INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 2)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
SRI MANAKULA VINAYAGAR ENGINEERING COLLEGE

Puducherry
Puducherry
605107

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	SRI MANAKULA VINAYAGAR ENGINEERING COLLEGE Puducherry Puducherry 605107
2.Year of Establishment	1999
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	3
Departments/Centres:	8
Programmes/Course offered:	17
Permanent Faculty Members:	294
Permanent Support Staff:	160
Students:	4627
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Catering to rural area in and around Puducherry. 2. College is having good reputation in the region and attracting high scoring students. 3. Students are disciplined.
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 25-03-2019 To : 26-03-2019
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. KAVITA DARYANI RAO	Vice Chancellor,JAWAHARLAL NEHRU ARCHITECTURE FINE ARTS UNIVERSITY
Member Co-ordinator:	DR. DEBADUTTA MISHRA	Professor,VEER SURENDRA SAI UNIVERSITY OF TECHNOLOGY
Member:	DR. PROF KARMESHU	
NAAC Co - ordinator:	Dr. Sujata Shanbhag	

Section II:CRITERION WISE ANALYSIS
Observations (Strengths and/or Weaknesses) on each qualitative metrices of the key Indicator under the respective criterion(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QlM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QlM	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1
The college is affiliated to Puducherry University and as such it follows the syllabus prescribed by the University. To overcome the limitations of prescribed syllabus, the College is arranging for Value addition courses so that students are kept abreast with skills needed in the industry. CBCS cannot implemented due to University prescribed syllabus but there seems to be a need for flexibilty to add inter disciplinary and open courses. It is observed that no Liberal Arts/Humanities subjects are taught and there is no attempt to include them in the extra value addition courses. There is no evidence of initiative taken by the college to have it included in the curriculum. Similar opinion was expressed by alumni and parents also.

	Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QlM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QlM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QlM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QlM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QlM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QlM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QlM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QlM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2
The teaching is geared towards maintaining a good average level of performance by the students.
It is also focused on making students job ready by exposing them to guest lectures and short courses.
Few of the departments are proactively promoting a culture of research and enhancing creativity among the students.
A balanced and fair system of evaluation is in place for the Internal Assessment. However the standard of questions in the internal assessment tests needs improvement.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QlM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QlM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.5	Collaboration

Qualitative analysis of Criterion 3
Research culture is not very strong and needs improvement. About 20% teachers are holding PhD and another 20% are currently pursuing their doctoral research. Paper publications in SCI Scopus are limited. Extension actvities for students are being taken up actively and they are performing well in national events and getting awards and recognition. Social Responsibilty is being inculcated by various activities like Community Radio Station etc.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QlM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QlM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QlM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment
4.3	IT Infrastructure
4.3.1 QlM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QlM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4
A new multi-storeyed building is nearing completion and there is enough space available even in the existing buildings. Required classrooms and laboratories are available as per requirement. There is need to utilise them rationally and optimally by good furnishing, equipment and maintenance. Faculty rooms are inadequately furnished and can be improved with provision of lockers etc. Library needs to be improved and more funding has to be allocated to it for purchase of e- journals and reference books representing state of art in the respective fields. Band width of Internet connection needs to be enhanced.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QlM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QlM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5
Slow learners are identified and given support to improve their academic performance. Pass percentage is very good due to the efforts of the teaching faculty. A full time student counsellor has been appointed who is very competent and empathises with the students and teachers problems. Mentor ward system is in place.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QlM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QlM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QlM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QlM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QlM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QlM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	Institution conducts internal and external financial audits regularly
6.4.3 QlM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QlM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QlM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QlM	Incremental improvements made during the preceding five years *(in case of first cycle)* Post accreditation quality initiatives *(second and subsequent cycles)*

Qualitative analysis of Criterion 6
Chairman is keenly involved in the management of the institution and is supporting the initiatives of the college leadership.   Principal and Heads of Departments have a good synergistic relationship. There is a good team spirit among all the faculty and non-teaching staff which is creating a positive and conducive working atmosphere.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QlM	1. Institution shows gender sensitivity in providing facilities such as: 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QlM	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management
7.1.6 QlM	Rain water harvesting structures and utilization in the campus
7.1.7 QlM	Green Practices • Students, staff using a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QlM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QlM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QlM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QlM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

The institution emphasises on Outcome based Education and is diligently trying to implement this ideology.

The Campus provides a a good educational environment for pursuing studies.

Taecher student relation appears positive and a disciplined atmosphere is maintained.

Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)
Strength
It is observed that most of the required facilities and parameters have been provided as per the norms. However, the knowledge of the younger faculty members needs improvement and it is reflected in the weak analytical skills of the students. There is too much emphasis on examination performance and placement of students. However, there is potential to improve the depth of knowledge and give a little more flexibility to students in terms of their own ideas, as well as in extra curricular activities. There is lack of international exposure for faculty members and students.

Section IV:Recommendations for Quality Enhancement of the Institution
(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)
- Initiatives are to be taken to bring flexibility and choice to students in the form of Open Electives, despite the prescribed syllabus   - Some courses in Humanities need to be introduced in order to give a perspective vision of their role and place in the overall context.   - In order to enhance analytical ability, efforts should be made to recruit experienced faculty members, especially in the field of data analytics.   - Classroom furniture and equipment needs modernisation and maintenance to give a good academic ambience.   - Research, especially inter-disciplinary research to be promoted. Management should allocate seed money for faculty members to take up research projects and write quality papers.   - International collaborations and exposure to be promoted.   - Extra-curricular activities like Music and Dance Club, Dramatics Club and Yoga may be planned for all round development of the students.   - The college being located in the rural area, may propose new programmes in agricultural engineering and other emerging fields.   - There is a strong need for conduct of Continuing Faculty Development Programmes to develop analytical skills and design thinking.   - The college has achieved a good overall standard but needs to plan itself for elevating to next higher level.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. KAVITA DARYANI RAO	Chairperson	
2	DR. DEBADUTTA MISHRA	Member Co-ordinator	
3	DR. PROF KARMESHU	Member	
4	Dr. Sujata Shanbhag	NAAC Co - ordinator	

Place

Date