students.

- The internal assessment mechanism comprises two continuous internal assessment tests and a model examination.
- The tests are 1.5 hours long and carry a weightage of 50 marks, while the model examination is 3 hours long and carries a weightage of 100 marks.
- The schedule for these assessments is set by the affiliating university and is made available to students via the academic calendar, notice boards, and other communication channels.

Question Paper Setting and Correction:

The format of the question paper and syllabus for these assessments is discussed in the classroom, ensuring that students are well-prepared. Furthermore, the question papers are verified by the Internal Quality Assurance Cell (IQAC) co-coordinator and the Head of the Department (HoD) to identify and rectify any errors or ambiguities in the questions.

The faculty prepares the answer key for the assessments along with the mark allocation, which is displayed on the notice board for the benefit of students. The corrected answer scripts are returned to students within two working days, and any deviations in the awarding of marks are rectified by the faculty. The mark lists are also sent to parents by post to ensure transparency. In cases where a student is unable to attend the assessments due to medical grounds or other valid reasons with prior permissions, a retest is conducted.

External Assessment Mechanism:

If a student is not satisfied with the end semester exam results published by the university, they can request a photocopy of the evaluated answer script. If a student is still not satisfied with the awarded marks, they can apply for reassessment of the answer script after consulting with the faculty member. If the student is still not satisfied with the second assessment, they can apply for a challenging valuation.

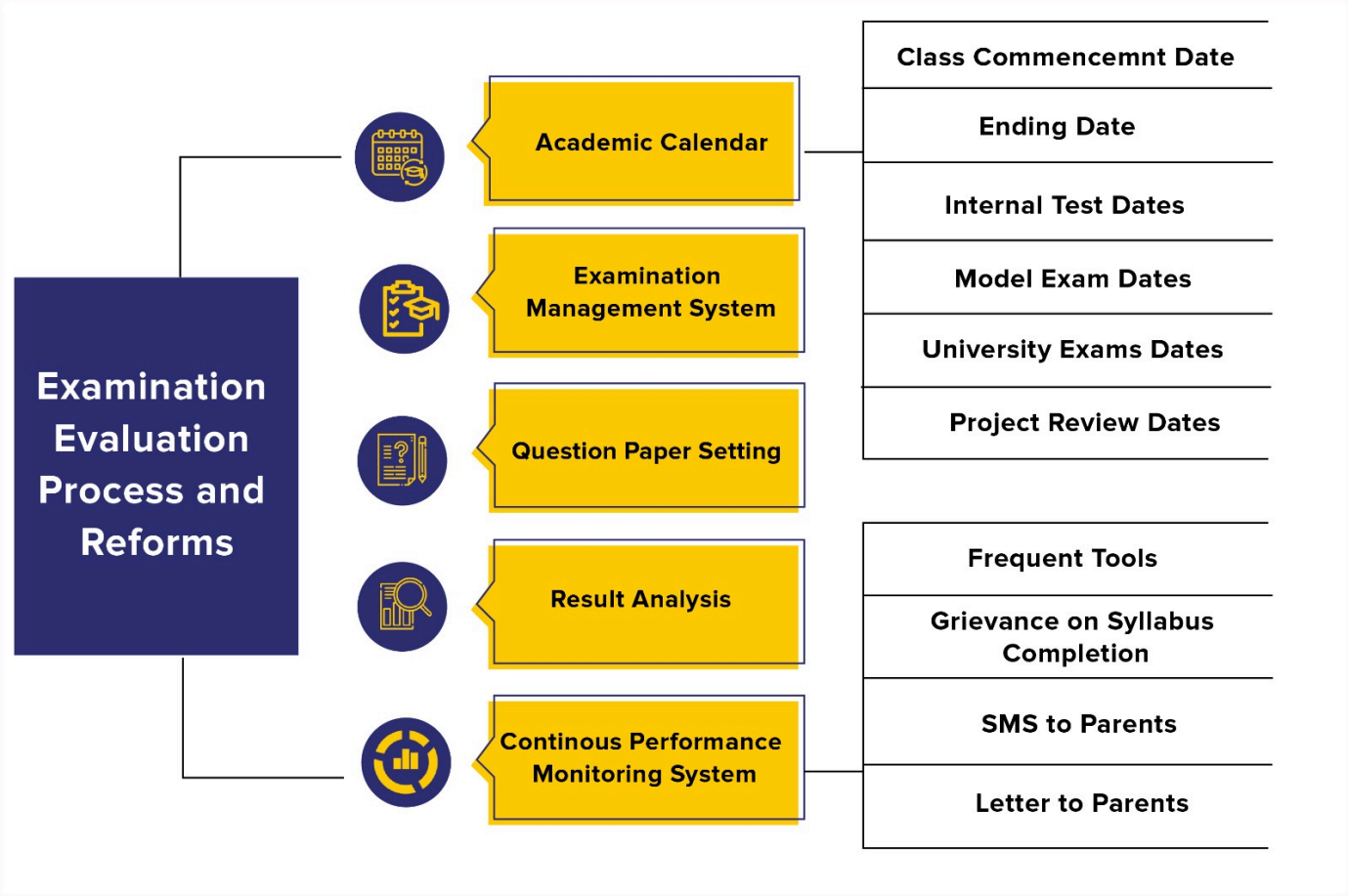
Grievance Redressal System:

To ensure that the grievances of students are addressed in a timely and effective manner, a Grievance Redressal Committee is in place. The committee is made up of the Principal, Dean, and HoD. The cell provides a platform for students to express general and personal grievances, through various channels such as mentor-mentee meetings, class committee meetings, suggestion boxes, and feedback from parents.

Continuous Performance Monitoring:

Mentor-mentee meetings are conducted twice a month and consist of 10 to 15 students per faculty member. Class committee meetings are conducted thrice a semester and comprise a chairperson from another department, members of the subject handling faculty, and six students from the class. These meetings are student-centric and allow students to express their grievances before the chairperson and committee members. Results are analyzed periodically to segment students accordingly and provide meaningful feedback to students across different score percentiles.

All relevant suggestions from different channels such as suggestion box, parent-teacher meetings, result analysis and Grievance redressal system are conveyed to the management for expedited action.



File Description	Document
Upload 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 and attainment of POs and COs are evaluated

Response:

Our institute is affiliated to Anna University, Chennai. The Course Outcomes (COs) and Program Outcomes (POs), are well defined and specified in the University Curriculum. COs are also reformed on considering the vision and mission statement of the college and the syllabus content, by the competent persons. The COs and POs are posted in the website. COs are also stated in the question papers framed for Continuous Internal Assessment test (CIA) to make students aware of the COs concerning every subject. The COs and POs are kept in the course file. COs are mapped with POs and PSOs in the scale of 1 to 3, 1 being the slight (low), 2 being moderate (medium) and 3 being substantial (high).

Attainment of Course outcomes:

Attainment of course outcome is assessed from the following.

1. Continuous Internal Assessment tests & Model Examination (CIA & ME) and assignment Marks.
2. Marks obtained in the End Semester University Examination.
3. The attainment level is calculated for the Internal and External examinations by considering the number of students who scored 50% and above.
4. The level of particular CO attainment is the ratio of average marks scored by the students and the total mark of the particular CO. The attainment levels are as follows.

Attainment Level:

Level 1 - 50% to 60% of students passed (50%)

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 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. Continuous Internal Assessment Mark & Assignment

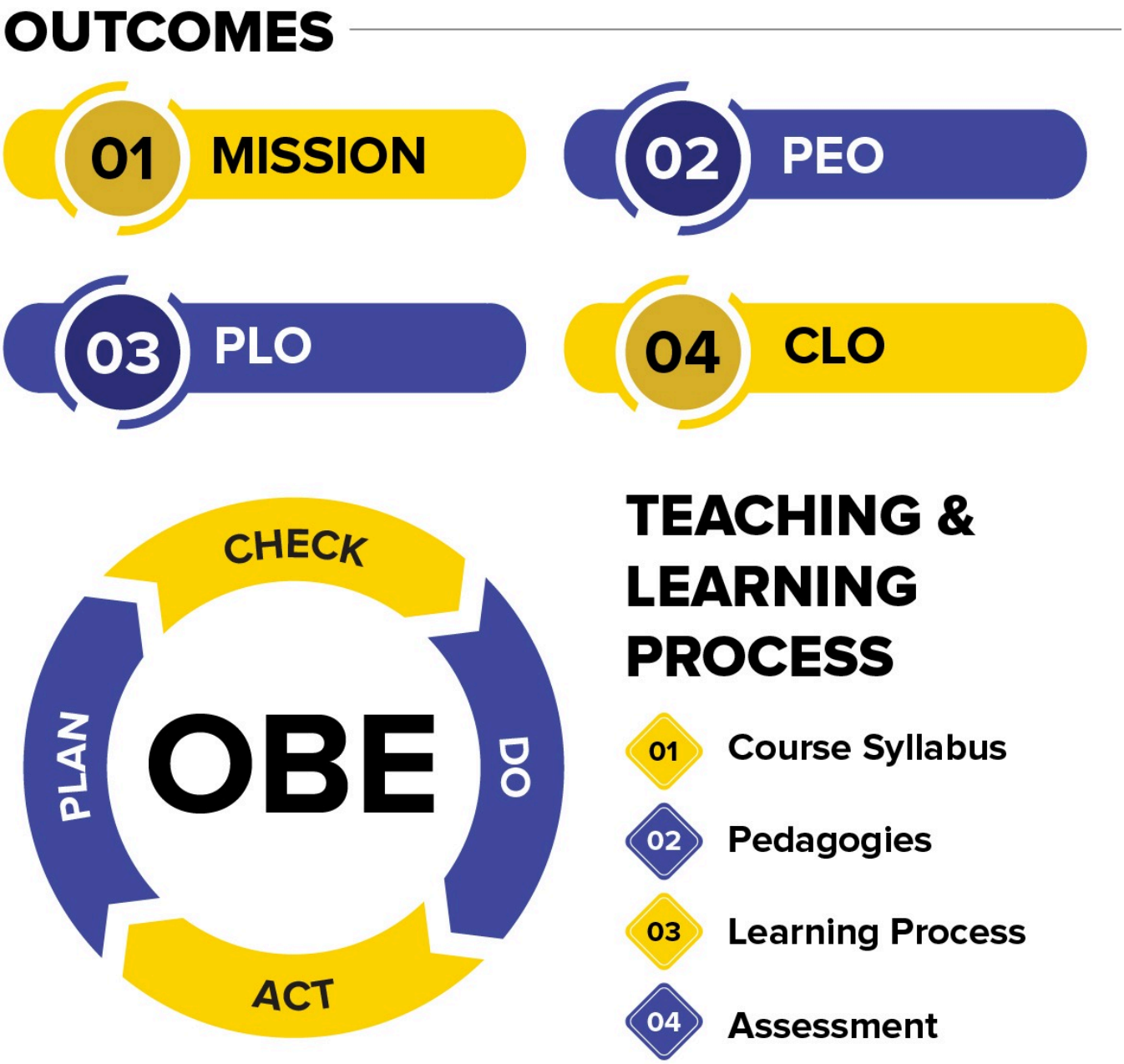
2. End Semester Examinations

- 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.
- Average of all PO's and PSO's is calculated for each subject by considering the correlated CO levels.
- PO's and PSO's is attainment level calculated by the relation

PO and PSO attainment level = CO Attainment level x Mapped Value/Maximum CO Level

Indirect Attainment through Students Exit Survey:

Indirect attainment is found from student exit surveys about the programme and is conducted by providing the PO's and PSO's as questionnaires to the outgoing students by giving three grade points as Excellent – 3, Good – 2, Average –1. Total weightage and maximum weightage is calculated for each PO's and PSO's. PO's and PSO's weightage is also calculated from the percent weightage. Attainment levels of 80% direct method which includes 20% internal assessment level, 80% end semester attainment level and 20% indirect method is the PO's and PSO's attainment.



File Description	Document
Upload Additional information	View Document

2.6.2 Pass percentage of Students during last five years

Response: 83.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
220	340	291	238	161

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

2021-22	2020-21	2019-20	2018-19	2017-18
242	357	312	350	243

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.98

File Description	Document
Upload database of all students on roll	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: 35

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	10	10

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 and has initiatives for creation and transfer of knowledge

Response:

EASA College has established an ecosystem that is highly conducive to promoting and facilitating research and innovation. The institution has made significant investments in developing suitable human resources, creating centres of excellence, providing access to cutting-edge technology, and forging strategic partnerships with industries, all aimed at cultivating a thriving innovation ecosystem.

Attracting leading academicians: One of the key elements of EASA's ecosystem is its commitment to attracting and retaining the most talented and upcoming academicians. By doing so, the institution has created a highly competitive environment that encourages innovation, research, creativity, and ingenuity among its students and faculty members.

Centres of Excellence: Centres of excellence in collaboration with leading companies provide invaluable expertise and knowledge to the institution's student and faculty communities. These centres of excellence play a critical role in driving impactful research and knowledge dissemination.

Maker Space / Fabrication Lab: EASA's Maker Space is a collaborative workspace that allows students to learn and create through hands-on activities and access to the latest tools and resources. This space serves as a hub for the amalgamation of theory and practice, encouraging cross-collaboration and enabling

students to apply their knowledge to real-world problems. The Maker Space is equipped with cutting-edge technology tools such as 3D printers, Arduino Kits, Raspberry Pi kits, which fuel research and innovation in EASA's core thrust areas.

Incubation Centre: The Incubation Centre supports and nurtures entrepreneurship and innovation. This provides a range of resources to start-ups and entrepreneurs, including mentorship, funding, office space, and access to expertise and networks. This centre serves as a launchpad for many new businesses and is an essential component of the ecosystem.

Corporate Tech Park: EASA's Corporate Tech Park is another initiative aimed at providing emerging entrepreneurs with a low-cost work space in a key strategic location between Kerala and Tamilnadu. The Tech Park is an ideal place for students to interact with industry professionals, driving collaboration and innovation in the ecosystem.

MoU’s with Industry: The institution has also established nearly 30 MoUs with various industries to provide students with industrial exposure, bridging the gap between industry and academia. These MoUs facilitate guest lectures, industrial visits, internship programmes, hands-on training, and model-based learning.

Community Mentoring Program: EASA's Community Mentoring Program is an initiative that demonstrates the institution's commitment to developing our communities. We mentor and guide MSMEs and established businesses by allowing them to use the institution's laboratories and equipment for free. This program helps businesses to optimise the use of technology in their operations.

Thrust Areas:

The institution has identified 5 core thrust areas which foster cross department collaboration while enabling students to work on key emerging areas.

1. Big Data Analytics
2. Threat Intelligence
3. IoT and Robotics
4. Automation and Industry 4.0
5. Vertical Farming and Aquaponics

Innovation Hubs:

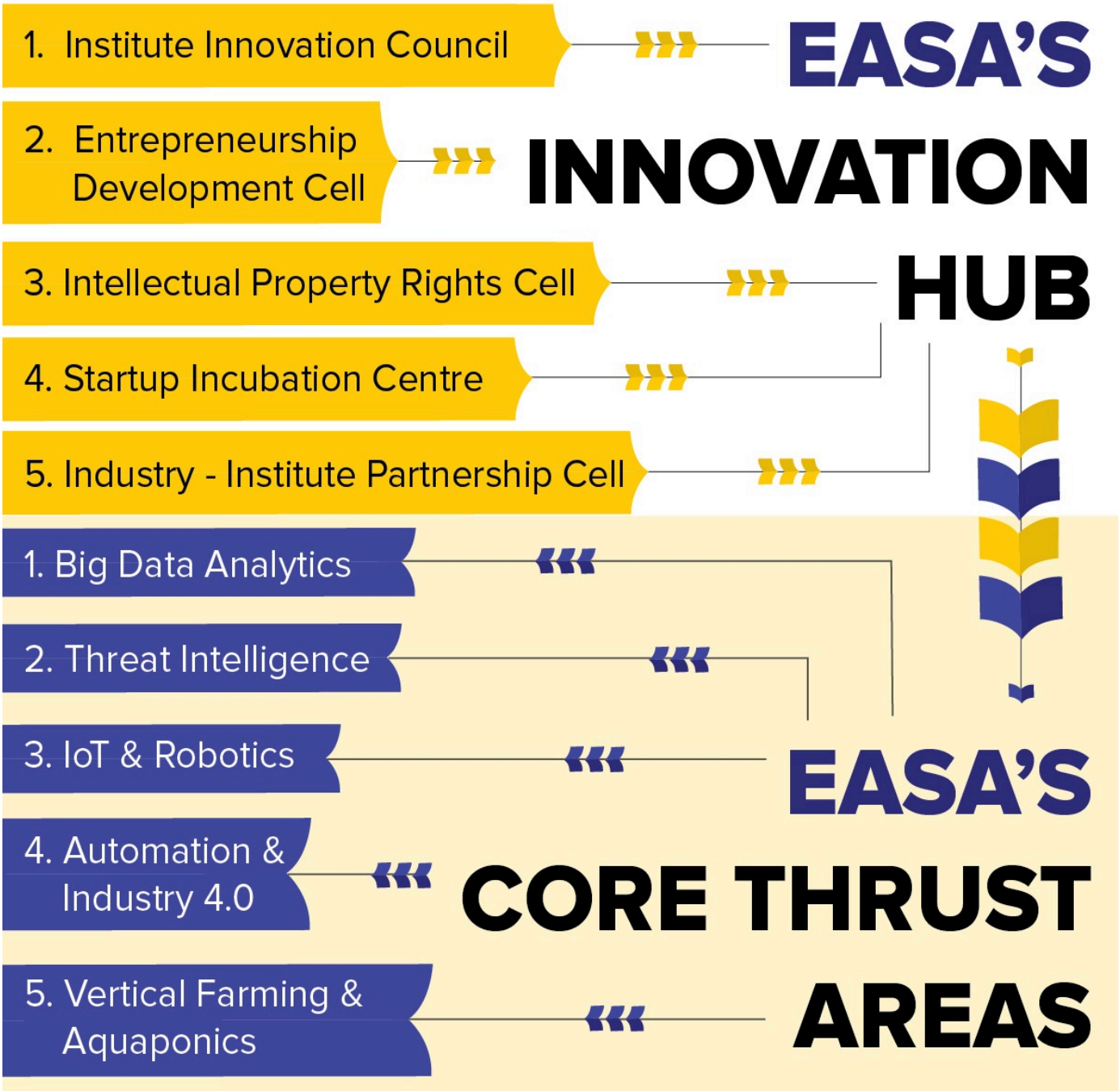
EASA's ecosystem comprises several innovation hubs, which are integral to driving and fueling research and innovation within the campus.

1. Institute Innovation Council
2. Entrepreneurship Development Cell

3. Intellectual Property Rights Cell

4. Startup Incubation centre

5. Industry - Institute Partnership Cell


1. Institute Innovation Council
2. Entrepreneurship Development Cell
3. Intellectual Property Rights Cell
4. Startup Incubation Centre
5. Industry - Institute Partnership Cell
EASA'S INNOVATION HUB
1. Big Data Analytics
2. Threat Intelligence
3. IoT & Robotics
4. Automation & Industry 4.0
5. Vertical Farming & Aquaponics
EASA'S CORE THRUST AREAS

File Description	Document
Upload 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: 51

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**

2021-22	2020-21	2019-20	2018-19	2017-18
11	10	10	10	10

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**

2021-22	2020-21	2019-20	2018-19	2017-18
24	02	00	22	01

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

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

Response: 0.02

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

2021-22	2020-21	2019-20	2018-19	2017-18
05	01	02	00	01

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

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

EASA College of Engineering and Technology focuses on community engagement and regularly organises extension activities to strengthen the relationship with the community. The activities sensitise students to community needs and encourage their social service participation, leading to their growth and holistic development. The National Service Scheme (NSS) enables students to undertake community-based activities. The college promotes faculty, student, and staff engagement with the community for holistic development and sustained progress. Annual programs facilitate voluntary participation in community-based activities, aiming to promote responsibility and service spirit. The program strengthens the relationship with the neighbourhood and instils social awareness, morals, ethics and human values.

Topics Addressed:

The NSS Programme Officer, along with staff members and volunteers actively participate in these programs. Our knowledgeable faculty members and resource persons give thought-provoking awareness talks, during which they cover several important topics. These include:

1. Career Guidance
2. Tree Plantation
3. Swachh Bharath
4. Kavalan App Awareness for Girls Students
5. Seed Ball Awareness
6. Yoga Awareness

7. Dengue Awareness
8. Awareness on Global Warming
9. Awareness on Ozone Layer Depletion
10. Tobacco Awareness

Rally Programmes for Awareness:

To promote awareness on various issues and encourage community participation, a series of rally awareness programmes were conducted in and around the following villages: Pichanur, Navakarai, Kumitipathy, Walayar, Velanthavalam, Ettimadai, K.G. Chavadi, and Veerapanur.

1. Road Safety Awareness
2. Rainwater Harvesting
3. Health Awareness
4. Tobacco Prevention
5. AIDS Awareness
6. Girl's Nutrition Awareness
7. Dengue Awareness
8. Environmental Awareness
9. Save Petrol

The institution has also been in the front line in times of natural disasters and crises. The college has sent various relief materials during the flooding in Kerala and also sent supplies during the Gaja floods in southern Tamil Nadu.

Impact & Sensitization:

The impact and sensitization resulting from the extension and outreach activities organised by the college are noteworthy. These activities play a vital role in sensitizing the students towards various social issues, as well as in informing them about legal and social remedies for matters such as domestic violence, dowry, child abuse, beggars, female children, victims of violence, old and infirm, refugees, and displaced persons, among others. Furthermore, these activities lead to the imbibing of values of social responsibility, including:

- To provide assistance to individuals in need and distress, and to offer support to those who require

it.

- To comprehend and share the requirements of underprivileged children, and to help in making a difference in their lives.
- To promote cleanliness across all aspects of life and public spaces, and to foster an understanding of the importance of maintaining a clean environment.
- To develop an interest in and appreciation for environmental issues, and to acquire knowledge and social values related to environmental stewardship.

Learning Outcomes of the Activity:

- Broadened knowledge of societal issues and problems, and the ability to search for solutions by getting involved with their lives
- Built up relationships and tie-ups with organisations/NGOs to carry forward humanitarian work in the future
- Developed a passion and brotherhood towards the community, affected people/animals, and destitute
- Developed skills and aptitude for problem-solving
- Developed social, communication, management, leadership, analytic, and perception skills.

File Description	Document
Upload Additional information	View Document

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

Response:

EASA College of Engineering and Technology has established a commendable reputation for serving both the academic and local communities through various programmes and initiatives. The college has actively engaged with NGOs, government schools, religious friaries and government affiliated bodies, working towards creating a more equitable society.

Awards from NGOs:

Nature Science Foundation (NSF), a leading NGO promoting leadership and environmental awareness, has bestowed several awards and laurels upon EASA College of Engineering and Technology. The college has received recognition for its exceptional faculty and staff, research scholars, principal, women leadership, campus amenities, club, social worker and woman faculty. These awards not only showcase EASA's commitment to academic excellence but also highlight its significant contribution towards social awareness and responsibility.

Recognition from Government Schools:

EASA College of Engineering and Technology has also been recognised by various government schools for its extension activities. Through the NSS Unit and faculty members, the college has conducted a series of programmes that have shed light on sensitive and critical issues. Schools such as Marappalam Government Higher Secondary School, KG Chavadi Government Higher Secondary School, Pichanur Government Higher Secondary School and Sugunapuram Government Higher Secondary School have acknowledged EASA's efforts and appreciated its commitment towards creating a more informed student body.

Recognition from Religious Friaries:

EASA College of Engineering and Technology has actively engaged with religious friaries, particularly in the area of HIV/AIDS awareness. Assisi Snehalaya, a HIV/AIDS centre established under the Conventual Franciscan Friars, has been the beneficiary of the college's efforts in this regard. The college has conducted several events at the centre over the years, demonstrating its commitment towards social welfare and community upliftment.

File Description	Document
Upload Additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 60

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	08	12	06	11

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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: 76

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

Infrastructure:

EASA College of Engineering and Technology is a fully self-contained campus situated on 10.02 acres at a scenic and serene location at the foothills of the Western Ghats in Tamil Nadu. The college provides an optimal learning environment for students with a built-up area of 2,80,000 sq ft and all the necessary infrastructure required for academic, professional, and personal growth.

Physical Facilities:

The campus is equipped with modernised classrooms, laboratories, ICT facilities, cultural activities, gymnasium, and a yoga centre to facilitate an optimal learning environment for students. The laboratories are equipped with sophisticated equipment to enhance practical knowledge, and the seminar halls, conference halls, and tutorial rooms facilitate learning and knowledge exchange in a conducive atmosphere. The available facilities are more than the requirements prescribed by AICTE and Anna University. All laboratories are furnished with state-of-the-art equipment, and there are also supplementary labs that are not part of the regular curriculum.

The central library is equipped with a vast collection of e-resources, books, magazines, and journals that are fully automated. The campus has facilities for co-curricular and extracurricular activities, including seminar halls and an indoor auditorium. These facilities enable students to showcase their talents, creativity, and leadership skills, helping them to develop into well-rounded individuals.

ICT Facilities:

The institution maintains a favourable student to computer ratio of 3:1, which is better than the recommended ratio of 6:1. The college has a dedicated 100 Mbps leased line connectivity ensuring uninterrupted internet services. The entire campus is Wi-Fi enabled with secure login mechanisms, allowing students to access the internet and other digital resources from anywhere. The college also uses smart teaching methods such as the usage of smart panels, LCD projectors, and hybrid classrooms to provide cutting-edge education using modern ICT tools. The college is committed to providing a cutting-edge learning environment that prepares students to succeed in a rapidly changing global landscape.

Sports, Yoga, Gym and Recreational Facilities:

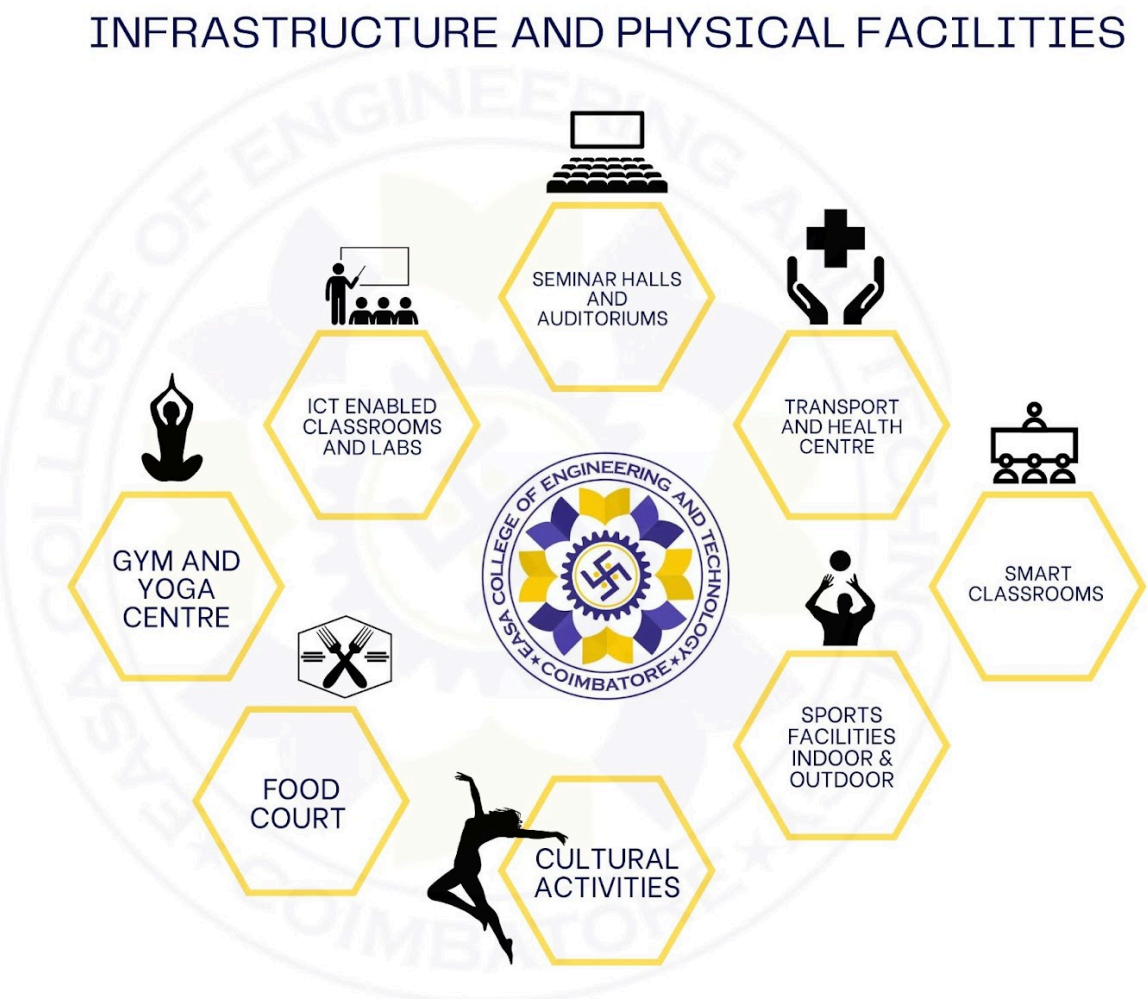
EASA College also boasts outstanding sports facilities that cater to both indoor and outdoor games, including cricket, football, volleyball, badminton, table tennis, throw ball, chess, and carom. The college has a well-equipped gym with a free weights section and exercise machine section, and a Yoga club, which helps students practise yoga regularly. Every year, the college celebrates Yoga Day in a grand manner.

Other amenities:

The campus offers a range of amenities and facilities for the benefit of its students, including well-maintained lawns, ramps, gardens, a healthcare centre, and first-aid facilities. The campus also has an ATM available for student use, as well as CCTV surveillance in all strategic locations to ensure students' safety. The spacious and well-maintained canteen serves delicious and hygienic food to the students.

Clubs and Cultural activities:

To encourage students' self-development, EASA College has various cells and clubs that support and motivate students. The college offers a range of extracurricular activities through 12 diverse clubs. The institute also promotes diversity and culture and celebrates various culturally significant days such as Onam and Pongal among others.



File Description	Document
Upload Additional information	View Document

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 24.49

4.1.2.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
95.50	7.47	13.30	31.27	220.73

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

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

The institute's library is a well-equipped and spacious facility that offers an extensive collection of engineering books. The collection includes national and international journals, periodicals, and magazines that cover a diverse range of topics, such as Mathematics & Sciences, Engineering and Technology, Humanities and Management. The library boasts a seating capacity of up to 100 students, providing a comfortable reading environment. The library's collection consists of about 4,500 titles and over 15,500 volumes, including e-books, national and international journals, and magazines, as well as newspapers. Students can utilise the library's resources to enhance their knowledge and skills in their respective fields.

ILMS:

The library is fully automated with PalPap’s Integrated Library Management System (ILMS) to provide a quality service to readers and establish an efficient book storage system. The library's system includes features such as an OPAC that helps locate the status and location of books, displays available books, and borrower status of materials. The library's circulation control module requires users to bring their ID cards to the library for issue, return, renewal, and reservation of resources. The library's master module contains user, book, journal, CDs, back volume, publisher, vendor, issue/return, and report modules. The library management system generates and prints various reports such as utilisation report, books issued and return

report, bibliography reports, book reports categorised by accession number, author, subject, department, supplier and publisher, title, availability, and book unique title reports.

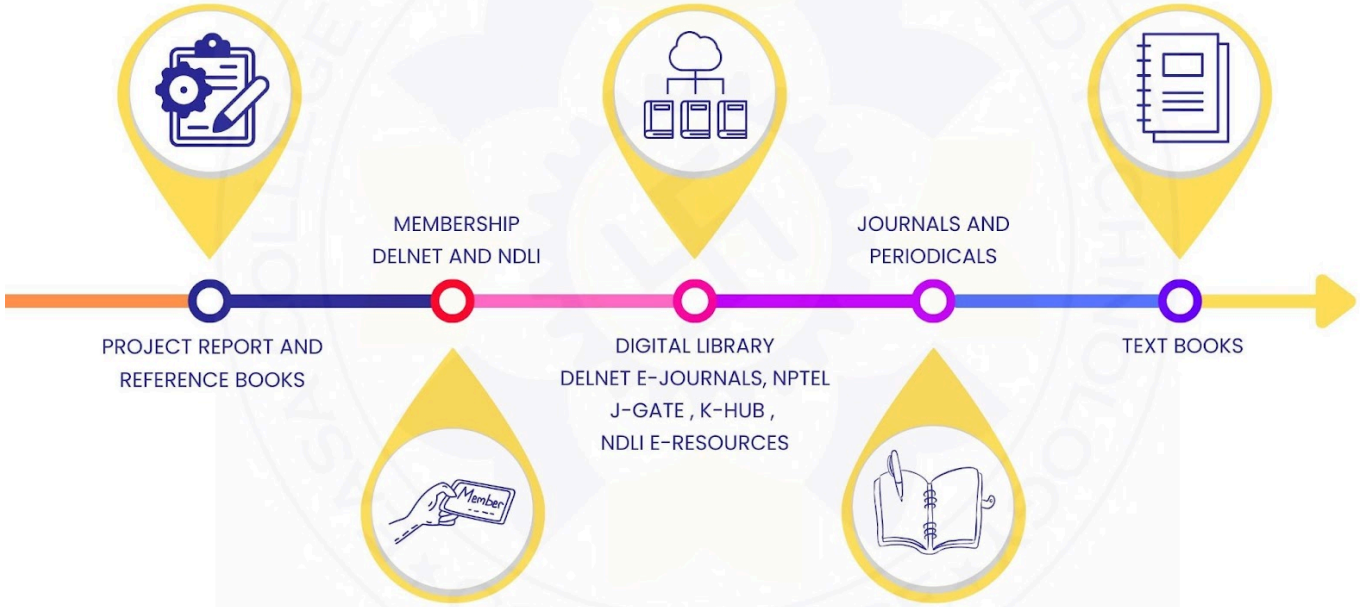
Subscription to e-Resources:

The college central library provides access to a wide range of e-resources and e-Journals through its various institutional memberships, including DELNET, NDL, and NPTEL. The library's Digital Library is connected to computers in the library via a high-speed 100 Mbps leased line. The library offers direct access to renowned online journals such as Elsevier, Wiley, Springer, and ScienceDirect, which allows users to stay up-to-date with the latest research and developments in engineering. In addition, the library provides access to faculty publications, patents, and student publications, which offers a comprehensive collection of scholarly resources. The library also provides video conferencing facilities, NPTEL video courses, Swayam Programme, and other E-Learning resources initiated by the Government of India to enhance the learning experience.

Library Usage:

On average, the module records a daily usage rate of 40% or higher. The library's annual expenditure on these resources is approximately Rs. 6.5 lakhs. The library management system offers the capability to generate and print a variety of reports, including books issued and return reports, book reports categorised by accession number, author, subject, department, supplier and publisher, title, and availability. Additionally, monthly and yearly reports are available.

Overall, the college central library is a valuable resource for students to enhance their knowledge and skills in their respective fields. The library's extensive collection of engineering books, access to e-resources, and well-equipped facilities make it an essential component of the institute's academic environment.



File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

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

Response:

EASA College of Engineering and Technology has prioritised providing exceptional computing resources to both students and faculty. The campus is equipped with the latest technology, including high-speed internet and Wi-Fi, a Learning Management System, and essential accessories for advanced learning. The college's commitment to safety and security, along with its focus on purchasing necessary software and

hardware, ensures that students have access to the tools they need to excel in their studies.

Computing facilities:

The campus is equipped with 280 computer systems, including the latest 11th generation i5 processors with 16GB RAM and 128 SSD. Additionally, campus-wide LAN connectivity is available, with two servers to provide firewall and network access. High-speed Wi-Fi and internet services are also provided to all stakeholders.

Internet Facilities:

Blu ultra band internet service, with a bandwidth of 100 Mbps, provides internet connectivity on campus. This bandwidth can be further increased in case of higher data requirements. Jio service with 50 Mbps bandwidth is available as a backup in case of an emergency. Students and faculty members can access Wi-Fi-enabled educational resources through various access points located across the campus. The internet bandwidth has been steadily increased over the last 5 years from 40 MBPS to 100 MBPS

Learning Management System:

To manage attendance, upload class notes and assignments, and for communication, the college uses ERP as a Learning Management System. The college website provides essential information for stakeholders, while faculty members share updates on the latest technology through blogs on the site. In addition, the college organises Hacker rank, webinars, and alumni talk series to enhance programming skills, provide entertainment and share knowledge.

ICT Facilities:

To ensure the safety and security of students and faculty, the campus is equipped with over 200 strategically placed CCTV cameras. The IT team on campus takes care of software installation, system administration, network monitoring and technical support. All departmental faculty rooms and offices are provided with internet facilities, and classrooms and seminar halls are equipped with smart panels, LCD projectors and Wi-Fi to enable hybrid learning. We encourage our faculty to use these modernised ICT facilities to deliver the majority of the lectures so the students can easily access online resources and notes.

Value added Tech facilities:

The college prioritises providing students with access to the latest technologies such as virtual reality, 3D printing, and rapid prototyping. Essential accessories such as 3D printers, Oculus Quest 2, and Hololens are made available to nurture students' learning and development in these areas. Regular workshops are conducted to familiarise the students with cutting edge technology tools to enhance their engineering learning experience.

Licences and Softwares:

Sufficient licences for all required software are purchased in accordance with the college's curriculum. All laboratories on campus are equipped with licensed software which is used for classes, research work, training, certification programmes, and more. While necessary licensed software is ensured, the college also promotes the use of open-source software in all possible scenarios.

File Description	Document
Upload Additional information	View Document

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

Response: 2.93

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

Response: 280

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 41.5

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
72.51	44.4	182.8	152.27	172.15

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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 Government and Non-Government agencies during last five years

Response: 64.56

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
610	530	586	765	626

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

5.1.2 ***Capacity building and skills enhancement initiatives taken by the institution include the following***

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

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

Response: 67.81

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**

2021-22	2020-21	2019-20	2018-19	2017-18
456	590	747	905	576

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

5.1.4 The Institution has a transparent mechanism for timely 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
Upload supporting document	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: 65.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
139	197	158	197	133

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

2021-22	2020-21	2019-20	2018-19	2017-18
220	340	291	238	161

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

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 100

5.2.2.1 ***Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years***

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	2	1	1

5.2.2.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	2	1	1

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

5.3 Student Participation and Activities

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

Response: 20

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	5	10	5

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

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

Response: 3.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
08	02	02	02	02

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

5.4 Alumni Engagement

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

Response:

EASA College of Engineering and Technology Alumni Association was founded in 2012 when the first batch of students graduated. It is heart-warming to know that, with such a small strength, our alumni are already spread across the globe in various capacities. Currently, the Alumni Cell is managed by a students' representative Mr.Farzin Ahmed (Class of 2012) as alumni secretary and under the Alumni faculty-coordinator Mr. Gokuldeepan P, HoD i/c of Agricultural Engineering.

Vision

To foster lifelong connections among the student community and create a platform for personal and professional growth and development.

Mission

1. To facilitate the development and maintenance of strong and lasting relationships among alumni, faculty, and other members, and provide a platform for personal and professional growth and development.

2. To provide a platform for continuous communication, mentoring, and learning to empower and enable our members in their academic and professional pursuits.

3. To promote the welfare of our community and help our members achieve their full potential in all aspects of life.

4. To engage our members through a range of programs and initiatives that provide opportunities for networking, professional development, and personal growth.

5. To maintain a strong sense of community and belonging, and support the community in all its endeavours.

Activities of EASA College of Engineering and Technology - Alumni Association:

The Alumni Association of EASA College of Engineering and Technology is committed to building and maintaining strong relationships between alumni, students, faculty, and the Institute. The Association strives to empower and enable its members in academic and professional development by providing a platform for continuous communication, mentoring, and learning. Alumni contribute to the Association's success through various means, including:

1. Sharing Expertise: Alumni are invited to participate in various events, guest lectures, and panel discussions to share their experiences, technical skills, and new technologies & trends in the corporate world.

2. Placement & Career Guidance Assistance: Alumni assist and guide the students to crack interviews, and they keep the faculties and the placement officer abreast of available job opportunities.

3. Entrepreneurship Awareness: Alumni who have established startups share their success stories and challenges faced, providing motivation to aspiring entrepreneurs.

4. Internship and Research Opportunities: Alumni provide numerous internship opportunities in various companies and also reach out to the departments to carry out consultancy works in various sectors of the engineering stream.

5. Alumni Meet: The Annual Alumni Meet "Convergence" is the best platform for networking, sharing experiences, and discussing new trends and current happenings in the corporate world.

6. Institute Social Responsibility: Alumni engage in conducting social activities for the welfare of society, including donations in various forms.

7. Promoting Institute Events: Alumni take an active role in planning and organising various events, including the flagship "Sports Day and Annual Day."

8. Donating Books and Sports Goods: Alumni contribute to the Association by donating books and sports goods, enabling the Institute to provide a better learning experience for its students.

The Alumni Association aims to provide a platform for alumni to stay connected, support each other, and give back to the Institute.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

Vision:

To be a world-class centre for engineering, technology, and management, empowering individuals ethically to lead, innovate and thrive in an ever-evolving global landscape and create socially responsible citizens.

Mission:

1. To foster a culture of academic excellence, intellectual and personal growth, and practical training that includes hands-on experience in the fields of engineering, technology, and management.

2. To advance knowledge and drive innovation through cutting-edge research and development in engineering, technology, and management.

3. To bridge the gap between academia and industry by offering industry-aligned programs, practical experience, and hands-on training in engineering, technology, and management that prepare students to lead, innovate, and thrive in an ever-evolving global landscape.

4. To prioritise health, safety, diversity, equity, and inclusion to create a welcoming and inclusive environment that produces socially responsible citizens.

5. To prepare students for successful careers and fulfilling lives by equipping them with the knowledge, skills, and ethical principles needed to lead, innovate, and thrive in their chosen fields, while emphasising hands-on training as a vital component of their education.

The institute has implemented a comprehensive governance framework to enhance the quality of higher education. The institution has established a democratic and transparent approach to formulate its vision, mission, and quality policies, recognizing the significance of faculty members as key stakeholders in translating these statements into actions.

Nature of Governance:

The governing council, with the principal responsible for day-to-day operations, is the apex governing body that oversees the overall functioning of the institution. Deans, HoDs, faculty and non-teaching staff, librarian, physical director, and placement officer all report to the principal. The institution is dedicated to adopting innovative methods and best practices to provide quality education. Its governance framework is participatory, decentralised, transparent, and transformational.

Decentralisation and participation in the institutional governance:

The institutional governance is characterised by the Governing Council, which promotes academic excellence through a holistic approach. Policies ensure the integrity and efficacy of governance and administration, with shared leadership and participative decision-making embraced. The operations are decentralised, with authorities and responsibilities delegated according to a structured organisational framework. The GC ensures stakeholder involvement in the strategic plan and monitors and evaluates in accordance with UGC guidelines.

The college promotes a culture of participative management involving the Management, Dean, Principal, HoD, Faculty, and Students. Various committees monitor the institute's progress in achieving its vision and mission. Faculty members are involved in planning and implementing the academic and teaching-learning processes, with information disseminated to students. Students are allowed to participate and provide feedback at regular intervals.

The institution has established various verticals with independent heads who make decisions in line with institutional policies and regulatory requirements, in consultation with the Principal/Management. Various committees have been formed to monitor the institution's progress in achieving its goals

1. College Governing Council
2. Academic Council
3. Grievance Redressal Cell
4. Internal Compliance Committee
5. Anti-Ragging Committee
6. IQAC
7. Exam Cell
8. Training and Placement Cell
9. Co-curricular and Extra-curricular Clubs
10. Women's Development Cell
11. Industry Institute Interaction Committee
12. Institute Innovation Council
13. Entrepreneurship Development Cell
14. R&D Committee
15. Alumni Cell

16. SC/ST Welfare Cell

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

EASA College of Engineering and Technology, established in 2008 under the aegis of EASA Foundations, offers undergraduate and postgraduate programmes. The institute has a well-structured administrative setup, with various institutional bodies that aim to facilitate efficient and effective functioning. The institute has a set of well-established rules and regulations for the appointment of qualified and competent staff, and a comprehensive institutional strategic plan that outlines the long-term goals and objectives of the institution.

Administrative Setup:

The institute's Governing Council, as per UGC provisions, is composed of a Chairperson, CEO, COO, Members representing Academia, Industry, faculty, and the Principal as the Member Secretary. The Council aims to create a student-centric environment and adheres to guidelines established by apex bodies such as the University Grants Commission, the AICTE, and the Anna University in Chennai.

The Academic Council oversees policies and procedures regarding academic matters with the Principal as the Chairman and HoDs & Senior faculty of the college, experts from premier Institutions, Industry representatives and University nominees as members. The College Academic Committee meets regularly for monitoring and implementation of policies.

Institutional Bodies:

The institute has various institutional bodies, such as - 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 Committee, Institute Innovation Council, Entrepreneurship Development Cell, R&D Committee, Alumni Cell, SC/ST Welfare Cell

Each of these bodies has fixed vision, mission, and policy documents to ensure they understand their goals and responsibilities. They are regularly monitored and assessed to make sure they are working effectively and efficiently while delivering maximum value to all stakeholders involved.

Appointment and Service Rule:

The institute has a set of well-established rules, policies, and regulations within the framework of AICTE, State Govt., and the affiliating university. Vacancies are advertised in leading national newspapers, job portals and the college website, and AICTE qualification norms are followed while scrutinizing the applications. The Principal issues the appointment order, which is in turn signed by the CEO. The institute's website clearly displays the appointment and service rules along with our HR Policy, making it transparent and readily available.

Institutional Strategic/Perspective/Development Plan:

The institute's institutional strategic plan outlines the long-term goals and objectives of the institution, providing a roadmap for achieving these goals. It incorporates the latest trends and developments in the field of engineering, focusing on the needs of the industry and society. The plan identifies the strengths and weaknesses of the institution and provides a clear path for improvement. It was developed with input from all stakeholders, including leadership, staff, students, alumni, and industry partners.

Perspective Plan:

The college's perspective plan focuses on

1. Creating a conducive learning environment
2. Strengthening academic potential and employability/entrepreneurship skills
3. Promoting social consciousness
4. Providing faculty with space for innovation
5. Enhancing the quality of teaching and learning
6. Developing a cleaner and greener campus
7. Engaging in outreach activities
8. Improving quality assurance and sustainability
9. Enhancing academic autonomy
10. Improving internal support systems.

File Description	Document
Upload Additional information	View Document

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff

Response:

Welfare Measures:

At EASA College of Engineering and Technology, The well-being of staff members is considered crucial for their output and selfless contribution to an institution's tremendous growth. We prioritize staff welfare and have implemented several measures for both teaching and non-teaching staff, including

- Group health insurance
- Medical and maternity leaves
- PF and ESI as per norms
- On-duty leave for faculty members
- Advances for school fees and festivals
- Access to the gym
- Free Transportation
- Recreational Facilities for staffs
- Financial Support for research and publications
- Celebration of all festivals together in a multicultural environment
- Food Court Facilities

- Free Wi - Fi
- Staff club to organize tours and sports activities

Teaching Staff:

Teaching staff at our institution benefit from a range of opportunities to enhance their skills and performance, including faculty development programs, online courses, research programs, conference attendance, and exam preparation. On-duty privileges are granted for participation in career-enhancing activities, and financial support is provided for those participating in academic activities outside the institution. Visits to various industries and higher learning institutes are arranged frequently for knowledge acquisition. Department heads and deans are given laptops to ensure timely submission and recording of all academic reports. LAN internet and Wi-Fi facilities are available to all faculty members, and yoga and health sessions are organized at frequent intervals.

Non-Teaching Staff:

The institution provides training programs, educational loans, travel allowance, and salary advances for non-teaching staff, along with group medical insurance coverage and leave in accordance with policy.

Performance Appraisal System (PAS):

Performance appraisal is an important process for evaluating the job performance of employees in our educational institution, including both teaching and non-teaching members. The process typically involves setting clear goals and expectations, assessing performance against those goals, and providing feedback to help employees improve and grow.

PAS For Teaching Staff:

For teaching members, the performance appraisal process includes evaluations of their teaching effectiveness, such as student feedback, classroom observations, and assessment of student learning outcomes. Other factors that may be considered include research and scholarship, service to the institution and the community, and professional development.

PAS For Non-Teaching Staff:

For non-teaching members, performance appraisal involves evaluations of job-specific skills and competencies, such as administrative, technical, or support roles. Other factors that may be considered include teamwork, communication, and contribution to the institution's overall mission and goals.

Evaluation and Promotion:

The performance appraisal process will be conducted on an annual basis, and may involve a combination of self-evaluation, peer evaluation, and evaluation by the HoD / Administrative officer. The results of the performance appraisal are typically used to determine salary increases, promotions, and opportunities for professional development. PAS is critical in assessing promotions and identifying need areas that can be addressed internally and externally through necessary appointments.

All employees are given the opportunity to provide input and feedback on the process. This can help to ensure that the process is seen as a positive tool for growth and development, rather than a source of stress or conflict.

File Description	Document
Upload 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: 45.61

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**

2021-22	2020-21	2019-20	2018-19	2017-18
43	64	78	62	96

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

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

Response: 64.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
89	106	113	118	145

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	22	25	30	22

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

At EASA College of Engineering and Technology, we have implemented a well-established mechanism to ensure proper utilization and mobilization of allocated funds and assess their effective and efficient use for academic processes and infrastructure development. The Finance Team conducts Internal Audits every month, and the statutory auditors of the Trust conduct External Audits annually to ensure transparency and accountability. The college administration is committed to providing affordable high-quality engineering education to students, reflecting its social responsibility to serve society and contribute to the state's progress.

Financial Support:

The institute's Finance Committee and Governing Council are responsible for overseeing the allocation of funds, and the accounts section monitors financial matters closely. Financial planning and budgeting involve collaboration between the Institute's Academic Departments and Administrative Sections. A budget is created annually to better manage and plan ahead, including projected revenue, general expenses, and capital expenses. The Principal holds a meeting with department heads to discuss their budgetary needs for lab, research, co-curricular, and extracurricular activities, and after reviewing the budget, it is sent to Management for approval. The Institute is self-sufficient and generates funds from student tuition fees and other sources. The Tuition fees for students is updated periodically based on the University’s advice and changing financial needs of the institution through the Governing Council.

Mobilization of Funds:

The Institute generates revenue primarily from student tuition fees, with any shortfall covered by borrowing from the parent trust or through bank overdrafts.

Faculty members can obtain grants through research proposals to support society and students through research and laboratory development. The Governing Council makes major financial decisions, examining and verifying all significant financial transactions under various categories. The funds generated through

the various sources are disbursed periodically based on their requests approved by both Principal and Management.

Internal Audits:

The Finance Team conducts Internal Audits every month on a continuous basis using the following procedure:

- Verify expenses by checking vouchers, supporting bills and invoices, authorizations and approvals, and accounting of expenses according to their nature.
- Compare actual expenditure with the allocated budget to assess variations.
- Check for statutory deductions such as TDS.
- Verify all fees pay-in-slips with bank statements.
- Conduct surprise cash verification to verify petty cash transactions.
- Verify BRS statements on a weekly basis.
- Verify statements of Sundry Creditors ageing.
- Verify payroll statements and attendance registers on a monthly basis.
- Verify fees receivable statements with the books of account.

External Audits:

The statutory auditors of the Trust conduct External Audits annually, using the following procedure:

- Verify all expenses vouchers and supporting documents.
- Verify BRS statements of the financial year to ensure outstanding payables and receivables.
- Verify original fixed assets purchase invoices, and physically verify statements and payments using payroll reports from the HR Department.
- Verify salary statements and payments using payroll reports from the HR Department.
- Follow analytical procedures to assess the overall correctness of the books of accounts.
- Physical verification of assets is conducted.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

Internal Quality Assurance Cell (IQAC) of the Institution was established in Academic year 2017-2018, as the quality nourishment activity. The main purpose of this cell is to ensure the timely, efficient, and

progressive performance of academic, administrative, and financial tasks, and also to ensure equitable access to and affordability of academic programs for various sections of society.

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

- Students Discipline
- Student Attendance monitoring
- Peer Group Learning
- Remedial coaching
- Orientation program for Staff and Students
- Encouragement towards research and publications
- Regular auditing of accounts

To maintain quality in education, NAAC has established detailed guidelines and the Internal Quality Assurance Cell (IQAC) in accredited institutions. The IQAC is responsible for all quality matters and initiates, plans, and supervises activities to improve the quality of education imparted. These activities include seminars, workshops, symposia, conferences, and other programmes for all stakeholders. The role of IQAC in maintaining quality standards in teaching, learning, and evaluation is crucial. This research aims to determine the status and functioning of IQAC and its outcomes in maintaining quality standards, albeit on a smaller scale.

The following initiatives have been taken up after the formation of IQAC:

- Enrich the quality of the teaching-learning process.
- Academic and Administrative Audit.
- ISO Certification.
- Feedback Mechanism.
- E-Governance in Documentation.
- Participation in All India Survey on Higher Education (AISHE)
- Faculty Development Programmes.
- Professional Development Programmes.
- Outcome based education- Course Outcomes and their refinement.

- Implementation of CBCS from Academic year 2017-2018
- Introduction of open electives and increase in number of professional electives.
- Collaboration with Industries and Institute
- Established Institution Innovation Council (IIC) for enriching Innovation and entrepreneurship
- Feedback collection from stakeholders, Analysis, and action-taken reports are prepared every year

The IQAC ensures the teaching-learning process and its outcomes through the following methods:

- Periodic IQAC meeting
- Class Committee meeting
- HoD’s meeting
- Result Analysis meeting
- Student exit survey
- Course-end feedback

Example 1: Feedback Mechanism

A system for feedback has been established to guarantee the effectiveness of the teaching, learning, and evaluation processes. The hierarchies overseeing the teaching-learning process include the principal, vice-principal, head of the department, and class advisor.

Using feedback is a highly effective method for improving quality. By obtaining feedback, we can gain insight into how others view us. At our institution, a structured feedback activity is regularly conducted, which involves both internal and external stakeholders such as students, parents, faculties, alumni, and employers. The feedback received is analyzed, and appropriate measures will be taken by the relevant departments.

Example 2: Collaborative activities

The College's mission is to bridge the gap between education and employment opportunities through collaboration with industry. This established relationship leads to improved outcomes for students. Young engineers need substantial training to keep up with knowledge creation and technology development. To facilitate this, the college signs Memorandums of Understanding (MoUs) with leading industries and institutes, providing collaborative training programs to students in their respective fields. Every year, ECET strengthens its collaborations, and industry training supports student placements

File Description	Document
Upload Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)/ membership of international networks**
3. **Participation in NIRF**
4. **any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Gender Equity:

Gender equity is a crucial issue for our society, and our institution is dedicated to promoting it through a variety of measures. We firmly believe that everyone should be born free and equal in dignity and rights, as outlined in the Universal Declaration of Human Rights by the UN General Assembly in 1948. We take pride in the fact that our college has nearly 50% women teaching and non-teaching staff, who hold top positions, and contribute significantly to our institution's success. In particular, the college has a number of women in administrative positions, including the Chairperson, Vice Principal, HoD of ECE, HoD of MBA, and IQAC Coordinator - S&H.

Gender Sensitisation Programs:

To create a gender-sensitive environment, our college has initiated an annual gender sensitization action plan that comprises several programs, including workshops and seminars. These programs cover various topics like gender equity, the prevention of sexual harassment, women's empowerment, hygiene, women's day, and safety and security. We also organise regular guest lectures by experts from different fields to highlight the significance and contribution of women in society.

Security and Counselling:

Ensuring the safety and security of our female students and faculty members is our top priority. We have implemented several measures to ensure their well-being, such as 24/7 monitoring of the campus and girls' hostel by WiFi-enabled CCTV cameras, transportation facilities with female security, and awareness programs like seminars and workshops on women's safety, hygiene, sexual harassment, and anti-ragging. We also provide counselling services for students, with mentors appointed for a batch of 20 students who counsel them twice a month to resolve any academic problems they may face.

Exclusive Amenities for Girl Students:

Our college provides separate common rooms, waiting halls, and restrooms for girls in each block of the campus with all necessary facilities to provide personal space for female students in a co-educational institution. We also promote hygiene by providing a sanitary napkin vending machine and incinerator in the girls' hostel to ensure that women students.

Celebration of Commemorative days and Festivals:

Our college celebrates significant national and international commemorative days and festivals on campus. We believe that these celebrations promote a sense of unity and togetherness, contributing to the overall

well-being of the college community and society as a whole. These events provide an opportunity for both staff and students to come together and participate in various activities that highlight the importance of these days.

We organise a range of cultural, patriotic, environmental, and humanitarian awareness activities to commemorate these occasions. To mark these occasions, the college organises a range of activities, including seminars, pledge and oath-taking ceremonies, Christmas carol singing, cultural events, and dance performances. We also have awareness sessions related to defence jobs, as well as flag hoisting ceremonies conducted by a chief guest.

Other engaging activities include drawing and mehendi competitions, clean campus drives, and yoga marathons. These events aim to foster a spirit of cultural exchange, patriotism, environmental awareness, and humanitarian values among the college community.

File Description	Document
Upload Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	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
Upload supporting document	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 diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

EASA College of Engineering & Technology is committed to providing an inclusive environment for all its students. The college's primary objective is to foster equality, peace, and harmony among students. To achieve this, the college organises various events, programs, and activities throughout the year to promote awareness and tolerance towards linguistic, regional, cultural, communal, socio-linguistic, and other diversities.

Cultural Events:

The college recognizes that students come from diverse backgrounds, and it is their responsibility to ensure that every student feels welcomed and supported throughout their academic journey. The college hosts a range of cultural events and festivals on campus, allowing students to learn about different cultures, traditions, and practices. The events celebrate diversity and promote understanding and respect for different communities. Intra and inter-collegiate cultural fests promote a healthy exchange of culture and boost the spirit of the students.

Regional and Linguistic Diversity:

EASA College encourages students to communicate in their native language, promoting regional and linguistic diversity. The college organises events that showcase different regional languages, music, and dance, and has a linguistic club that conducts elocution, debate, and group discussion in native languages.

Communal Harmony:

The college recognizes communal harmony as essential for the growth and development of the nation. To promote communal harmony, the college organises seminars, panel discussions, and workshops that focus on building bridges between different communities and fostering understanding and tolerance. The college provides assistance to Muslim students, taking them to the mosque and returning them to college by bus, free of cost, to promote communal harmony. The college also takes students to the ISHA yoga centre to provide an inclusive environment.

Sensitization Programs:

We have developed sensitization programs that educate students and employees about their constitutional obligations, values, rights, duties, and responsibilities as citizens. The college has a code of ethics for students, faculty members, and non-teaching faculty members, which must be followed irrespective of cultural, regional, linguistic, and other diversities. The college conducts a range of health, environmental, and road safety awareness programs for the community outside the campus.

Socioeconomic Diversity:

The college recognizes that students come from different socioeconomic backgrounds and offers

scholarships, freeships, and financial aid programs to support students from disadvantaged backgrounds. Mentorship and career counselling services are also provided to help students achieve their academic and professional goals.

Anti-discrimination Policy:

EASA College has an anti-discrimination policy in place that prohibits any form of discrimination, including on the basis of race, gender, religion, caste, or ethnicity. The college takes strict action through various committees against any such incidents and works to create an environment where all members of the college community feel respected and valued.

Student Support Services:

The college provides a range of student support services, including counselling services, academic support, and disability services. EASA College believes in creating an environment where all students feel supported, irrespective of their background, and works to provide the necessary resources to ensure their success.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

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

Response:

Best Practice 1:

Title - Holistic Development through Club Activities

Introduction:

To ensure that engineering graduates are competitive and well-equipped, it is essential to focus on both technical and soft skills and impart them seamlessly.

Objectives:

- To encourage students to participate in club activities to make the most of their experience.
- To provide opportunities for students to learn new skills and develop existing ones.
- To foster a welcoming environment where students can connect with others who share their passions and form lasting friendships.
- To develop important skills and knowledge through club activities that enhance personal and professional growth.

Context:

- Club activities promote teamwork and collaboration, allowing students to explore their interests and passions in a supportive environment.
- Association activities provide opportunities for students to engage with professionals in their field of study, expanding their knowledge and building valuable connections.
- Symposiums and workshops organized by the club deepen students' knowledge and skills in specific areas of study while providing opportunities to learn from experts in the field.
- Club events offer networking opportunities with professionals and peers in the industry.
- Group events such as cultural fests and sports events promote social interaction and community building, encouraging students to develop social skills and build relationships beyond their immediate circles.

Implementation of the Practice:

- The college has eleven active clubs, each providing unique personal and professional growth benefits for students.
- Enrollment in clubs is mandatory, and students may enroll in no more than three clubs.
- Academic clubs offer research opportunities, conference attendance, and deeper understanding of subject areas.
- All club activities develop important skills and knowledge, such as the Yoga and Wellness club promoting physical and mental fitness.

- The Go Green club offers volunteer opportunities to keep the environment clean and green.
- Students are constantly motivated to actively participate in club activities, and more events are organized through various clubs.

Evidence of Success and Outcomes:

- Club activities have helped students learn new skills and develop existing ones.
- The Linguistic club has improved public speaking and critical thinking skills.
- Participating in the Book Club has helped students access books, develop self-confidence and leadership skills, and work well with others.
- The App Development club has provided networking opportunities and practical experience, leading some students to become freelance app developers.
- Networking opportunities have helped students in finding internships, jobs, or other career-related opportunities.
- Club activities have provided a break from academic workload, offering a way for students to relax and de-stress.
- Joining a club has helped students make new friends and expand their social circle.

Problems Encountered:

- Lack of student participation in certain clubs is a major problem faced by the college, hindering the clubs' ability to conduct activities and achieve their objectives.
- Scheduling conflicts pose a challenge for students who have to balance classes and internships with club activities.

Resources Required:

- New clubs can be introduced that cater to the evolving student's interests and demands.
- Scheduling conflicts can be solved if the institution becomes autonomous, allowing students to earn credits and be rewarded for their efforts.

Best Practice 2:

Title of the Practice - Execution of Green Initiatives and Sustainability

Introduction:

EASA College has implemented various sustainable practices to create a green campus and promote environmental awareness.

Objectives:

The objectives of these initiatives include:

- Imparting knowledge on environmental issues and sustainability.
- Creating awareness on the causes of these issues.
- Developing a concern for environmental challenges.
- Nurturing necessary skills to tackle environmental problems.
- Communicating these efforts internally and externally.

Context:

- Green initiatives and sustainability are crucial for college campuses to reduce their environmental impact.
- Colleges are often large consumers of energy and resources, leading to pollution, waste, and greenhouse gas emissions.
- Implementing sustainable practices can reduce carbon footprint and create a more sustainable future.
- Teaching and promoting sustainability to students can help shape the next generation of environmental leaders.

Implementation of the Practice:

- Conducted regular energy studies to optimize contracting, power requirements, tariffs, and lighting mechanisms
- Utilized natural lighting and encourage turning off lighting and electronic equipment in unoccupied spaces
- Developed a beautiful campus with lawns and various types of gardens
- Constructed recharge pits for rainwater harvesting and utilize renewable energy sources such as a

10 KW solar generation plant

- Preserved and label flora and identify fauna on campus
- Displayed sign boards and posters to encourage environmental awareness and reduce single-use plastic and noise pollution
- Organized seminars/workshops on environmental issues
- Installed LED bulbs and provide safety and security measures, including fire extinguishers and CCTV systems on the campus
- Implemented protected water supply measures, such as an in-house water treatment plant and RO drinking water machines
- Promoting a green future and encourage students and staff to contribute towards it
- Followed sustainable construction practices and have a solid waste management program in place
- Established campus renewable energy resources such as rooftop solar power plants
- Promoted green belt development and implement practices to ensure a pollution-free environment
- Emphasized the use of renewable energy sources and conserving water and energy on campus.

Evidence of Success and Outcomes:

- Campus enriched with flora and fauna via periodic tree plantations, promoting eco-friendliness.
- Partial power requirements met through solar energy usage.
- Single Use Plastic-free campus through awareness campaigns with signboards and display boards.
- Regular green environment and energy audits conducted
- Quality management system evidenced by Energy Audit, Environment Audit, Green Audit, and Best Green Campus awards.

Problems Encountered:

- Green campus initiatives require long-term commitment and determination from all stakeholders
- Adequate manpower resources are necessary to sustain a green environment
- Lack of awareness among students and the community regarding environmental issues

Resources Required:

- Need to invest in data tracking and analysis systems to monitor and evaluate the impact of sustainable practices on the environment and identify areas for improvement.
- Need to create more awareness among visitors to campus to emphasize the need for sustainability for a more prosperous future.

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

7.3 Institutional Distinctiveness

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

Response:

Diversity and Experiential Learning:

EASA College of Engineering and Technology, situated on the border of Tamil Nadu and Kerala, equidistant to the major cities of Coimbatore and Palakkad, respectively, boasts a strategic location that has been a hallmark of the institution since its inception. This location advantage has enabled the college to attract a diverse student body from both regions, thereby promoting an environment that values different perspectives and experiences. In recent years, the college has recognized the importance of leveraging this diversity to create a better-rounded student and faculty body. Thus, the institution has taken steps to embrace this diversity and promote a more inclusive environment for all students.

EASA College of Engineering and Technology stands out from other institutions in terms of how it manages its student body. The college uses an experiential learning approach that treats students as adults, providing them with freedom while ensuring accountability through several layers of management. By doing so, the college seeks to ensure that its students mature into responsible adults who take ownership of their actions. Over time, this approach has produced students and alumni who stand out from others in their ability to handle themselves in different workplaces and organizations. While too much freedom can result in a lack of discipline, the college integrates a laissez-faire approach until a student goes beyond certain set boundaries. This management style fosters the formation of an empowering student culture that makes students more proactive and entrepreneurial. Furthermore, the faculty is trained to enable this type of management style for the students.

Holistic Student Development:

EASA College of Engineering and Technology has always focused on holistic student development and goes beyond what is asked for by the university. The college's approach to holistic development has yielded many areas of focus for the students, including physical education, mental fortitude, emotional IQ, yoga, extracurricular activities, co-curricular activities, club activities, cultural activities, academic development, value-added courses, career development, placement skills, counseling, stress management, language skills, social responsibility, and ethical responsibility. These activities are designed to provide students with opportunities for personal and professional growth beyond their academic studies.

Freedom with accountability:

The college promotes a culture of freedom with accountability among its students, encouraging them to be responsible and independent in their learning and personal development. The college achieves this through NSS and society enrichment programs, which allow students to engage in social activities outside of regular class hours. EASA College of Engineering and Technology recognizes that holistic student development is an essential approach to education that provides students with a wide range of opportunities to develop their physical, mental, emotional, social, and intellectual skills. The outcomes of this experiential learning approach are numerous and significant, contributing to the development of individuals who are confident, adaptable, and prepared for success in all aspects of life.

Workshops and Seminars:

The college organizes various seminars and workshops periodically to enrich the knowledge of students and faculty. These events offer opportunities for students to deepen their knowledge in specific areas of study and develop new skills while learning from experts in their fields. These seminars and workshops also provide opportunities for networking and building relationships with professionals and peers in their industry. Through these seminars and workshops, students work with people from diverse backgrounds, thereby developing enhanced cultural competence, which will serve them well in a global engineering profession.

MoU’s & Collaborations:

EASA College of Engineering and Technology has signed MoU's and collaborated with industries to promote cultural awareness and understanding among students and faculty and to celebrate the contributions of individuals from diverse backgrounds. The main objective of signing MoU with industries is to improve the quality of education and research by providing students and faculty members with access to cutting-edge technology, resources, and industry experts. These collaborations help to bridge the gap between academia and industry, allowing students to gain practical experience and industry exposure, which can help to prepare them for their future careers. Collaborations also help to attract funding and support for research projects and initiatives, which can ultimately benefit society at large.

Industrial visits:

Industrial visits are an essential aspect of higher education, offering numerous benefits to students by providing hands-on training and leading to the development of new technologies and innovative solutions. These visits prepare students for a better-educated and better-prepared workforce, equipping them with the necessary skills and knowledge to lead fulfilling lives after graduation. In this context, the college plays a pivotal role in fostering an environment where students can develop and hone their skills in various domains, achieving a sense of accomplishment in each of them.

Youth empowerment programs & Skill Development Programs:

The NSS activities organized by EASA College of Engineering and Technology provide a holistic learning experience to college students, allowing them to develop their personal and social skills, in addition to their academic knowledge. This institution aims to provide a well-rounded education that extends beyond the traditional classroom setting by offering value-added courses and special training programs for placement and training purposes.

The NSS activities provide a platform for students to develop personal qualities such as leadership, communication skills, team spirit, and social responsibility. By encouraging self-reliance, self-discipline, and self-confidence, these activities enable students to become well-rounded individuals. Additionally, they create social awareness among students about various social issues such as health, hygiene, education, environmental concerns, and community development. By participating in community service projects such as blood donation camps, tree plantation drives, and awareness campaigns, students develop a sense of civic engagement and responsibility.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

- The institution has its own Institution Innovation cell (IIC) in place.
- The institution holds a valid ISO 9001-2015 certificate.
- The vision, mission, objectives, quality policy and core values are clearly framed.
- The physical infrastructure of the institution 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.
- Incentives are given to faculty members for their achievements in research and academic activities.
- Students are encouraged to participate in Inter-Collegiate and industry-oriented events at the national level to develop their competitive spirit.
- The institution 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 Cycle 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 :

Education is essential in the development of an individual's mind and a country's progress. However, ignorance and poverty are significant obstacles in developing countries such as India. Overcoming these challenges is crucial, and education is one of the main pillars to achieve this goal. At EASA College of Engineering and Technology, we firmly believe in the transformative power of education, which is reflected in our motto: "Education will Liberate All."

Nurtured by our ever involved trust - EASA Foundations, Our institution is committed to providing students with a rewarding and unparalleled learning experience, facilitated by our precise planning, well-drawn vision, and mission. We strive for excellence in academics, research, and governance, which is made possible by the dedication of our faculty, staff, and students.

As a part of our commitment to accountability, we undertook the self-study report preparation to critically analyse our strengths, weaknesses, challenges, and opportunities. Our involvement in the accreditation process with the National Assessment and Accreditation Council (NAAC) reflects our commitment to understand our performance and be accountable to all stakeholders.

Our institution's primary goal is to equip students with the necessary academic edge and tenacity to explore their chosen subjects to an advanced level. We aim to nurture socially conscious and responsible citizens who can contribute to the betterment of society. We believe in our motto and are committed to making individuals technologically superior, socially conscious, and responsible citizens for the welfare and betterment of mankind.

In conclusion, we, at EASA College of Engineering and Technology, are dedicated to promoting education as a means of empowering individuals and building a brighter future for India and the world.

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><td>Metric ID</td><td>Sub Questions and Answers before and after DVV Verification</td></tr>
<tr><td>2.1.2</td><td>Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

2.1.2.1. Number of actual students admitted from the reserved categories year - wise during the last five years
Answer before DVV Verification:
<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>302</td><td>175</td><td>98</td><td>206</td><td>220</td></tr></table>
Answer After DVV Verification :
<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>246</td><td>164</td><td>98</td><td>196</td><td>202</td></tr></table>
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:
<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>370</td><td>370</td><td>370</td><td>463</td><td>525</td></tr></table>
Answer After DVV Verification :
<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>370</td><td>370</td><td>370</td><td>463</td><td>525</td></tr></table>
Remark : As number of the students admitted category wise, more than the number of the seats earmarked, it should be considered as General merit. Thus, as per revised data provided, DVV input is reommended.</td></tr>
<tr><td>5.2.1</td><td>Percentage of placement of outgoing students and students progressing to higher education during the last five years

5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years
Answer before DVV Verification:
<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>139</td><td>197</td><td>158</td><td>197</td><td>133</td></tr></table>
Answer After DVV Verification :</td></tr>
</table>

2021-22	2020-21	2019-20	2018-19	2017-18
139	197	158	197	133

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
242	357	312	350	243

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
220	340	291	238	161

Remark : As the data for the metric i.d. 5.2.1.2 be same for the metric i.d. 2.6.2.1. And as per the clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	10	22	28	24

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
08	02	02	02	02

Remark : As, All activities conducted under an event will be counted as one event and as per the clarification received from HEI, DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 443 Answer after DVV Verification : 438
2.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

256.02	151.53	327.24	376.28	338.75

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
256.02	151.53	327.24	376.28	392.88