



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

KINGSTON ENGINEERING COLLEGE

**KINGSTON ENGINEERING COLLEGE CHITTOOR MAIN ROAD, CHRISTIANPET
VILLAGE, METTUKULAM PANCHAYAT, KATPADI TALUK, VELLORE**

632059

www.kingston.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Kingston Engineering College was established by 2008 under the foremost of institution M/S. Duraimurugan Educational Trust, approved by AICTE, New Delhi and affiliated to Anna University, Chennai. Kingston Engineering College feels that cultivating critical thinking, intellectual curiosity and a desire for lifelong learning are important. In order to provide an engaging learning environment where students are inspired to pursue their passions, challenge boundaries and realize their full potential, our vibrant and diverse faculty members are dedicated to this goal. Our modern classrooms, well-equipped labs, extensive library and advanced facilities given to our students the tools and support they need to succeed both academically and professionally. With a broad choice of co-curricular and extracurricular activities designed to foster leadership, creativity and social responsibility in our students, we go beyond the boundaries of the classroom in our commitment to excellence.

Vision

To be a pioneer in engineering and management education by providing amicable ambience and being a centre for learning thereby perpetuating versatile professionals in engineering and management suitable for industry, higher education and research.

Mission

- Developing, nurturing and building professionals with technical, research and managerial expertise, intellectual proficiency, right attitude and moral ethics.
- Building infrastructure that earmarks the institution to be the most preferred educational destination and provides the right ambience for creative and innovative teaching - learning process.
- Enabling learners to broaden their horizon and helping to meet global challenges.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 100 % Continuous encouragement and support from management.
- The relationships between the parents, teachers, and students are all cordial.
- ISO certification of the institution.
- Establishment of MSME Incubation Cell.
- Various active committees like women empowerment cell, anti-ragging cell, ICC, SC-ST cell, Grievance redressal cell contribute to a safe and inclusive campus environment.
- Institute has a well-equipped infrastructure with a spacious built-up area.
- The outcome-based education focused on employment and entrepreneurship.
- **The institute has excellent working relationships with industry management.**
- NBA accredited from 2016 onwards.

- Industrial institute collaboration of sponsored vehicle to enhance the students to carryout for the research activities.
- **Student welfare and the delivery of high-quality education, in order to provide technical and managerial support.**
- The college provides its students with free nutritional meals.
- WI-FI enabled campus.
- Separate Hostel facilities for Boys and Girls.
- Well-equipped laboratories.
- Anna University Research Centre for department of Mechanical and Electrical and Electronics.
- Institutions regularly offer value-added courses that give students more knowledge, experiences and skills beyond their core academic curriculum.
- Dedicated Faculty with qualification and experience.
- The College Library offers advance facilities such as RFID, DELNET, in addition to an enormous collection of books, e-journals and magazines. In addition to the main library, there are departmental libraries.
- Green Energy Environment.
- ICT enabled Classrooms.
- Skill Development Programmes: The college offers a number of additional courses, including General Computer Literacy, Communicative English and Job-Oriented Courses.
- Affordable fee structure.
- Management supports for the successful execution of regular workshops, FDPs, and guest lectures, ultimately enhancing faculty development and professional networking within the academic community.

Institutional Weakness

- Due to language barriers (English), students from rural areas strive to meet national and international requirements in technical education.
- The institute has to strengthen its teaching community in order to get more funding for projects, exceptional research and development, patents, and consulting.
- Fewer Alumni contributions and participation.

Institutional Opportunity

- Students and Faculties are motivated to deepen their knowledge by using virtual learning environments.
- With employment opportunities, students can prepare for successful careers in their chosen industries, build transferable skills, and obtain useful experience.
- New Education Policy
- Increasing enrolment of Girl students.
- More scope to provide quality higher education to rural students
- The institute is regularly organizing various development programs for the benefit of teachers and students through seminars, workshops, conferences and symposium.
- Fast changing technology.
- Faculty with potential for more research projects and publications.
- Vast opportunities for research are present as the college can provide seed money for research work.

- Engage in events with collaborative agencies.
- Possibility of generation and utilization of solar energy in the campus.
- Opportunity to promote cultural and sports activities.

Institutional Challenge

- Teaching the first generation of socially and economically underprivileged students with inadequate English language skill.
- Many below average students are admitted. Teaching them is a challenging task.
- To produce more qualified and industry-ready technocrats.
- Opportunity to promote cultural and sports activities.
- Lack of Government funds for research activities/projects for achieving patents.
- Core company's preference for premier institutes.
- To enhance the research centre for other departments.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Kingston Engineering College is focused on imparting to its students an appreciation of social responsibility and a commitment to education of the highest Caliber. The institutional academic calendar is followed in the execution of various extracurricular and academic activities. The Academic Calendar is produced and issued at the start of each academic year and distributed to all stakeholders. Strict Adherence to the Academic Calendar is carried out with the inputs obtained from all stakeholders and also in keeping with the schedules provided by the affiliating University. Using contemporary pedagogical techniques, the lesson plan is created and implemented to meet the demands of the student body. The students have a strong desire to gain practical experience in their subject of study through internships, in-plant training, and industrial trips. Apart from the course syllabus, value-added courses with interdisciplinary learning, current trends, and industry-relevant courses on cutting-edge technology are added to the curriculum. A well-organized feedback mechanism is used to periodically enhance the program curriculum to promote continual improvement. Feedback from parents, alumni, teachers, employers, and students is evaluated and appropriate corrective actions are put into effect through discussion based on input collected from various stakeholders of the school. Modern pedagogy technologies are used in conjunction with innovative teaching methodologies to monitor students' development and deliver curricula effectively. Class committee meetings are employed to monitor syllabus fulfillment and course delivery. Courses specified in the curriculum are mapped to highlight the cross-cutting issues through academic regulation and curricular interventions. The college incorporates the Outcome Based Education (OBE) model, and all of the Programme Outcomes, Programme Specific Outcomes, and Course Outcomes are well-defined to help map the level of attainment of skills in a systematic manner. The courses offered under Professional Values impart about Human values, Morals, Ethics, Integrity in work, respect for others, and service learning. It also ensures academic flexibility and inclusion of extension, co-curricular, and extra-curricular activities into the syllabus.

Teaching-learning and Evaluation

The institution uses a wide variety of instructional strategies designed to accommodate different learning preferences and styles. These instructional strategies include technology-enhanced teaching aids, seminars, workshops, and hands-on learning experiences. Teachers are urged to use cutting-edge strategies that actively include students in the learning process and develop their capacity for critical thought, creativity, and problem-solving. The curriculum is created by the University with the most recent advancements in the fields in which it is taught, industry demands, and societal needs in mind. It provides a well-rounded combination of theoretical knowledge and real-world application, guaranteeing that students gain both domain-specific expertise and transferable skills. The curriculum is regularly reviewed and updated by the University to reflect new developments in education and standards. The campus offers a comfortable learning environment furnished with cutting-edge labs, libraries, and digital resources. Access to learning materials, both physical and digital, is facilitated to support self-directed learning and research endeavours. The infrastructure is regularly upgraded to meet the evolving needs of academic programs and enhance the overall learning experience. A range of student support services is available to address the diverse academic, personal, and career-related needs of students. These services, which support students' performance and well-being, include career assistance, academic advising, mentorship, and counselling. To provide fair access to educational opportunities, special accommodations are made for students from underrepresented backgrounds. To accurately measure student learning outcomes, the institution uses rigorous, transparent, and equitable evaluation and assessment procedures. A variety of internal evaluations, exams, projects, presentations, and hands-on demonstrations are used as assessment techniques. Mechanisms for providing constructive feedback to students and promoting ongoing improvements to the teaching and learning processes are in place. Faculty members are encouraged and assisted by the institution to incorporate cutting-edge teaching-learning strategies into their teaching approaches. To increase student involvement and expand comprehension, initiatives including problem-based learning, flipped classrooms, interdisciplinary projects, and collaborative learning are encouraged. Faculty members have access to chances for ongoing professional development so they may keep current on new developments in pedagogy and technology. Teachers use both contemporary teaching tools and classic teaching techniques.

Research, Innovations and Extension

Kingston Engineering College actively engaged in promotion of research, innovations and extension activities. Anna University recognized Centre for Research in the Department of Mechanical Engineering and two recognized research supervisor's expertise in several disciplines to provide quality guidance to research scholars. KNEC encourages its faculty members to pursue Ph.D. programs and also encouraged to participate in International Conferences and publish research articles in Peer-reviewed journals such as Scopus, SCI and Web of science. The institution has an ecosystem for Innovation and also supports its faculty members in terms of funding, infrastructure and guidance to pursue research. Kingston Engineering College is recognized as Host-Institute for Business-Incubation as by MSME, File No. : 17(2)/ MSME INNOVATIVE /PMAC / 2021-22

Government of India. The Institution provides mentoring support, office space and testing facilities to the start-ups to take their creative ideas to the market. KNEC has been granted 4 cars from Hyundai, TATA, FORD and Nissan Renault for the student's purpose and Agricultural Borewell Submersible Pumpset has been granted to KNEC as an Educational Aid. 54 research papers, 9 books and 3 book chapters were published by faculty members. The faculty members also submit research projects to non-government agencies for funding. The institution has received a fund of Rs.19 lakhs from AICTE in the name of MODROBS and Rs.5.68 lakhs from AICTE to organize Online FDP, STTP, and Conferences, Rs.2.75 lakhs from non-government agencies for

research projects and Rs.0.075 lakhs from TNSCST. These projects and endowments underscore the institution's commitment to fostering innovation, research, and technological advancement across diverse domains, both in collaboration with governmental and non-governmental agencies. 16 Patents were published by faculty members. Through Skill development program by AICTE PMKVY, five courses were offered to the different groups of students batchwise. About 115 students were completed the course and got certificates. Number of workshops, seminars, conferences are organized regularly by various departments, Institution Innovation Council and Entrepreneurship Development Cell for the benefit of Faculty members and Students to enrich their knowledge on Research Methodology, Intellectual Property Rights (IPR) and Entrepreneurship. Through the Extension and Outreach Programmes, the College reaches out to the rural neighbourhood community. KNEC encourages the students to actively participate in Extension activities for the holistic development of students. NSS Unit of KNEC has organized number of Blood Donation Camps, Rallies and Swatch Bharath Abhiyan programs. KNEC also offers services to other institutions like teaching English to School Students and Industry workers. KNEC has signed 23 MOUs to offer training, internship, project work and hands-on experience in their respective domains. It provides a great way to bridge the gap between academics and industry to provide students with practical exposure and hands on experience.

Infrastructure and Learning Resources

Kingston Engineering College boasts a vast 11.62 acre campus with extensive facilities to support academic and extracurricular activities. This includes 40 well-equipped classrooms, 40 laboratories, 8 tutorial rooms, seminar halls, auditoriums, department libraries, counselling rooms, and project labs. Additional amenities like Product Design Studio, Multimedia Lab, Gym Halls, and Common Rooms enhance student experience. ICT classrooms with multimedia tools and Wi-Fi are available to support teaching learning process. Centralized Library with a total space of 1204 sq.m supports with 19342 volumes to support UG / PG students with various Text books, Reference Books, eBooks, Journals, Magazines, E-Journals, Project Reports and NPTEL Video Lectures, GATE Exam References, Competitive Exam Materials etc., to support continuous learning and improve research insights for faculty as well as students. Sports facilities cover various indoor and outdoor activities, including a gymnasium with various training equipment. Yoga activities are encouraged. The spacious auditorium hosts cultural events and competitions, promoting professional ethics and societal values. IT facilities are continuously upgraded, with provisions for remote access, robust network infrastructure, Wi-Fi and internet connectivity across the campus. Licensed software and specialized softwares / tools cater to academic needs. The institution has adapted to online teaching during the pandemic, utilizing platforms like G Suite, Moodle App and Microsoft Teams. Regular maintenance ensures smooth functioning, including formatting desktops, installing antivirus software, and updating hardware and software packages. CCTV surveillance is installed for security, and social media platforms are utilized for outreach. The expenditure towards proposals for conducting academic sessions, co-curricular and extra-curricular activities and infrastructure development are always supported with needed budget and requirements are facilitated which in turn impacts maximum and effective utilization of the budget proposals submitted from various departments and sections of the institute. Kingston Engineering College always prioritizes technological advancement and student-centric initiatives for a holistic learning environment.

Student Support and Progression

This criterion deals with average percentage of students benefited by scholarships and freeships provided by the Government, the institution / non- government agencies. It also furnishes the information related to capacity building and skills enhancement initiatives taken by the institution including soft skills, Language and communication skills, Life skills (Yoga, physical fitness, health and hygiene, Information and Communication Technology (ICT) and Computing skills). The Institution organizes various events/rally/shows through eminent personalities to promote the same. The placement training is included in the curriculum from second year onwards. Our students have been placed in various reputed companies with very good packages. They support the institution by contributing through Alumni Association as Guest speaker, recommending for Internship and placement for their Juniors. The students benefitted by guidance for competitive examinations (GATE, TANCET, UPSC, IELTS) and career counselling offered by the Institution is presented here. The Institution provides training on recent trends in cutting edge technologies through webinars, seminars, Hands on Trainings, Workshops which motivates them for critical, design thinking and innovation. Criteria 5 also covers transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. There is close monitoring of activities of the students and faculties through CCTV surveillance, Complaint/suggestion box and immediate actions will be taken if any sort of grievances addressed/reported to the committee concerned. Average percentage of placement of outgoing students, students progressing to higher education, students qualifying in state/national/ international level examinations are also described. Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level are presented here. Institution organizes sports day, Cultural day and Annual day for promoting and encouraging their unshaped talents with necessary facilities and appreciations. Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities, Average number of sports and cultural events/competitions in which students of the Institution participated are portrayed. Alumni Association that contributes significantly to the development of the institution through financial and/or other support services. The College organizes Alumni Day on 2nd October every year. The students can join with their family members and enjoy the gathering.

Governance, Leadership and Management

The governance of our college is meticulously planned to align with the institution's vision and mission, ensuring that its academic, financial, and administrative affairs are managed effectively. The college has statutory and non-statutory committees to ensure the proper management of academic, financial and administrative affairs. The college emphasizes a participative style and decentralized decision-making process at all levels of management to achieve a higher level of involvement among the staff. The institute has formulated a strategic plan and continues to implement it for its overall development. The system of policy evolution is structured into a hierarchy. The college has established policies, rules, procedures, and schemes to govern various aspects of academic and administrative functioning. E-governance has also been implemented in administration, finance, accounts, examinations, student admission and student support by using ERP and in-house developed software. The institute has a well-defined performance appraisal system for the teaching and non-teaching staff. The college provides a wide range of welfare measures like (financial support, career development, healthcare, facilities and infrastructure) for the benefit of both teaching and non-teaching faculty

members. Career development for the faculty is encouraged through financial support to attend the workshops, seminars, conferences, refresher courses and membership fees in professional bodies. Faculty development programs, professional development programs/administrative training programs have been organized by institutions for teaching and non-teaching. The finance committee and purchase committee of the institution have a well-defined policy to ensure resource mobilisation and also the institution has a defined policy for budgeting and audit including internal and external audit.

IQAC has contributed relentlessly towards the sustainable quality of the institution by conducting academic and administrative audits, ISO audits, Green audits, Energy audits, faculty appraisals, and feedback from stakeholders. IQAC regularly reviews the teaching-learning process evolution, assessments and structure. IQAC stimulates the academic environment for the promotion of the quality of the teaching and learning process through a well-structured feedback mechanism. These efforts have resulted in enhancing the teaching-learning process, introducing innovative programs, fostering industry tie-ups, and providing training opportunities for students and faculty members. The impact of these initiatives has been transformational, contributing significantly towards the institution's growth and progress.

Institutional Values and Best Practices

In order to promote gender equity and ensure that men and women participate equally in co-curricular activities and administrative roles and duties at all levels, Kingston Engineering College, Vellore hosts a variety of events. The college employs both male and female security personnel, CCTV cameras, and effective anti-ragging, anti-squad committee, women empowerment, prevention of sexual harassment, and grievance redressal cells to ensure safety and security. Regular orientation programs are held by the college. Both male and female students at the college have access to the common area and sick room. The college is equipped with energy-saving devices and alternative energy sources, such as LED street lighting, solar water heaters, biogas plants, and LED bulbs. Facilities for managing both biodegradable and non-biodegradable waste have been constructed by the college. Water conservation facilities are offered at the college. These include rainwater harvesting, borewell recharge systems, tanks and bunds, waste water recycling, maintenance of water bodies, and distribution systems. The college has restricted the entry of automobiles and insisted all the faculty, students, and staff to use bicycles/battery-powered vehicles and pedestrian-friendly pathways, also banned the single-use plastic and has excellent landscaping with trees. The college has built a pleasant environment like ramps, disabled-friendly washrooms, wheelchair, assistive software in the library, and scribe facilities for divyangjan students and employees. The college has been certified for green audit, energy audit, and environment audit and received awards from a recognized agency and conducted beyond the campus environmental activities. The college is providing an inclusive environment regarding tolerance and harmony towards the cultural, regional, linguistic, communal, socio-economic, and other diversities in terms of celebrating festivals and cultural programs and awareness programs on socio-economic issues. The institution has implemented the two best practices "Green Campus Environment" and "Skill development" successfully. The institutional distinctiveness is given priority for the admission and career development of rural students, first graduate students, and Pre-placement talk with parents through this a bridge can be built between parents and Industry and the placement of the students had been improved.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | KINGSTON ENGINEERING COLLEGE |
| Address | KINGSTON ENGINEERING COLLEGE CHITTOOR MAIN ROAD,CHRISTIANPET VILLAGE,METTUKULAM PANCHAYAT, KATPADI TALUK,VELLORE |
| City | VELLORE |
| State | Tamil Nadu |
| Pin | 632059 |
| Website | www.kingston.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|--------------------|----------------------------|------------|------------------|------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | U.V.ARIVAZ HAGU | 0416-2298300 | 9976849999 | 0416-229831 2 | principal@kingston .ac.in |
| IQAC / CIQA coordinator | E.KUMARES AN | 0416-2298301 | 9003135424 | 0416-229831 2 | iqac@kingston.ac.i n |

| Status of the Institution | |
|---------------------------|----------------|
| Institution Status | Self Financing |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
|-----------------------|--|

| State | University name | Document |
|------------|-----------------|-------------------------------|
| Tamil Nadu | Anna University | View Document |

| Details of UGC recognition | | |
|----------------------------|------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 24-07-2023 | View Document |
| 12B of UGC | | |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|--------------------------------|--------------------|---------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| AICTE | View Document | 15-05-2023 | 12 | |

| Recognitions | |
|---|----|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency? | No |

| Location and Area of Campus | | | | |
|-----------------------------|--|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | KINGSTON ENGINEERING COLLEGE CHITTOOR MAIN ROAD,CHRISTIANPET VILLAGE,METTUKULAM PANCHAYAT, KATPADI TALUK,VELLORE | Rural | 11.62 | 50391.95 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/ Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BE,Computer Science And Engineering, | 48 | HSC | English | 120 | 120 |
| UG | BE,Electronics And Communication Engineering, | 48 | HSC | English | 60 | 60 |
| UG | BE,Mechanical Engineering, | 48 | HSC | English | 30 | 22 |
| UG | BTech,Information Technology, | 48 | HSC | English | 60 | 60 |
| UG | BTech,Artificial Intelligence And Data Science, | 48 | HSC | English | 60 | 60 |
| UG | BTech,Computer Science And Business Systems, | 48 | HSC | English | 30 | 30 |
| PG | ME,Computer Science And Engineering, | 24 | UG | English | 9 | 3 |
| PG | MBA,Master Of Business Administration, | 24 | UG | English | 120 | 120 |
| PG | ME,Power Systems Engineering, | 24 | UG | English | 9 | 3 |
| PG | ME,Applied | 24 | UG | English | 18 | 1 |

| | | | | | | |
|----|------------------------|----|----|---------|---|---|
| | Electronics, | | | | | |
| PG | ME,Engineering Design, | 24 | UG | English | 9 | 0 |

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 | 9 | | | | 12 | | | | 82 | | | |
| Recruited | 6 | 3 | 0 | 9 | 3 | 9 | 0 | 12 | 31 | 51 | 0 | 82 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 9 | | | | 12 | | | | 82 | | | |
| Recruited | 6 | 3 | 0 | 9 | 3 | 9 | 0 | 12 | 31 | 51 | 0 | 82 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 157 |
| Recruited | 104 | 53 | 0 | 157 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 157 |
| Recruited | 104 | 53 | 0 | 157 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 14 |
| Recruited | 11 | 3 | 0 | 14 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 14 |
| Recruited | 11 | 3 | 0 | 14 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 6 | 3 | 0 | 3 | 8 | 0 | 0 | 0 | 0 | 20 |
| M.Phil. | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 10 | 0 | 12 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 41 | 0 | 71 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| Details of Visting/Guest Faculties | | | | | |
|---|-------------|---|---------------|---|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 0 | 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 | 611 | 36 | 0 | 0 | 647 |
| | Female | 429 | 21 | 0 | 0 | 450 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 81 | 5 | 0 | 0 | 86 |
| | Female | 159 | 2 | 0 | 0 | 161 |
| | 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 | 21 | 19 | 10 | 7 | |
| | Female | 12 | 10 | 7 | 8 | |
| | Others | 0 | 0 | 0 | 0 | |
| ST | Male | 0 | 1 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | |
| | Others | 0 | 0 | 0 | 0 | |
| OBC | Male | 172 | 98 | 114 | 90 | |
| | Female | 181 | 89 | 68 | 65 | |
| | Others | 0 | 0 | 0 | 0 | |
| General | Male | 34 | 24 | 40 | 31 | |
| | Female | 29 | 26 | 14 | 24 | |
| | Others | 0 | 0 | 0 | 0 | |
| Others | Male | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | |
| | Others | 0 | 0 | 0 | 0 | |
| Total | | 449 | 267 | 253 | 225 | |

Institutional preparedness for NEP

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | <p>Our college ensures the all-round development of students by ensuring the social, physical, emotional and moral values. As per the guidelines of Anna university, Chennai Institute is preparing to include multidisciplinary subjects as per the National Educational Policy 2020. To fulfill the objectives of NEP, we have started preparing the roadmap for NEP and started creating the required infrastructure. We are also using innovative pedagogy methods and techniques like Blended learning and Smartboards to provide augmented multidisciplinary learning experiences to our students. We offer value added course for the students like programming languages and engages the students for multidisciplinary learning. Add-on Course in Soft skills and Communicative English, Professional Etiquettes and Soft Skills and Conversational English for Career were conducted by the English Department for students of other departments. Besides these beyond curriculum courses we conduct Human values, Environment, Entrepreneurship Skill development programs etc. The aim is to make the students more employable and pave a way towards entrepreneurship. Cumulative and Determinative assessments and assignments are used to evaluate the student's learning outcome. our curriculum is designed by the anna university, Chennai as per the AICTE guidelines. As and when Anna University releases guidelines and curriculums regarding NEP, the college will abide by it</p> |
| 2. Academic bank of credits (ABC): | <p>Anna university, Chennai already taken a step to register the students with ABC and link their examination data with ABC portal. Our college is affiliated to the Anna University and adhere to the directions by the affiliating university regarding the implementation of Academic Bank of Credits. Further process regarding this will be implemented as per the guidelines of the university.</p> |
| 3. Skill development: | <p>As per Anna university Regulations 2021, internship is mandatory to the students as a part of skill development. Institute has a best practice of inculcating the various skills among the students. The college has already initiated a series of Skill Development Programs through Value-Added courses and workshops that enable students to acquire a range of competency levels and focusing on</p> |

| | |
|---|--|
| | <p>knowledge, skills and aptitude. For this institute has established the incubation Cell as an initiative to inculcate innovative ideas from students. The students are encouraged to do their final year project based on the requirements related to industry, society, environment and technology advancements. This ensures the industry-oriented skill development of the students. It is mandatory for the students to complete their internship in the industry specific to their discipline for improving the industry-oriented skills along with the academic courses</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>The college is affiliated to the Anna University, Chennai and follows the curriculum designed by the university. Hence institute must have to wait till the university permits the affiliated colleges to start the courses in Indian language. The medium of instruction in the institute is English. As an initiative in the regulations the University two new courses in Tamil language for the First-year students and also provide following practices inside the campus to promote regional languages</p> <ul style="list-style-type: none"> • Flexibility is given to the student to use mother language during various internal communication which is easily understood by the group of people • Internal notices and circulars are disseminated with the use of regional language • In Cultural Events such as annual gathering students are encouraged to use Tamil language. • Use of local language during various feedback • Use of local language for the various academic related displays • Tamil language newspapers and books are available in the library. |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>The college is promoting, project-based learning, experiential learning, group discussions, brainstorming, role plays, and field-based learning like visits to industrial units, research labs and other institutes to promote constructive learning and active involvement of students. The college motivates the staff to participate in workshops and training programs for staff to deliberate upon outcome-based education. College offers the professional Engineering program and implemented the 100% outcome-based education with following philosophy</p> <ul style="list-style-type: none"> • Establishing the Vision and Mission statements for each program and the college • Defining the Programme Educational Objectives (PEO) statements describes what, student should able to do in his/her professional life after few years of his graduation |

| | |
|---|--|
| | <p>Defining the Programme Outcome (PO) statements based on the graduate attributes. • Defining the Course Outcome (CO) statements based on the particular course content that describes what, student should able to do at the end of learning of the course</p> <ul style="list-style-type: none"> • Designing the Assessment and evaluations as per the bloom's taxonomy • Establishing the course level CO-PO mapping for with proper validations • Evaluating the CO and PO attainment for each course (both direct and indirect methods) • Evaluating the PO attainment for each programme. The College has implemented OBE within its limited academic flexibility as a preparatory measure to implement NEP |
| 6. Distance education/online education: | <p>During the Covid-19 Pandemic online classes were conducted by all faculties. Both teachers and students were given training to use online teaching technology/platforms. Assessments were conducted online, the various technological tools used by the faculties especially during the pandemic lockdown are Google Classroom, Moodle, Google Meet, Zoom as teaching and learning aids, Use of virtual labs, Group collaboration etc. The college is also using innovative pedagogy methods and techniques like Blended learning through conducting online seminars and Smartboards/eLearning to provide augmented multidisciplinary learning experiences to our students. All classrooms have projectors and Smartboards are installed in dedicated classroom</p> |

Institutional Initiatives for Electoral Literacy

| | |
|---|--|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes. ELC Coordinator - Mr.S. Chandrasekar Asst Prof/Civil and ELC staff Member - One Teaching Faculty from each department. ELC Student member - One Student from each class |
| 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? | Yes. Students' coordinator and coordinating faculty members are appointed by the College and the ELCs are functional. The ELCs are representative in character. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral | Yes. The student's voluntary contributes in electoral processes participation in voter registration of students and communities where they come from, |

| | |
|---|--|
| <p>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.</p> | <p>assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | <p>The socially relevant initiatives taken by College in electoral related issues especially awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. as per the direction of Government Election authorities.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>The ELC club taking all the initiatives and creating awareness among students about the importance of enrolling their names in the to the electoral list .All the students above 18 years in the institute are advised and motivated to enroll as a voter in the electoral roll.</p> |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1112 | 956 | 1070 | 1309 | 1651 |

| File Description | Document |
|---|-------------------------------|
| Upload Supporting Document | View Document |
| Institutional data in prescribed format | View Document |

2 Teachers

2.1

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

Response: 159

| File Description | Document |
|---|-------------------------------|
| Upload Supporting Document | View Document |
| Institutional data in prescribed format | View Document |

2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 79 | 70 | 79 | 97 | 102 |

3 Institution

3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 750.24 | 269.94 | 158.17 | 493.1 | 485.46 |

| File Description | Document |
|----------------------------|-------------------------------|
| Upload Supporting Document | View Document |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Kingston Engineering College is focused on imparting to its students an appreciation of social responsibility and a commitment to education of the highest caliber. Kingston Engineering College is affiliated with Anna University, Chennai, and follows a well-planned and documented process for effective curriculum delivery. Regulations -2017 and Regulations – 2021 has been followed which is prescribed by Anna University, Chennai.

The students have a strong desire to gain practical experience in their subject of study through internships, in-plant training, and industrial trips. Apart from the course syllabus, value-added courses with interdisciplinary learning, current trends, and industry-relevant courses on cutting-edge technology are added to the curriculum. Courses specified in the curriculum are mapped to highlight the cross-cutting issues through academic regulation and curricular interventions. The college incorporates the Outcome Based Education (OBE) model and all of the Programme Outcomes, Programme Specific Outcomes, and Course Outcomes are well-defined to help map the level of attainment of skills systematically.

Course study materials such as lecture notes, question bank, lab manuals and Master Records are prepared by the allotted faculty members focusing on outcome-based education and Bloom's Taxonomy. The curricular delivery and assessment are reviewed periodically and corrective measures are carried out through Class Committee Meetings. Question banks, Innovative Teaching Methodologies to monitor the progress of students conducting online assessments and content beyond syllabi are included in course/laboratory plans and delivered through modern pedagogy tools. The head of the department monitors the conduct of classes, tutorial sessions and student performance.

Unit-wise syllabus coverage and deviations from the lesson plan will be periodically reviewed by the Head of the Department and are addressed suitably. The teaching plan is prepared and delivered using modern pedagogical tools to cater to the needs of the student community Feedback obtained from students, teachers, employers, parents and alumni are analyzed and appropriate remedial measures are carried out. Thus, the institute ensures the effective implementation of curricular aspects.

Adherence to Academic Calendar

- Periodical meetings are conducted with stakeholders to evolve various strategies and monitoring mechanisms are in place. With the inputs received from all stakeholders and also in line with the schedules announced by the affiliating University, the College Academic Schedule and Academic *Calendar* is prepared and issued at the beginning of every academic year and Semester.
- Various academic and extracurricular activities are executed as per the institutional academic calendar.
- Academic calendar also paves the way for the faculty members to undergo training programs, if required, for effective knowledge dissemination. This helps the students to plan their Industrial visits during the academic year, and internships/in-plant training during vacation. With the tentative schedule of Internal Examinations, it is possible to prepare well ahead of the examinations and plan actions during their holidays.

The timetable is prepared as per the required contact hours. A comprehensive procedure is followed for the conduct of the examination and evaluation is done in a centralized and transparent manner by the Examination Cell. A well-organized feedback mechanism is used to periodically enhance the program curriculum to promote continual improvement.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 5241

| File Description | Document |
|---|-------------------------------|
| List of students and the attendance sheet for the above mentioned programs | View Document |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | View Document |
| Institutional data in the prescribed format | View Document |
| Evidence of course completion, like course completion certificate etc. Apart from the above: | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 85.95

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 819 | 804 | 815 | 1229 | 1574 |

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

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Kingston Engineering College has been established with a resolute mission to educate graduates with much more than a deep knowledge of science and technology. The Institution has communicators, empathetic leaders, and creative thinkers who are committed to solving our planet's gravest problems. The institution follows the curriculum prescribed by Anna University, Chennai and makes immense effort to supplement the curriculum in tune with the recent advancements in the field of engineering. Various activities are regularly conducted/organized by the institution to meet such requirements. The institution usually conducts various awareness programs to propagate the significance of moral and ethical values. Blood donation camps have been organized by the college under Youth Red Cross/National Service Scheme and have been acclaimed by social activists.

HUMAN VALUES & PROFESSIONAL ETHICS

Moral values and responsible conduct will play a crucial role in decision-making. The subject ensures a good knowledge in the aspects of moral coherence, moral communication, right conduct, communal harmony, love discipline, honesty and respect for all. The curriculum has incorporated various crosscutting issues related to Ethics, Gender, Human Values, Environment, and Sustainability into core, electives and other courses. The courses offered under Professional Values impart Human values, Morals, Ethics, Integrity in work, respect for others and service learning. Various relevant courses are related to Ethics Human Values, Society – Gender Issues, Environmental Science and Sustainability form a part of the curriculum under various Regulations (R2013, R2017 and R2021). To facilitate the exposure of various courses to the students to reach effectively several courses have been conducted under the Universal Human Values Cell thereby strengthening the moral values, ethics and development of the overall personality.

GENDER

The curriculum is framed in such a way that it includes various courses that help to solve the problem of the gender gap. Though the curriculum is rich in covering the aspects of Environment & Sustainability, Human Rights and Ethics there exists a gap in covering Gender-related aspects. Kingston through Women Empowerment Cell conducts activities are conducted with a motto to uplift the girls socially and intellectually. The cell conducts various awareness camps- health and menstrual safety, legal rights, entrepreneurship, defense techniques and cyber security to equip them with the right knowledge for a life of equality, empowerment, personal enhancement, and professional success. The objective is achieved in Kingston Engineering College through the curriculum as well as the activities furnished by various cells like Women Empowerment Cell.

ENVIRONMENT & SUSTAINABILITY

The curriculum includes several courses that encompass sustainable engineering principles to make the students be in harmony with the environment in which they live. Several opportunities are opened in front of the students to identify the significance of identifying the issues related to the environment and its sustainability and by the curriculum, events and festivals arranged under the active cells in Kingston such as Youth Red Cross, National Service Scheme (NSS) and Green Energy club.

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

1.3.2

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

Response: 85.97

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

Response: 956

| 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

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

| File Description | Document |
|---|-------------------------------|
| Feedback analysis report submitted to appropriate bodies | View Document |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | View Document |
| Action taken report on the feedback analysis | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 47.67

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 449 | 267 | 253 | 225 | 312 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 525 | 525 | 525 | 792 | 792 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 56.49

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 387 | 218 | 199 | 166 | 266 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 364 | 365 | 365 | 547 | 547 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority. | View Document |
| Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.2 Student Teacher Ratio

2.2.1

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

Response: 14.08

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Kingston Engineering College takes effort in teaching learning process towards student centric approach by adopting various suitable learning methodologies to facilitate life-long learning.

Experiential Learning:

1. Every student is made to have an experiential learning path through each curriculum imparted in theory and practical subjects based on blooms taxonomy level.
2. Every semester departments organize Industrial Visits and arrange Internships in company to gain exposure to industrial practices.
3. Value added courses and workshops are organized to gain hands on experience in latest technologies.
4. Guest lectures by eminent industry experts are arranged to facilitate students to acquire real time knowledge in recent technologies.
5. Internal Quality Assurance Cell (IQAC) is built to ensure a quality education at the institution level through continuous reviews and periodic meetings.

Participative learning:

1. Students are encouraged to participate in national and international contests, conferences, seminars, and workshops both within and outside of the institution by exposing them to real-world settings using modern training techniques.
2. Students are encouraged to participate in internal / external college workshops, National conferences/International conferences etc.
3. Students are made to carry out mini Projects and main projects to have more experiential learning.
4. Students are encouraged to participate in national and international level competitions, conferences, seminars and workshops within and outside the college.
5. Students are motivated to participate in design contest, Smart India Hackathon, Swatch Bharath projects, Professional Society Events where students can explore their ideas and innovation towards awards and achievements.
6. Incubation and project development Cell helps the students towards ideation and implementation.
7. Project work in collaboration with industry conducted by students helps them acquire practical knowledge and enhance their knowledge through interaction with industrialists/scientists.
8. To acquire knowledge in recent technologies, students enroll themselves in different research centres.

Problem Solving Methodologies:

1. Tutorial classes form a part of the course delivery to inculcate problem solving skills among the students to supplement regular teaching learning process.
2. The problem-solving ability is further emphasized by incorporating questions on case studies (Part C) in the internal assessment tests and model exams and involving them to solve the problem posted by industry.
3. Free Internet access in the library and Wi-Fi facilities in campus promote the habit of self-learning and discussion among the students.
4. In addition to general aptitude and logical reasoning classes, second and third year students are

offered value added programs which improve their problem solving skills.

5. Hackathons are arranged for students to test their coding skills and work on interesting real world challenges.
6. Hacker Rank programming contests are conducted on weekly basis to help students improve their programming skills.

| 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: 96.61

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 82 | 74 | 82 | 99 | 105 |

| File Description | Document |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.4.2

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

Response: 15.22

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 15 | 11 | 11 | 14 | 14 |

| File Description | Document |
|---|-------------------------------|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | View Document |
| Institution data in the prescribed format | View Document |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.5 Evaluation Process and Reforms**2.5.1**

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The Examination Cell is an important part of the academic work.

1. Formation of exam committee Members - HoD's & Principal.
2. Circular, Guideline, Office Order, Notification received by the Anna University are dispatched to all departments with Principal's signature.
3. Distribution of consolidated mark sheet, Provisional and Degree Certificates to students.

Conduct of Internal Assessment Test / Model Examination (UG)

1. Conduction of two Internal Assessment Tests and Model Exam for UG programme as per academic calendar.
2. The subjects handling faculty are directed to prepare question paper (2 sets - Unit Tests & 3 sets - IAT) as per IQAC.
3. Question paper selection process will be done by Dean Academics and the principal.
4. Preparation of Invigilation duty, Hall & Seating arrangements.

5. Formation of Monitoring / Enquiry committee for the examinations.
6. Process of central valuation and overall result analysis.
7. Assessment mark entry in University web portal will be done periodically.

Procedure for Conducting University Practical's / Viva Voce Examinations

1. Chief Superintendent for conducting practical examinations appointed by the Principal.
2. Conducting University practical examination for each semester, circular is sent to all HODs for the details of internal examiners and Zonal office appoints the external examiner for each practical lab / viva voce.
3. The practical examinations are conducted batch wise. The External / Internal examiner set the question papers, value the answer scripts and award marks.
4. The mark statements are prepared and signed by both the examiners and it is sealed in separate covers along with question paper and handed over to the Exam Cell.
5. The External and internal examiners conduct the viva voce for the project as per university protocol.

Conduct of University Theory Examinations

1. Candidates are permitted to appear for the semester examination after they registered for examination in all courses according to the Anna University regulations.
2. The list of students opted for elective subjects are uploaded in University web portal after Principal approval.
3. Odd semester during November / December.
4. Even semester during April / May.
5. Examination schedule and fee circular - Notice boards.
6. Anna University Representative from neighbouring colleges is appointed by the Zonal office.
7. Question papers are issued by the University in sealed covers and opened at least 10 minutes before the scheduled time by CS & AUR.
8. Invigilation duty, Hall & Seating arrangements and hall ticket distribution - by the Exam Cell as per University requirements.
9. Any malpractice of the candidate is booked and reported by the hall superintendent to the Chief Superintendent/COE.
10. The University releases a circular to inform the commencement of central valuation.

Students Grievances:

1. Grievances identified in internal examinations for the student are rectified by CS and Principal.
2. Grievances identified regarding Anna University Examination such as applying photocopy, revaluation and review process for the results they obtained, other grievances like correction in the grade sheet (DOB, printing mistakes, duplicate grade sheet, etc.) are rectified by CoE of Anna University.

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

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

The Process has outlined the learning objectives for each of its academic programmes and courses in great detail. The goals of Outcome Based Education (OBE) following extensive consultation with all the faculty members. COs are straight forward declarations that outline the fundamental and enduring discipline knowledge, the skills students should have, and the level of learning expected at the end of a course.

The course outcomes are provided by the university and each course in the program consists of five to six course outcomes by considering POs and PSOs of our department. They are clearly specified and communicated. Finally, they are discussed in the meeting course-wise and approved. Students are also educated and provided with the detailed syllabus and course outcomes in each course and the assessment strategy for each course.

Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes are made aware through the following procedures.

1. POs and PSOs are approved by the Department Advisory Board POs and PSOs are available in the Institute website.
2. POs and PSOs are posted in corridors, classrooms Department office, Laboratories and Department library of the campus for staff, students and public view.
3. During the department review meeting the attainment of COs, POs and PSOs are reviewed among the faculty members.
4. At the first course committee meeting the corresponding faculty members discuss the assessing methods of each course outcomes and prepare the mapping with the POs and PSOs
5. In the remaining 2 course committee meetings the co attainment level are checked and coaching portions would be decided.
6. The POs and PSOs relevant feedback has been collected from the parents during Parents-Teachers Meeting.
7. The outcomes are elaborately discussed and derived by the course committee members.
8. Even though the COs is given by the Anna University along with the syllabus, if necessary, the Cos are modified and reframed by the course committee members. Program advisory Committee analyze the course outcomes and their mapping with program outcomes and program specific outcomes done for each course by the course handlers along with one subject area expert.
9. Course Outcomes (COs) are finalized at Programme Assessment Committee (PAC). COs are

communicated to the students during the introduction class itself. COs along with lesson plan are printed and issued to the students during the first class and also posted in Google Class room. During the class committee meetings the COs attainment levels are discussed and the measures outcomes of the course are also focused. During the commencement of each unit and after the completion of the unit, the course outcomes evaluating methods are reviewed.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of program outcomes and course outcomes are evaluated on the basis of both Continuous Internal assessment and End Semester Examination.

For each theory course, faculty member calculates the course outcome attainment using University Examination and Internal Assessment Test. The attainment level will be calculated based on the average performance levels of both University Examination and Internal Assessment Test. The evaluation process of Internal Assessment Tests/Assignments/Tutorials is counted for 20% and the remaining 80% will be given for university examination. Based on the level of CO attainment, the faculty member will decide whether to increase the competency level or change the content delivery method, assessment methods to improve attainment level for the course.

For laboratory courses, the course outcome will be calculated based on performance, viva-voce, record work and model practical examination with the weightage of 20% for Continuous Internal Assessment and 80 % weightage for University Practical Examination. Based on the CO attainment level, the faculty member will decide whether to increase the competency level or enhance the practical knowledge of the students in order to improve attainment level for the laboratory course.

Attainment of COs and POs for all courses with respect to set attainment levels:

CO attainment is calculated by allocating 80% weightage to University Examination and 20% weightage to internal assessment process.

The CO attainment levels for the R2017 (2017-2021 Batch) is:

Level-1: 59% - 63% of students scoring greater than 55% marks

Level-2: 64% - 68% of students scoring greater than 55% marks

Level-3: >68% of students scoring greater than 55% marks

Similarly, the levels have been increased and fixed for different batches.

For the University exam results, the class average is calculated and the same above three rules are applied to get the attainment levels. For measuring the attainment of POs various tools are used. Evaluation of attainment of POs is based on direct and indirect assessment tools. Direct assessment of POs is based on students' performance in University Examination. Indirect assessment is based on Exit Survey and Alumni Survey.

Using Program Outcomes, the faculty member evaluates the Program Outcomes through Internal Assessment Tests, Assignments and Tutorial. PO will be evaluated by the CO-PO Mapping with the attainment value for each course. For each course, every faculty member decides the competency level and attainment level.

The following tools are used to assess the indirect assessment of attainment of COs and POs

- 1.Exit Survey
- 2.Alumni Survey

Exit Survey is a process of collecting satisfaction survey on the quality of education from the perspective of graduating students upon the completion of their program. The alumni survey is conducted through the survey questionnaire after graduation towards the achievement of POs.

The PO attainment levels for the R2017 (2017-2021 Batch) is:

Level-1: 66% - 67%

Level-2: 68% - 69%

Level-3: >70%

Similarly, the levels have been increased and fixed for different batches and attained. Any PO has not attained suitable remedial action has been taken in order to improve the attainment of PO in the next batches.

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

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 97.23**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 230 | 306 | 391 | 485 | 521 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 235 | 311 | 393 | 485 | 564 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | View Document |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:**

| File Description | Document |
|--|-------------------------------|
| Upload database of all students on roll as per data template | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 21.83

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1.25 | 0.5 | 0 | 20.0 | 0.075 |

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Kingston Engineering College has built the vibrant innovation ecosystem for research and development, innovation, knowledge generation, knowledge transfer, and skill development of the students and faculty members. The ecosystem consists of MSME-Business Incubator, R&D Cell, Institute Innovation Council, Entrepreneurship Development Cell and Skill Development Centre supported by AICTE PMKVY.

Incubation Cell

The Incubation cell has been established in our college and it acts as a platform for cultivating, encouraging and developing innovation and entrepreneurial skills among the students. It also helps students, research scholars and faculty members to execute the ideas into products or services for the benefits of society as well as industry.

Ministry of Micro, Small & Medium Enterprises-Host-Institute for

Our college has been recognized as Host-Institute for Business-Incubation as by MSME, File No.: 17(2)/MSMEINNOVATIVE/PMAC/2021-22, Government of India. In the year 2023, MSME organized the "MSME Idea hackathon 3.0 (for women)", invited creative ideas exclusively from women. Kingston Engineering College received around 61 ideas from college students, faculty members and outsiders. About 30 ideas were shortlisted and recommended for further process by the Domain Expert Selection Committee (DESC) members. In the final scrutiny process "**Smart Bike Safety Innovation**" idea which has been submitted by our college student has granted financial Assistance of Rs 8.5 Lakhs.

Research and Development Cell (R&D):

The R&D Cell is established to focus for research activities. This cell disseminates the information about publishing research articles and funding opportunities to the students and faculties. KNEC has two Research Centers in Mechanical Engineering and Electrical & Electronics Engineering departments. Ford, Hyundai, TATA and Nissan Renault sponsored vehicles and Engine for the student and faculty research purpose.

Our institution published 5 patents and faculty members published 11 patents and also received fund from AICTE for research projects. The R&D Cell conducting the Project Expo for students to exhibit their research ideas as projects and also conducting the Conferences on Advanced Technologies.

Institution Innovation Council (IIC):

Our college has established Institution's Innovation Council (IIC) for promoting different activities related to the innovation, IPR, startup and entrepreneurs. The IIC of KNEC has been recognized 3 STARS by MHRD during the year 2018-2019 and received sponsorship fund for conducting Impact Lectures. IIC regularly organizes seminars, guest lectures, National Science Day, National Technology Day, Smart India Hackathon and Engineer's Day celebrations.

Entrepreneurship Development Cell:

The EDC cell conduct entrepreneurship awareness programs to encourage and guide the students to in start-ups and business/venture through various seminars and workshops. Eminent industrialists, budding entrepreneurs and alumni of KNEC are regularly invited to motivate the students through Guest lectures, seminars and Workshops.

Skill Centre – AICTE PMKVY:

KNEC has been recognized as training Centre for PMKVY 4.0 skill development. Through this PMKVY, students and faculties can upgrade their skills and knowledge. Under the PMKVY 4.0, 240 students trained in five different domains. Totally 115 students were successfully completed the course and got certificates.

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

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 46

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13 | 16 | 01 | 07 | 09 |

| 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: 0.34

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 03 | 12 | 6 | 22 |

| File Description | Document |
|---|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | View Document |
| Link to re-directing to journal source-cite website in case of digital journals | View Document |
| Links to the papers published in journals listed in UGC CARE list or | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.3.2

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

Response: 0.1

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 01 | 01 | 01 | 07 | 06 |

| File Description | Document |
|--|-------------------------------|
| List of chapter/book along with the links redirecting to the source website | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Kingston Engineering College is an active participant in conducting various holistic extension activities programs to their own students and to the rural people in villages in and around Katpadi to promotes institution–neighbourhood community network and student engagement. This is sensitizing the students to social issues, service orientation, develop empathy, and promoting the holistic development.

KNEC has the several active clubs such as NSS, YRC, Green Energy & Environmental Club and Women Empowerment Cell to nurture and create the social, holistic development among the man kind.

KNEC regularly conducting the following programs through NSS, YRC, Green Energy & Environmental Club, English Literacy Club and Women Empowerment Cell for the benefit of society.

The impact of these extension activities goes beyond immediate benefits for the community. They also provide valuable learning experiences for students, fostering personal growth, and developing essential skills such as leadership, teamwork, communication, and problem-solving.

1. We organize blood donation camps every year in collaboration with hospitals in and around Vellore region. It brings awareness to students on the value of life and their own contribution.
2. Community Service Projects: our college NSS unit regularly conducting Health check-ups for village people and also organizing community service programs such as Clean Drive Programmes (Swatch Bharath) at Katpadi Railway Station, Tree Plantation Drives, Pond Cleaning in Mettukulam Village.
3. In Collaboration with Rotary Club, our college NSS unit conducted events such as **Rally on Ozone Day** starting from Vallimalai Road, Katpadi to New Bus stand, Vellore, Rally on World Tuberculosis Day, Vellore Green Circle to Nethaji Stadium, Vellore and Mini Marathon to Fight against Drugs started from Vallimalai road and ended at Mettukulam village panchayat.
4. International Mother's Day was celebrated in Mudhiyor Balar Kumdumba Grama Pannai, KASAM organized by the Women Empowerment Cell. NSS Unit also organized Karunalaya Children's Home Visit at Senur Village.
5. Health and Wellness Initiatives: our college NSS unit organized health camps, Awareness sessions, or Fitness programs to promote physical and mental well-being within the community. These initiatives can include activities such as Yoga sessions, Silambam and Health Check-ups.
6. Skill-Based Workshops: our college English literacy Club organized a Students Interaction Programme on Teaching of English at Sacred Heart School and Orphanage at Chenganatham, Vellore.

Environmental Initiatives: our college NSS unit has organized activities such as tree planting drives, Energy Conservation awareness, Climate change awareness to raise awareness about environmental issues, Say no to Plastic (Usage of Yellow bags) , Fight against Drugs , Energy Conservation Day at Mettukulam Village and Rally on NO Plastic -Manja Pai, started from Katpadi Police Station to Mettukulam village Panchayat and Distributed Trees for Plantation.

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

3.4.2

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

Response:

Kingston Engineering College has consistently demonstrated a strong commitment towards social responsibility, academic excellence, and environmental sustainability. The institution's dedicated efforts have garnered many appreciations and recognitions apart from its academic achievements for its societal relevant activities by various trusts and foundation.

Award of Humanity for Financial Support:

Kingston Engineering College was honoured with the "**Award of Humanity**" by Mudhiyor Balar Kudumba Grama Pannai, Kasam, Katpadi. This recognition underscores the institution's philanthropic contributions, reflecting its commitment to societal well-being.

Award of Excellence for Blood Donation:

The CMC hospital acknowledged our college with the "**Award of Excellence**" for its significant contributions to blood donation in continuous 5 years and donated 500 units of blood in a blood donation camp.

Highest Donors on Blood Donors Day:

Kingston Engineering College's NSS Unit received the "**Highest Donors**" award from Sri Narayani Hospital & Research Centre, Sripuram.

Appreciation for Hands-on Training on Embedded System:

Dr. S. Deepa, Professor, EEE, has received an "**Appreciation Certificate**" from Adhiparasakthi College of Engineering, Kalavai, for handling Hands-on training on Embedded Systems and Real-time Applications, reflecting her dedication to fostering practical skills among students.

Certificate of Appreciation for Green and Eco-Friendly Campus:

JAI Safety Service awarded Kingston Engineering College with a "**Certificate of Appreciation**" for its towards maintaining a "**Green & Eco-Friendly Campus.**" This recognition reflects the institution's efforts to create a sustainable and environmentally conscious learning environment.

Certificate of Award for Anti-Drug Mini Marathon:

The Rotary Club of Katpadi, presented a "**Certificate of Award**" for organizing a **Mini Marathon to Fight Against Drug Abuse**. This recognition highlights the institution's proactive role in addressing societal issues.

Silver Certificate for Energy Literacy Training:

The Energy Swaraj Foundation honoured our college with a "**Silver Certificate of Appreciation**" for its efforts in energy literacy training. This recognition reflects the institution's commitment to promoting energy efficiency and awareness.

Best Green Campus Award:

Mass Auto Components Moulding Division, Chennai, recognized our college as "**Best Green Campus Award-2023**" for maintaining a campus that prioritizes environmental sustainability.

Certificate of Appreciation for YRC 3 Day Zonal Level Students Study Camp:

YRC-VIT acknowledged our college "Certificate of Appreciation" for its active participation in the 3 Day Zonal Level Students Study Camp and Workshop, which showcasing the institution's commitment to holistic student development.

Digital Transformation - Outstanding Leader in Higher Education:

Our Head of the Institution received accolades from Elets Technomedia Pvt. Ltd. as an "**Outstanding Leader in Higher Education**" for its strides in digital transformation.

Innovation and Research - Certificate of Appreciation:

Student's participation in the "**Dr. APJ Abdul Kalam Satellite Launch Vehicle Mission-2023**" earned them a "**Certificate of Appreciation**" from the Dr. APJ Abdul Kalam International Foundation.

Industry Interface - Global Excellence Recognition Award:

Our college has been recognized as "**Excellence in Industrial Interface**" with the prestigious "**Global Excellence Recognition Award 2019**" by Verobert.

These awards and recognitions received from different NGOs and the organizations motivated us for continuing the services to the society.

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

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 41

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 21 | 04 | 0 | 10 | 06 |

| File Description | Document |
|--|-------------------------------|
| Photographs and any other supporting document of relevance should have proper captions and dates. | View Document |
| Institutional data in the prescribed format | View Document |
| Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.5 Collaboration**3.5.1**

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 23

| File Description | Document |
|--|-------------------------------|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | View Document |
| List of year wise activities and exchange should be provided | View Document |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Infrastructure and Physical Facilities:

Institute has been located in the sprawling campus of 11.62 acres facilitated with well-established 40 classrooms each supported with 70 seating capacity and equipped with ICT tools, ambience and physical facilities for teaching learning process. The institute is associated with 40 laboratories, 8 tutorial rooms, 2 seminar halls, 2 auditorium, 6 department library, 2 counseling/mentoring room, a Project/Research Labs in order to support students and faculty in curricular as well as research activities. Additional support for academic facilities includes Lecture Recording Room, Gym Halls, Common Rooms, E-Auto, 3D Printer.

The Institute has ICT Classrooms where the provision of Multimedia learning, Wi-Fi connectivity and internet access are given. The smart classrooms are equipped with LCD Projectors facilitated for a seating capacity of 60 students. Academic / Co-curricular information is shared to students through the LCD Display boards available in specific floor of the academic block.

Our Central library is fully computerized by automating the issue of books with bar code reader. The library has 19,342 volumes and 6956 titles covering all major fields of Science and Engineering. The library covers an area of 1204 sq. ft. with digital library room and an ample study space. The Digital Library support is part of NPTEL Local Chapter, DELNET membership, Journals, Books with various categories to support students in completing Online MOOC Courses, learn Life Skills etc., NDLI Club has been initiated to support students in improving various skills by organizing various events as part of the club.

Sports/Gym facilities:

The department of physical education has been equipped with field area of 4000sq.m, which provides excellent sports facilities for the overall development of students. There are sufficient numbers of fields/spaces for organizing indoor and outdoor sports activities. Sports facilities for students such as football ground and courts for volleyball, hand ball, throw ball, basketball, table tennis etc. are available. The sports zone is open to both students and staff after working hours and are encouraged to participate in Zonal Level or State Level / National Level and other sports tournaments. A gymnasium with a total area of 450sq.m is available in the campus. It includes cardiac training equipment such as treadmill, elliptical machine, cycling and rowing machine. All are encouraged to use it in the early morning and in

the evening after academic working hours.

Yoga Facilities:

In addition to academics, our college conducts many physical activities regularly. “Yoga Activities” are conducted for a healthy body, mind and soul. The students are trained in a spacious hall by a qualified trainer and institute is regularly celebrating the International Yoga Day each year on 21st of June.

Cultural Facilities:

The institute has a spacious auditorium, with excellent acoustics and a massive seating capacity that is available for cultural activities. Programs are planned to impart professional ethics, societal service, environmental protection and patriotism. Cash prizes and merit certificates are distributed to the students on the scheduled event day.

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

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 7.88

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 125.48 | 10.02 | 6.68 | 6.88 | 20.83 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

General Information:

Kingston Engineering College has a spacious Central Library started in the year 2008. It has grown in size and capacity to cater various programs, student's strength and faculty research domain. The faculty members and students utilize the library for continuous learning, to enhance their knowledge. The library has 19,342 volumes and 6,956 titles covering all major fields of Engineering, Science and Humanities, & Management. The Library covers an area of 1,204 sq. ft. with digital library and an ample study space. The Library has various Text books, Reference Books, Journals, Magazines, E-Journals and E-books, Project Reports and NPTEL Video classes related to Engineering and Management subjects.

The Library also has a collection of fascinating books which includes Encyclopedia, Handbooks and Dictionaries, GATE, Competitive exam books and videos that supports the content beyond syllabus. The Library provides three books for Under Graduate Students and five books for Post Graduate Students and in addition students are supported with individual department library titles relevant to the programme. The rare books collection is supported with DELNET subscription.

Automation Software:

Library has AUTOLIB Software from 2009, Integrated with Library Management Software (ILMS), AUTOLIB Software Systems, Chennai. The software can handle huge data of books and users records more efficiently. It is fully integrated, versatile, user-friendly, cost-effective and multi-user software. An OPAC database allows of the users to search the availability of the books.

To provide an enhanced user-friendly environment for patrons, the library's software has been changed to the KOHA version. As of January 1, 2024, the library implemented RFID technology which performs

efficient inventory management, streamlined check-in and check-out process, durability and improved accessibility.

Reading Hall and Digital Library:

The Library can accommodate a maximum of 120 students at a time. In addition to its core collection, the library houses books covering a variety of subjects, including sports, literature, general knowledge, examination materials, philosophy, and more. The atmosphere of the Library is pleasant for both Faculty members and students. The 30 computers that make up the digital library give users access to NPTEL lectures and other e-resources that include audio and video capabilities. Digital repositories of journals, magazines, student projects, theses, and publications, as well as other instructional and research materials, are accessible to staff members and students.

Information and Communication Technology Services:

The digital library is equipped with a 100 Mbps Wi-Fi connection. Within the library, users have the option to permit the taking of Xerox copies of library materials. Users have access to a computer system with a big monitor for group study and controversy of online resources, live programs like the annual budget announcement. At the library entry gate, a Barcode or RFID detecting device records each user's entry and exit time along with their identification. E-books and e-journals are available to all members (DELNET).

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

4.3 IT Infrastructure

4.3.1

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

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The IT facilities at Kingston Engineering College was initiated and well established from the year 2012 to cater to the needs of employer, employees as well as to the students. Later the support was enhanced and rendered to students through KGARC (Kingston Graduate Academic Resource Center) where they can access all the documents needed for their academic support either within the campus or can access remotely at their location of residence or any area. There are Wi-Fi access points with firewall and security support placed within the campus to map the demands during any academic, co-curricular and

extracurricular activities. The announcements, achievements and circulars to students are disseminated through LCD displays.

Regular upgradation is done in facilities at institute level as well as department level. The institute regularly updates the internet connection every year and as of now, the available internet bandwidth is 512 Mbps provided by Alacriy Net System Service that is latest renewed in 2023. A second backup line is also supported in case of primary line maintenance issues. The student to computer ratio is maintained as 1.77:1 and the bandwidth speed is upgraded periodically as follows:

| | | | | |
|----------|----------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 512 Mbps | 100 Mbps | 65 Mbps | 65 Mbps | 65 Mbps |

WIFI Access points: 438

Institution has a total of 679 computers for students and employees with the following configuration - Processor i3 / i5, 4GB/8GB RAM, 250 GB /450 GB SSD / Hard Disk.

Institute has various softwares needed for academic purposes which includes Oracle, MySQL, Adobe Photoshop, MATLAB, NetSim, ANSYS, AutoCAD, Rational Suite, Unity Engine apart from basic software like Office, Tally etc.

Licensed version of OS: The institute has license copies of Windows Operating System and also works with open-source operating systems like Ubuntu OS.

Multimedia / Video Lecture Recording Facility: The institute has a well-equipped recording hall where faculties can prepare their audio and video lectures. The recordings are disseminated through Institute Resource Center.

LCD Projectors: The institute has 40 classrooms equipped with LCD Projector facility to support teaching learning process.

Upgrading Policy: Computers in the institutes are upgraded every year by replacing certain old machines with the new ones wherein the RAM configuration is upgraded, SSDs are incorporated upon considering the curriculum requirements.

Virtual Labs: Few practical sessions are being conducted using virtual labs supported by various IIT institutes. (<https://www.vlab.co.in/>)

ERP System: The institute is also in the process of automating all its manual work in various departments like Accounts, Administration, Library, Admission, Record room etc. via ERP System. Enterprise Resource Planning (ERP) is an online portal and mobile app that enables Parents / Students / Staff access to information regarding the student's progress, attendance, payroll, fees, examination process, library usage, admission tracking, dissemination of academic/general information in the college.

E-Services: A unique mail id is created in college domain to all faculty members and students. The college website provides all the essential information for the stakeholders. Institution uses platform like Instagram, Facebook, YouTube for promotion of curricular / co-curricular activities.

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

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 1.77**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 629

| File Description | Document |
|---|-------------------------------|
| Purchased Bills/Copies highlighting the number of computers purchased | View Document |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 83.14**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 588.82 | 239.53 | 141.66 | 405.88 | 417.34 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 81.08

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 801 | 720 | 816 | 1106 | 1501 |

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | View Document |
| Report with photographs on ICT/computing skills enhancement programs | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.1.3

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

Response: 72.6

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 790 | 740 | 847 | 996 | 1054 |

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

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance | View Document |
| Proof related to Mechanisms for submission of online/offline students' grievances | View Document |
| Proof for Implementation of guidelines of statutory/regulatory bodies | View Document |
| Details of statutory/regulatory Committees (to be notified in institutional website also) | View Document |
| Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 67.36

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 185 | 225 | 229 | 279 | 384 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 230 | 306 | 391 | 485 | 521 |

| File Description | Document |
|--|-------------------------------|
| Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website) | View Document |
| List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website) | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.2.2

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

Response: 7.61

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6 | 7 | 14 | 7 | 14 |

| File Description | Document |
|--|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.3 Student Participation and Activities

5.3.1

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

Response: 71

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 45 | 0 | 0 | 4 | 22 |

File Description**Document**

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 32.6

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 78 | 6 | 1 | 39 | 39 |

| 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:

The alumni wish to contribute to the enrichment and enhancement of the quality of education being received by the students in their Alma mater, in whichever manner possible and also make a contribution to the society at large. Recognizing the fact that such steps would require some financial resources, the alumni of Kingston Engineering College had decided to form an Association, KINGSTON ENGINEERING COLLEGE ALUMNI ASSOCIATION (REGD.) that can help channels funds to the students and the educational institutions.

Objectives of the Alumni association:

- To encourage and promote close relations between the Institution and its alumni and among the alumni themselves.
- To promote and encourage friendly relations between all members of the alumni body, an interest in the affairs and well-being of the Institution.
- To provide and disseminate information regarding their Alma Mater, its graduates, Faculties and students, to the alumni.
- To initiate and develop programs for the benefit of the alumni.
- To assist and support the efforts of the Institution in obtaining funds for development.
- To serve as a forum through which alumni may support and advance the pursuit of academic excellence at the Institution.
- To guide and assist alumni who have recently completed their courses to obtain employment and engage in productive pursuits useful to society.
- To organize and coordinate reunion activities of the Alumni and let the Alumni acknowledge their gratitude to their Alma Mater.
- To collect, publish and distribute such information as may be useful to the alumni and their Alma Mater.

Activities and Contributions:

- Unique mentorship program by assigning expert alumni to guide the final year.
- Alumni are included as members in the Board of studies of all departments. They are invited for meetings at the college and they interact with their teachers and express their suggestions on curriculum revision.
- Few Alumni gave Guest lecturers to the existing students on some contemporary technological

developments and career guiding focuses.

- Provide counselling to students for employment.
- Act as judges in cultural and sports competitions.
- Serve as role models for students through distinguished services in different fields of service
- Helped in organizing Alumni Reunion events.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Kingston Engineering College was established with a resolute mission to educate graduates with much more than a deep knowledge of science and technology. The college nurtures critical thinkers, efficient communicators, empathetic leaders, and creative thinkers to meet the challenges of the global market, equipped with more technical and professional knowledge. Providing the right education at the right time with the right infrastructure and the right academicians was the core objective of DURAI MURUGAN EDUCATIONAL TRUST and its inception has striven to live up to its motto of setting standards in Educational Excellence.

The mission statements reflect the societal needs of prime concern like high-quality education in engineering and technology to the common man. Students are made to face the industry, head-on, by way of industrial projects/ internships/ research projects which expose them to recent industrial trends and inculcate the spirit of research. Faculties constantly update themselves and are equipped with skills to provide knowledge of the highest standards. Developing interpersonal skills, critical thinking, and self-learning form the fulcrum of the mission to make the graduate an engineer with a holistic outlook.

The Institution's governance demonstrates effective leadership in line with its vision and mission declarations. The Institute's established policies guarantee the honesty and efficiency of the governance and management. The Institute supports participatory decision-making and shared leadership. This illustrates how its operations have been decentralized and the appropriate powers and duties have been delegated. These delegations adhere to an organized organizational framework with defined job responsibilities. By allowing faculty members to participate in decision-making, KEC CGC promotes participative management. Therefore, several verticals have been developed for the institute's proper operation. Each vertical has independent heads making decisions in line with institute policies and regulatory requirements in consultation with the Principal/Management. The committees are as follows.

Perspective Plans:

An IQAC has created a strategy with a 360-degree perspective that takes key elements including the system's structure, mechanisms, and stakeholders into account. The decentralized committees will use this strategic plan as a roadmap, and those decentralized committees must endeavour to implement the laid-out plan. The entire procedure is built on a participative approach, in which decentralized committees, faculty members, and other stakeholders are involved in the creation of plans and their effective execution.

The summary is as follows.

- Outlines the goals and measurable targets
- It is useful for guiding day-to-day actions

Participation of Teachers in Decision Making Bodies of the Institution:

Our institution recognizing that teachers are the centre of the fundamental reforms in the education system, has given due recognition and representation to teachers in decision-making bodies of the institution at all levels of the governance structure. Teachers are part of the effective management of college affairs including strategic planning for growth and development, academic process, research activities, recruitment, career progression, capacity building of staff, student progression, collaborations, infrastructure, and financial management. Academic systems and processes are evolved based on the experience and wisdom of the faculty, coupled with the feedback received from the alumni.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Kingston Engineering College has now blossomed into a reputed and renowned institution of higher education. The rich heritage is carried forward under the leadership of the Managing Trustee and the Chairperson. The Governing Council occupy the top layer in the organogram of the college. While matters of policy and academic matters are entrusted to the Governing Council. All the major decisions regarding appointments, courses offered, constitutions of various bodies, research approvals, and approval of financial statements fall within its purview. The Governing Council (GC), the statutory decision-making body of the college, meets twice a year. The minutes of the Governing Council, budget proposals of the finance committee and new initiatives for the future are presented here for approval. The GC also discusses the academic performances of the students, faculty training and development, research and other new initiatives and provides specific instructions for improvement. Based on the directions received from the GC, the Principal, in consultation with the Chairman of the college, manages the day-to-day affairs.

Administrative Setup

The Principal is vested with the day-to-day running of the college. The principal has a team of Department Heads, IQAC coordinator and an administrative department to assist in the discharge of work. The practice of the institution is to delegate the decision-making powers to various levels in the organizational hierarchy to foster decentralization. Frequent meetings are held at all levels to ensure a seamless and hierarchical process. Every process in the institution has been mapped, and SOPs have been evolved to test and operationalize them. The IQAC set up as an overarching body for the college and subsidiary cells in the constituent units, keeps an overview of the functioning of these various organizational instruments and bodies. The roles and responsibilities of various bodies are well-defined to ensure role clarity and accountability. External members are part of various councils and committees for enhancing the broader base and bringing transparency and fairness to the system. Policies, rules, procedures and schemes related to recruitment, promotion, service, research, travel, and Grievance Redressal Mechanism are in place. The institution has a well-structured system for the professional development of faculty and staff. The most outstanding feature of the internal organization is the openness afforded to everyone in the institution.

| File Description | Document |
|--|-------------------------------|
| Upload Additional information | View Document |
| Institutional perspective Plan and deployment documents on the website | View Document |
| Provide Link for Additional information | View Document |

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The institution follows a comprehensive performance appraisal system and provides benefits to the teaching and non-teaching employees. These benefits are intended to provide financial security, recognition, and support to employees, helping them feel valued and appreciated for their work. By offering these perks, the institution aims to foster a positive work environment and promote employee well-being.

Performance Appraisal Measures

The institution follows a comprehensive performance appraisal approach to ensure a well-rounded assessment, fostering a balanced and productive work environment. This holistic approach measures an individual's contributions to academic, research, and service activities. By evaluating faculty members in these three interconnected areas, it promotes excellence, collaboration, and a commitment to the broader mission of higher education. Top of Form

Comprehensive Employee Welfare Programs are implemented to create positive and productive work environment. Our forward-thinking institution contributes towards Employee Provident Fund (EPF), Employee's State Insurance (ESIC) by prioritizing the well-being of the employee's often experiencing higher levels of job satisfaction.

Financial support like Concession in Academic Fees, Festival Advance, Salary Advance, financial incentives to attend conferences, Faculty development Programs, Workshops and financial reimbursement for paper publications provided by the management is a recognition and morale support to employees.

Amenities covering individual computing system, free wi-fi, mobile phone to HOD's provide a platform to perform their role effectively. This investment in technology demonstrates a commitment to creating a modern and adaptive environment.

Facilities such as chargeless transport, complementary food on added working days, gratuitous refreshment during add-on working hours are given to create a supportive and inclusive workplace which contributes to employee's satisfaction but also lead to increased productivity and overall institutional success.

Career progression care is given by the institution through organizing Faculty Development Programs and they are encouraged to attend FDP's, Conferences, Workshop's. By investing in the professional development and recognition of faculty, institution create a positive cycle of excellence that benefits the entire academic community and contributes to the advancement of knowledge.

Cultivating expert Technophiles is done by the institution through a multifaceted approach that combines technical proficiency and passion for exploration aligns with the broader goals of innovation and societal progress.

Family – friendly workplace is maintained by the management by providing maternity and paternity leave and also celebrating staff birthdays acknowledging employees on their special day contributes to a sense of belonging and camaraderie within the organization.

Holistic staff health is well organized by implementation of General health care programs and awareness programs.

Molding virtuoso for social consciousness is encouraged by the management towards staff members by extending their technical mastery for the betterment of society as a whole.

The institution follows effective welfare measure for teaching and non-teaching staff which provided them various opportunities for their pedagogical and professional progression with assurance of financial security.

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

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 63

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 60 | 50 | 35 | 62 | 62 |

| File Description | Document |
|---|-------------------------------|
| Policy document on providing financial support to teachers | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head. | View Document |
| Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.3.3

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

Response: 79.01

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 164 | 130 | 78 | 141 | 123 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 87 | 80 | 71 | 63 | 77 |

| File Description | Document |
|--|-------------------------------|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of the certificates of the program attended by teachers. | View Document |
| Annual reports highlighting the programmes undertaken by the teachers | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The main sources of funds are:

1. Students Tuition Fee
2. Duraimurugan Educational Trust Fund
3. Alumni Contribution
4. Government and Non-Government Agencies.
5. Funds received from the industries for consultancy work.

The Institute's main source of income is tuition fees. Regulations from the government, the previous year's spending, and the impacts of inflation over the following three years are taken into account when determining the tuition cost. The Institute includes the facilities and costs needed to fulfil the curriculum's requirements. An increase in pay when submitting the estimations through DA, increments, etc. The institute has flexibility in how much money can be set aside for the capital expenditures that the institute is expected to make over the next three years thanks to the internal fee regulatory committee. The sponsoring trust, Duraimurugan Educational Trust provides the institute with the necessary funding as well as financial support for the gap.

Budget Preparation

The principal creates the consolidated budget proposal and submits it to the Governing Council for approval based on the budget submitted by the HODs of all departments and other competent authorities of the institute. With this procedure, the administrative officer aids. The budget is approved by the Governing Council after taking into account both the activities scheduled for the following academic year as well as the income and expense statement from the previous year. The institute has a robust internal and external audit procedure in place to verify income and expense records, and the Principal sends the comprehensive audit report to the management.

Optimal utilization of resources

An annual budget is produced to guarantee the optimal use of financial resources based on the estimations provided by the Institute's departments and functional units. The sum is authorised by the Managing Committee/Board of Governors. Monthly income and expense statements are created. To ensure maximal performance, the facilities and equipment that make up the resources are maintained in good shape.

Internal Audit

The administrative officer-led financial department oversees the maintenance (financial), and purchase orders for all necessary materials, tax payment, salary distribution, tax collection, and loan distribution. The institution is meticulous about keeping accurate records. The administrative officer also routinely verifies the budget. Every year, the internal auditor conducts an internal audit with the assistance of his team and reports their results to the principal. In response to the internal audit findings, management and the principal will take the required steps to ensure that income and expenses are in line with the proposed budget.

External Audit

The management team selects the external auditor. To evaluate the financial records, the external auditor routinely stops by the office. The auditor delivers the audit report to Management for review once the audit is complete. Every year, an external audit is performed. There are no unfavourable remarks on the institution's financial situation as of the date of the most recent external audit. The business consistently files its tax returns well in advance of the deadline.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The purpose of the quality assurance cell is to maintain and provide students with high-quality education. Internal Quality Assurance Cells (IQACs) institutionalizing quality assurance strategies and processes within educational institutions. By reviewing an efficient teaching-learning process, optimizing operational methodologies and monitoring learning outcomes, IQACs facilitate incremental improvements across various activities.

Establish a systematic process in the Academic review activities

1. At the beginning of every semester, an academic calendar has been prepared and circulated to all.
2. Improvement of research and teaching quality through consistent contributions to everyone's involvement based on student feedback.
3. Based on the feedback from students, faculty members have been directed properly to overcome the issues.
4. Class committee meetings are used to involve faculty and students in ongoing course reviews.
5. Internal assessment tests are conducted on a regular basis according to the academic calendar. Periodically, the question papers and answer scripts are audited.
6. Every Faculty maintains Course files for the subjects.
7. Providing inputs for Academic and Administrative Audit and analysis of results for improvement in areas found weak.
8. The IQAC conducts audits and evaluations on a regular basis.

The IQAC of the institute also reviews the assessment of teaching-learning outcomes through

1. Motivating Faculty and Students to participate in NPTEL-like MOOC Courses. To Encourage this, Fee reimbursement has been implemented.
2. In connection with all senior faculty members, a detailed checklist for the preparation of course files for each subject has been developed, based upon observations collected throughout previous years.
3. CO-PO Attainment awareness is created in the departments.
4. The objectives and outcomes from the previous year are used to determine the target value for the current year. The calculation of attainments for each course's outcomes is based on both direct

and indirect attainments.

5. Each batch's overall outcomes were determined and the necessary inputs were obtained to make developments in the upcoming years.
6. Training programs were organized for the students to improve their communication skills, soft skills, leadership qualities etc.
7. To promote the students' practical learning, industrial internships were organized.
8. Participation in National and International technical events was encouraged to get exposure.
9. Students are trained in workshops and exposed to interaction with industry experts through guest lectures, seminars and conferences.
10. IQAC has taken purposeful initiative to organize FDPs on Accreditation standards and ensuring Academic Excellence, Machine learning Cloud Computing and Emerging trends in Education.

Recording Incremental Improvements

IQACs serve as custodians of institutional progress, meticulously documenting incremental improvements across various activities. Through systematic record-keeping, IQAC tracks the efficacy of implemented strategies and initiatives. These records not only serve as evidence of compliance with quality standards but also provide insights for future enhancements. IQACs ensure ongoing learning and adaptation by establishing the documentation of excellent practices and lessons learned, which supports an improvement process.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The Institution is powerfully making efforts to empower faculties and students to exhibit good character and moral values concerning gender equity which ensures that opportunities are not restricted based on gender. More than 60% of the faculty members are women and Equal opportunities are provided for female who plays key roles in major positions such as Principal, Head of Departments, and Coordinators of various clubs and various centre activities.

International Women's Day is celebrated in every year by Women Empowerment Cell to advance gender equality in society. The majority of our college students are female and are given equal responsibilities both in classroom activities and in co-curricular activities as follows:

- Every class has 2 representatives – one boy and one girl.
- Technical committees and Clubs have office bearers and an Executive Committee consisting of both boys and girls.
- In sports activities the responsibilities are taken by the girls as well.
- In the NSS activities 1/3 are NSS girl Volunteers.

Complaints and Suggestion boxes are placed at various places in the campus.

Women Empowerment Cell, Internal Complaints Committee, Anti-ragging Committee, Discipline Committee and Grievance Redressal Cell are vigilant in ensuring a safe environment to promote gender sensitisation. The college ICC committee regularly collects feedback and reports from female students and faculty. The ICC cell is given the required administrative power to take strict action on any issues that arise related to the safety and security of female students and faculty in the campus. The common room is provided with the necessary facilities.

Awareness seminars and workshops are conducted periodically by the women empowerment cell to make students and staff to understand the responsibility in attaining gender equity.

The institute has installed two Sanitary Napkin incinerators in the campus. The institute has installed a Sanitary Napkin vending Machine near the Girl's Restroom in the first floor of the Academic block. Students should wear identity cards at all times to ensure their identity and entry-exit register are maintained in the main GATE. The institution takes good care of the students.

The CCTV security cameras are installed both in indoor and outdoor areas including corridors on all

floors, classrooms, labs and Students are sensitized about safety & Security precautions through orientation programs through the POSH cell.

Hostel wardens also reside within the hostel premises. No males are permitted in the hostel premises without due permission from the principal and administration. Women Security guards are also appointed in the college to ensure the safety of women in the college.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

| File Description | Document |
|---|-------------------------------|
| Policy document on the green campus/plastic free campus. | View Document |
| Geo-tagged photographs/videos of the facilities. | View Document |
| Circulars and report of activities for the implementation of the initiatives document | View Document |
| Bills for the purchase of equipment's for the facilities created under this metric | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives
4. Beyond the campus environmental promotion activities

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | View Document |
| Policy document on environment and energy usage Certificate from the auditing agency | View Document |
| Green audit/environmental audit report from recognized bodies | View Document |
| Certificates of the awards received from recognized agency (if any). | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Inclusive Environment:

Kingston Engineering College has taken various initiatives to promote an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal and socioeconomic.

The NSS Cell of KEC conducts Special Camps at nearby Mettukulam village with NSS volunteers. These camps are directed towards conducting awareness generation activities and addressing social issues.

Our college also organizes various cultural programs to celebrate the cultural diversity of India. Students participate in such programs and present their regional or cultural folk songs and dances. These cultural events are organized at different departments and on different occasions like, Induction Day, cultural fest, Independence Day, Republic Day, etc. The various departments of the college conduct seminars, workshops, and outreach programs to promote communal harmony and tolerance.

The following days are celebrated:

| Days Celebrated | Date |
|-------------------------|--|
| World Environmental Day | 5th June |
| Independence Day | 15th August |
| Teachers Day | 5th September |
| Engineer's Day | 15th September |
| National Unity Day | 31st October |
| Diwali Celebration | Subject to change |
| National Youth Day | 12th January |
| Pongal Celebration | 13th January |
| Voters Day | 25th January |
| Republic day | 26th January |
| Science Day | 28th February |
| World Women's Day | 8th March |
| Induction Day | Subjected to the date of commencement of classes |
| Cultural Fest | Subject to change |
| Yoga Day | 21st June |
| Gandhi Jayanthi | 2nd October |

Constitutional Obligations:

Our country includes individuals with different backgrounds via., cultural, social, economic, linguistic, and ethnic diversities governed and guided by the Constitution irrespective of caste, religion, and gender.

Kingston Engineering College sensitizes the students and the employees of the institution to the constitutional obligations of values, rights, duties, and responsibilities of citizens which enables them to conduct themselves as a responsible citizen. Few Faculty were attended and completed the Universal Human Values-I & II courses conducted by AICTE.

Major initiatives, in this direction, during the last five years

- Academic Courses on Values and Ethics
- Guest Lectures and Awareness Programs
- National Festivals/Days Celebrations

Academic Courses: The affiliating University curriculum is framed with mandatory courses like Professional ethics, human values, Environmental Science and related to Gender. Universal Human Values is a small step to inculcate constitutional obligations among the students. Few of these courses are taught in the classrooms as part of their academic requirements.

Guest Lectures and Awareness Programs: The students and staff are inspired by enabling them to participate in various programs viz. guest lectures and Programs on traditions, values, duties, and responsibilities by inviting prominent people. The institute also conducted awareness programs on cleanliness, Swachh Bharat, etc. involving students.

National Festivals/Days Celebrations: Kingston Engineering College usually celebrates events and festivals in college and has the practice of celebrating all National festivals and birth anniversaries of eminent Indian personalities. It is an integral part of learning and building a strong cultural belief and

value system in a student.

In this direction, the following events and festivals, in general, are organized at college are often celebrated with great pomp and gaiety: "Voters Day, Blood Donation, Environmental Rally, Plantation, Cleanliness, Independence Day, Republic Day, World Nature Conservation Day etc.,

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE-I

Title: Clean and Green Campus Environment

Objectives:

- To adopt the system of the Green Campus for the institute which will pave the way for sustainable development.
- To practice the green policy adopted by the Institution
- To introduce and aware students of real concerns of the environment and its Sustainability.

Context: Engaging the student's community is essential for fostering collective action and achieving sustainability goals. It works on several aspects of 'Green Campus' including Water Conservation, Tree Plantation, Waste Management and Alternative Energy. Creating a green campus environment involves the strategic implementation of sustainable practices and initiatives within the confines of educational institutions.

The Practice

- A clean and green campus environment at KEC could be maintained by Restricted entry of automobile
- Use of bicycles/battery-powered vehicles inside the campus
- Pedestrian-friendly pathways
- Ban on use of plastic

- Landscaping with trees and plants
- Green campus initiatives through various programs
- Green and Environmental policy adoption

- Establishing Green Energy committees, hosting awareness campaigns, tree plantation and organizing events such as Earth Day, Environmental Day, Water Day, Energy Conservation Day and green challenges promotes awareness and participation.
- To maintain a sustainable green campus environment, a variety of trees are planted inside the entire campus and each tree is given a unique number by QR codes. This QR code contains the Wikipedia details of the tree which helps the students to acquire knowledge on identifying and categorising the trees according to usage.
- Furthermore, involving students, faculty and staff in green campus processes ensures that diverse perspectives contribute to the development and implementation of sustainability initiatives.
- All the buildings on the campus are being renovated from time to time and the same are being painted periodically to keep them far off from fungus, de-colouring and dust formation.
- Always concentrated on having enough housekeeping staff to keep the college campus clean and neat.
- Having an open-ground facility is considered to be the best mind-relaxing venue for the students.
- The installation of roof-top solar water heaters reduces energy consumption which minimizes the greenhouse gas emitting sources.

Evidence of Success:

- By adapting the conservation methods, students have developed the knowledge of using electric energy effectively.
- Due to the neat and clean ambience of campus, the students being absent has been minimized.
- Students and faculty both are seriously taking remedial measures for preventing global warming, as an output climate clock has been fixed at our college entrance to create awareness among the students, faculty and the public.

Problems encountered and Resources Required:

- Difficulty in changing habits and attitudes towards sustainability among the student's faculty and other stakeholders.

BEST PRACTICE-II

Title: Skill development Training through the Aptitude, Soft Skills, Technical Skills and NSDC courses

Objectives: The Objective of skill development Training is to Train and Expertise the students to meet the requirements of industries. It aims to develop the students into complete professionals. It provides personality development, communication skills, resume preparation, aptitude tests, interview skills, group discussion activities and skill development courses as well to the students.

Context: Industries are always on the lookout for students who are vibrant, energetic, and ready to accept challenges, attentive, fast learners, open to learning and have good communication skills. The institution established a bridge between students and prospective employers to facilitate the training and placement of students as they begin their careers after graduation. The training activities train the

students to inculcate important interview skills to react and respond, handle stress and technical skills.

The Practice: Kingston Engineering College has a practice of collecting Skill Development forms from students when they join in their first year. This will help the institution to know the details of the skills known/required by the students. Based on the details entered by the students in the skill development form, further the required knowledge will be given through different value-added courses and skill development courses, Career guidance programs etc. Each department in the college constitutes a skill monitoring committee to continuously monitor the student's skill updation. The coordinators in the skill monitoring committee will maintain the skill development forms and skill updation chart. The uniqueness of our training is that it ensures the recruitment process is a successful journey at KEC. Kingston looks to develop the students from an industrial perspective. It can be achieved through value-added, skill development courses, and career guidance programs to impart technical, logical, analytical, behavioural and managerial skills to every student. Soft Skill Training, Aptitude Skill Training and Technical Skill Training are conducted for the students after proper planning before and after the academic starts.

Evidence of success: We have witnessed huge improvement in the personal and technical skills of the students after the successful completion of skill development training.

- Every year we achieve better placement records.
- 240 students registered for Pradhan Mantri Kaushal Vikas Yojana 4.0 (PMKVY 4.0) under the National Skill Development Corporation. The assessment was completed for 140 students out of 240 students and 107 students received course completion certificates under the job roles of Media Content Developer, Software Developer Associate and Animation Associate-3D.

| Parameters | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|---------|---------|---------|---------|
| Total no. of value-added courses offered | 13 | 19 | 15 | 21 | 22 |
| Total no. of skill development courses conducted | 08 | 08 | 07 | 07 | 08 |
| Total no. of career guidance programs | 07 | 09 | 07 | 10 | 10 |
| % of students placement and higher education | 80.4 | 73.5 | 58.3 | 57.7 | 73.7 |
| Total no. of students registered for PMKVY 4.0 | 240 | - | - | - | - |

Problems Encountered and Resources Required:

- Some of the students, who come from rural homes and have high technical skills but may lack in communication and other necessary skills, are unfocused and lack dedication.
- As few students were not aware of PMKVY4.0 skill development courses the Institution is

motivating more students to register for such courses in future.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

PLACEMENT MEET WITH PARENTS

Kingston Engineering College is located in the sprawling campus of 11.62 acres, in Vellore City. This institution is a premier college of Vellore of higher education with high-class infrastructure and updated teaching facilities, affiliated with Anna University, Chennai, approved by AICTE, New Delhi. It aims to provide an academically exhilarating environment allowing our students to enjoy a first-class educational and social experience. It provides enormous support and creates huge opportunities to help the students to develop the requisite skills and expertise to make them employable graduates.

Our chairman started this college with a motto of servicing the students in rural areas to provide good education, especially for first graduate and female students. As a part of this, we are organizing various activities to improve the student's knowledge and make them ready for the industrial environment.

Training and Placement play a significant role in preparing students for the workforce and helping them secure employment after completing their education. In today's competitive job market, securing suitable placements has become a significant concern for students and their parents. To address this issue, in our college, we are conducting placement talks with parents to foster a strong interaction between the industry and parents. This interaction can bridge the gap between academic knowledge and industry requirements, providing students with better placement opportunities.

Also, all the students are constantly motivated to undergo In-plant training/Internships in esteemed industries and reputed research organisations during semester vacation. Not only in the academic but also the students got motivated to participate in the cultural events and sports activities.

Gender Equity: The Institution is powerfully making efforts to empower faculties and students to exhibit good character and moral values concerning gender equity which ensures that opportunities are not restricted based on gender. The majority of our college students are female and are given equal responsibilities both in classroom activities and in co-curricular and extra-curricular activities such as

Cultural, sports etc.,

| Parameter | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---------|---------|---------|---------|---------|
| Total no. of Gender Equity programs conducted | 07 | 03 | 02 | 06 | 04 |

First Graduate/Rural students:

Kingston Engineering College continuously supports first-graduation students during the admission process and throughout their academic journey. The institution offers guidance on applying for scholarships, loans etc., and ensures that they can access their financial resources as they need.

| Parameter | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---------|---------|---------|---------|---------|
| Total no. of first-graduate students admitted | 260 | 241 | 332 | 445 | 619 |

TRAINING AND PLACEMENT

The Institution offers various training programs to enhance the student's skills and knowledge. As a part of this, Training & Placement hours could be included in the academic timetable as well as faculty assigned to train the students for placement.

Career Guidance & Soft Skills:

Industry professionals can be invited to our institution as guest lecturers or workshop facilitators. They can share their experiences, expertise, and advice, helping the students make informed decisions regarding suitable career paths and skill development. Soft skills including communication skills, Problem-solving & Critical thinking, time management, leadership emotional intelligence etc., are provided by the institution's placement and training department. In total, **43 career guidance programs** and **38 capacity-building programs** were conducted during the last five years.

Parents Placement Meet at Kingston:

Kingston Engineering College invites parents to the college for a parent placement meet. This program is conducted for the parents of II and III-year students of each department. During these events, industry experts from various industries are invited and they interact with parents. The interaction between industry and parents fosters a deeper understanding of the skills and competencies employers seek. This understanding can ensure that educational institutions align their programs with industry requirements. As a result, students are better prepared for the job market, increasing their chances of securing placements.

The program aims to create awareness among parents about job opportunities, current market trends, and the specific requirements that companies have for students. Human Resource Managers from different companies are invited as chief guests for the event to interact with parents and students. The speakers engage with parents regarding their expectations for student development, discipline, dress code, and placement opportunities.

| Parameter | 2022-23 | 2021-22 | 2019-20 | 2018-19 |
|---|---------|---------|---------|---------|
| Total no. of Placement talks organized with parents | 04 | 03 | 03 | 03 |

Industry-Institution Partnership:

Our Institution often collaborates with industry partners to facilitate industrial visits and internships for students. Internships allow students to work in professional settings related to their field of study. This experience can help them to provide practical guidance and assist in making career decisions. Since industry experts were invited to give parent placement presentations, there has been an increase in the number of industrial visits, internships, and in-plant training.

| Parameter | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|---------|---------|---------|---------|
| No. of Industrial visits | 25 | 17 | - | 08 | 17 |
| No. of students undergone Internship/In-plant training | 152 | 77 | 13 | 22 | 103 |

Outcomes:

- Various industries offered Vehicles/Engines to Kingston for various research activities of the students.

| S.No | Name of the company | Vehicle Model | Year of sponsorship |
|------|---|---|---------------------|
| 1. | TATA Motors Ltd | Xenon Yodha 4×4 BS VI VIN: PC30287081RP04814 | 11-03-2021 |
| 2. | FORD India Private Limited | FORD VIN: MAJ3S2FE7MC365288 | 20-10-2020 |
| 3. | Renault Nissan Automotive India Private Limited | Datsun RediGO bearing VIN: MDHFBACD0G4300316 | 17-09-2019 |
| 4. | Aqua Sub Engineering | Agricultural borewell Submersible Pumpset, Model-ST093D, RS 40/25 | 27-08-2019 |
| 5. | Hyundai Motor India Limited | CRETA VIN: MALC381RAJM353685 | 02-07-2019 |

- Improvement in student placement and higher education

| Parameter | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|---------|-------------------------------|---------|---------|
| Percentage (%) of student's placement & higher education | 80.4 | 73.5 | 58.3 | 57.7 | 73.7 |
| <ul style="list-style-type: none"> • Students are more interested in doing internships and in-plant training. • Students are actively participating in sports and cultural activities. • 23 MoUs signed between Industry and Institution. • On placement day, parents who are the chief guests of the day distribute offer letters to their wards. • Our institution has planned to take parents for Industrial visits in future. | | | | | |
| File Description | | | Document | | |
| Appropriate web in the Institutional website | | | View Document | | |
| Any other relevant information | | | View Document | | |

5. CONCLUSION

Additional Information :

Kingston Engineering College stands as a beacon of academic excellence, innovation and social responsibility, dedicated to shaping the minds of future leaders and contributing positively to society. As it continues its journey of growth and development, our institution remains committed to upholding its values, embracing innovation, and striving for excellence in all endeavors.

Concluding Remarks :

The institution dedication to developing relevant and innovative curriculum ensures that students receive a well-rounded education that meets the demands of the modern world. Through effective teaching methodologies and robust evaluation systems, faculty members at Kingston Engineering College empower students to engage critically with course material and cultivate lifelong learning skills. Our institution fosters a culture of research, innovation and community engagement, enabling faculty and students to contribute meaningfully to the advancement of knowledge and address societal challenges. The institutions state-of-the-art infrastructure and extensive learning resources provide students with a conducive environment for academic growth and exploration. Institution is dedicated to supporting the holistic development and progression of its students, offering a range of support services and opportunities for personal and academic growth. With visionary leadership and effective governance structures, Kingston Engineering College demonstrates a commitment to transparency, accountability and strategic planning, ensuring the efficient management of resources and the attainment of institutional goals. Upholding a set of core values and adhering to best practices in higher education, institution fosters an environment of integrity, inclusivity and excellence, serving as a model institution within the academic community.