

Govt College of Engineering, Salem Audited by Dr. V. Kovaichelvan

MONITORING AND PROJECT OUTPUT/OUTCOME PARAMENTERS	GRADE
A. Effectiveness of funds utilized for the teaching, training, learning and research equipment, library, computers, etc. by Institutions:	
1. Percentage utilization of the funds released by MHRD to the institutions (90%).	2
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2. Percentage of expenditure accounted in the book of accounts against funds utilized (90%).	1
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B. Improvement in Teaching, Learning and Research competence.	
1. Percentage of NBA-accredited programs (UG and PG) or applied for out of eligible programs (at least 70% of eligible programs).	3
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2. Implementation of GATE: Percentage of UG students enrolled for GATE (70%)	2
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3. Implementation of GATE: Percentage of final students provided GATE training(70%)	2
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4. Implementation of GATE: Percentage of UG student acquired GATE valid score (17%)	2
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5. Percentage of PhD students in total enrolment in engineering disciplines in participating institutes	2
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C. Implementation of AICTE mandate	
1. Percentage of newly admitted 1st year students attended three weeks Induction program conducted by mentor faculty of the institute (100%)	1
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2. Percentage of pre-final and final year UG students participated in Industry readiness program.	2
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3. Institute has Start-up /innovation cell and the activities (start-up ecosystem, drive for promoting creativity, Hackathon participation etc.) are evident (Y/N)	2
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4. Percentage of UG students undergone internships spanning 4 to 8 weeks in industry (100%).	1
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5. In case of autonomous institutes, presence of industry consultation committee (ICC) and no. of meetings	1

arranged for Curriculum review/ revision (Y/N).	
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6. Percentage of students who have been imparted training in technical and soft skills required for working in the industry.	1
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D. Increasing faculty productivity and motivation	
1. Sanctioned faculty positions are as per AICTE norms (1:20 ratio) in all the programs eligible for accreditation (Y/N).	1
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2. Percentage of sanctioned faculty positions in participating institutes filled by regular or contract faculty (75%).	2
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3. Number of faculty members deputed for up gradation of qualification.	1
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4. Percentage of faculty that have taken annual refresher delivered through SWAYAM portal (50%).	2
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5. Percentage of faculty trained in either their subject domain, pedagogy, or management capacity building and leadership programs (70%).	1
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E. Effectiveness of equity at Institutional level:	
1. Existing land being used is free of trespassers / encroachers & Labour and Stakeholders safety during repair or refurbishment in the institute :	2
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2. Sufficient Sanitary provisions are available for female with facility of vending machine and disposal:	2
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3. Percentage of faculty positions filled in the institute by same category on regular or contract basis (out of sanctioned position for respective category). (a) SC (filled by SC faculty/ sanctioned for SC Faculty): Target 20% : (b) ST (filled by ST faculty/ sanctioned for ST Faculty): Target 20% : (c) Female (filled female faculty/ total filled faculty): Target 30% :	2
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4. Percentage of number of faculty trained in either their subject domain, pedagogy or management, attended conference/ seminar in participating institutes out of available faculty in the respective category. SC (70%) : ST (70%) : Female (70%) :	1

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5. Percentage of students from traditionally disadvantaged groups in total enrolment in the institute. SC (13%) : ST (7%) : Female (30%) :	2
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6. Percentage of number of students transitioned from the first year to the second year (without backlog) in undergraduate programmes out of enrolled students in respective category. SC (50%) : ST (50%) : Female (55%) :	2
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7. Percentage of final year students trained for GATE/Employability skills training out of final year students in respective category. SC (70%) : ST (70%) : Female (70%) :	2
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F. Improved system efficiency, as demonstrated through:	
1. Constitution of BoG as per the prescribed format (Y/N).	1
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2. BoG, Department Management Committee or equivalent that meets at least 4 times every calendar (Y/N)	2
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3. Minutes of all the above 4 meetings disclosed publically (on website) (Y/N).	1
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4. Status of Autonomy (Academic, Administrative, Financial) o UGC Autonomy (Y/N) o If Autonomous, continuation granted by UGC (Y/N)	1
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5. Institute produces and publish an annual report in the prescribed format in accordance with the requirements set out in the PIP (Y/N).	3
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G. Twinning Activities:	
1. The action plan for twinning activities implemented in last year and & current year planned (Y/N).	1
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2. No. of courses/ classes/workshops conducted by the faculty of Institute under sub component 1.3 for students of 1.1 institute for training and academic development and vice versa (Min 1 per program per year).	2

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3. No. of courses delivered by 1.3 institution for students of 1.1 institutions (Min 1 per program per year). (10% syllabus covered).	2
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4. No. of Trainings conducted for faculty/ support staff of 1.1 institute by Institute under sub component 1.3 for training and academic development and vice versa (Min 1 per program per year).	2
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5. No. of Seminars / Techfest, and conferences conducted by Institute under sub component 1.3 for 1.1 institute for students to share research and discuss technological advancements in dynamic industrial and business environment (Min 1 per year).	1
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6. % of faculty perusing collaborative research (10%).	2
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7. No. of departmental partnership for joint research activities for applied research and technological development (1 per program).	2
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8. Number of Industry partnership for joint R & D, and internships (Min 1 per year).	3
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9. Career Planning Sessions by 1.3 institution for 1.1 institution (2 Sessions).	2
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10. Number of Seminars and learning forums conducted by Institute under sub component 1.3 for 1.1 institute on Governance practices, institutional management, academic and non-academic reforms (Min 1 per year).	1
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11. Number of faculty of 1.1 institute inducted on various bodies (BoG, BoS, Senate etc.) of 1.3 institute for learning on good governance practices and vice versa.	3
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12. Assistance provided in short term advisory and consultancy services by Institute under sub component 1.3 for 1.1.	1
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13. Workshop conducted on Outcome Based Education (NBA) by Institute under sub component 1.3 for 1.1 institute.	1
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14. Assistance given by the Institute under sub component 1.3 for 1.1 institute in filling-up of SAR for getting accreditation.	1
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Evaluation Grade for 1.3:	

(Using the 3-point grading scale and grade descriptors)

MONITORING AND PROJECT OUTPUT/OUTCOME PARAMETERS	GRADE*	Weightage %	Total Score (Grade x Weightage/100)
A. Effectiveness of funds utilized for the teaching, training, learning and research equipment, library, computers, etc. by Institutions	1.50	10	0.15
B. Improvement in Teaching, Learning and Research competence of affiliated institutions.	1.83	10	0.18
C. Implementation of AICTE mandate	1.33	15	0.20
D. Increasing faculty productivity and motivation	1.40	10	0.14
E. Effectiveness of equity at Institutional level	2.00	15	0.30
F. Improved system efficiency	1.60	10	0.16
G. Twinning Activities	1.14	30	0.34
*The grade for each parameter is calculated based on the average of all sub-parameters.	Total Score		1.47

Remarks:

GCE made a good start on the Twinning activities this year. The items which require one activity/program per year as the norm, every department need to take ownership to work with their counterparts to establish the plan. The plans needs to be made with dates with windows that does not clash with the preoccupation like admissions, examinations elections etc. Once the plans are established, there needs to be a monthly review by the respective principals where every department can update their plan. Any variance can be discussed and any constraints can be addressed by the respective principals. GCE could not apply for NBA accreditation for many programs as they are not meeting the norm for permanent staff. The state government need to take note of this, fill the vacancy to meet the norm as the failure of this will impact the autonomous status of the institution as well. I suggest the SPIU takes up this issue with the state government. General hygiene and capacity in the hostel can be significantly improved to create a better learning ambience. Five students are housed in each room without adequate space for each student and privacy. Lavatory and bath rooms are not adequate for the number of students in each block. the hygiene in the kitchen also need significant attention. SPIU may take this up also with the state government, The the students coming to GCE are from socio-economic background and most of them are first generation entering higher education. Good living, learning environment and coaching with make a big difference to the students and their families.

I Dr. V. Kovaichelvan verify that all the information provided is correct to best of my knowledge.



(V. KOVAICHELVAN)

Date Submitted: 03/08/2019