



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
IDHAYA ENGINEERING COLLEGE FOR WOMEN**

**Chinnasalem
Tamil Nadu
606201**

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

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	IDHAYA ENGINEERING COLLEGE FOR WOMEN Chinnasalem Tamil Nadu 606201	
2.Year of Establishment	2001	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	4	
Programmes/Course offered:	6	
Permanent Faculty Members:	52	
Permanent Support Staff:	11	
Students:	323	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Providing holistic education for rural women 2. Creating self reliance and sense of empowerment among the women 3. Conscious about community development	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 11-04-2022 To : 12-04-2022	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. ATAL CHAUDHURI	Vice Chancellor, VEER SURENDRA SAI UNIVERSITY OF TECHNOLOGY
Member Co-ordinator:	DR. SUKHLEEN BINDRA NARANG	Former Professor, Guru Nanak Dev University Amritsar
Member:	MRS. RASHMI JAIN	Former Professor, Teerthanker Mahaveer University
NAAC Co - ordinator:	Dr. Leena Gahane	

Section II: CRITERION WISE ANALYSIS

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

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum delivery through a well planned and documented process
1.1.2 QIM	The institution adheres to the academic calendar including for the conduct of CIE
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

Idhaya Engineering College for Women (IECW) is affiliated to Anna University, Chennai. Hence, the curricula, syllabi, regulations of all courses for both UG and PG programmes are prescribed by the University and adhered to. The UG and PG programmes cover Programme Educational Objectives (PEO) and Programme Outcomes (PO) as specified by the University. Students are offered Choice based Credit System (CBCS). The academic schedule is published by the Anna University in the beginning of every semester for both UG and PG programmes. The College calendar is prepared semester-wise based on the academic schedule provided by Anna University. The teaching-learning process for both theory and practical courses are followed and Continuous Internal Assessment Tests (CIAT) is conducted with reference to the calendar.

Faculty Members are allotted the courses before the commencement of the academic session. After that they prepare Master Lesson Plan (MLP) for their allotted courses according to the syllabus of the affiliating university. Academic time table at institute and department level is prepared, workload distribution, teaching plan by individual teachers, work diary by teacher for coverage of curriculum are visible.

Internal assessment schedule for each semester of the programmes is provided by the Controller of Examination (COE) of the affiliating university. The schedule highlights the student's attendance reporting period in regular intervals and academic assessment of the students during the period. There is provision for slow learners to avail remedial classes to enhance performance.

Students are advised to make use of e-learning platforms such as NPTEL, SWAYAM etc. Overall development of the students is taken care by the holistic approach.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.2 QIM	Teachers use ICT enabled tools for effective teaching-learning process.
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and mode
2.5.2 QIM	Mechanism to deal with internal/external examination related grievances is transparent, time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.
2.6.2 QIM	Attainment of programme outcomes and course outcomes are evaluated by the institution.
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The college gives the opportunity to poor and reserved category students to fulfil their technical education dreams. A large number of admitted students is from the reserved category.

The Institute conducts Bridge courses in the beginning to recall fundamental concepts. Communication skills improvement courses and personality development programs are conducted to cater the needs of rural Tamil medium students.

In addition to the regular curriculum delivery, co-curricular activities are conducted. Classrooms and seminar halls are facilitated with minimal ICT-enabled tools for online interaction.

The laboratories are equipped with computers, electronic kits, electrical machines, and workshop machineries to meet affiliating University requirements. The mentors are allotted to the students to encourage them to achieve academic excellence and personality development.

Most of the faculties are young however staff retention is good. Transparent and time-bound grievance handling related to the examination process is done. Online Student Satisfaction survey is in place.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.
3.5	Collaboration

Qualitative analysis of Criterion 3

Very few teachers have completed their PhDs (Five in number) and some are pursuing.

Students are encouraged to participate in Project Expos. The Institute has started an Entrepreneurship Development Cell (EDC) and an Institution Innovation Council (IIC) to promote entrepreneurship and innovative skills among students. These cells motivate the students to be entrepreneurs.

The Institute motivates teachers to participate in various seminars & conferences to update technical knowledge and publish papers in good & reputed journals and the students are also encouraged to do internships and participate in various workshops and conferences to remain updated on the latest trends in engineering and technology, but the outcomes are not satisfactory.

Students are sensitised towards health, hygiene and environmental issues. They also participate in various activities – NSS, YRC etc. The NSS unit of the institution organises various programmes for the holistic development of the community, including numerous awareness camps on health and road safety, rallies, tree plantations, Swatch Bharat, Blood donation camps etc.

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

Qualitative analysis of Criterion 4

The college has good infrastructure with green and clean environment. The four UG and two PG programs, as well as the Central Library, are housed in three blocks of buildings.

The college has sufficient no. of classrooms, tutorial halls, drawing halls, an auditorium, and seminar halls. The central library is automated and well organized. The library has an institutional membership with DELNET and subscribes to DELNET-IESTC e-journals. Online Public Access Catalogue (OPAC) tool is used to search the availability including physical location of a specific book.

The computer laboratories and other engineering laboratories are equipped as per the requirements of Anna University. A separate block for workshop for basic engineering practices and two engineering drawing halls are also available.

Additional facilities and amenities such as an Infirmary, Recreation Room, cafeteria, Staff Pantry, Stationary Store, Prayer Room, Guest House are also available. The college is sensitive to cater requirements of differently abled people.

The college provides in campus hostel facility with mess. Transport facility is available for students and staff members.

Apart from academic activities, the College facilitates cultural and sports activities. The available playground facility is also shared for the benefit of nearby government schools' students as an ISR activity.

The College has established a campus-wide network with 50Mbps bandwidth.

The College has a website-www.iecw.edu.in which is updated as and when needed.

The college has necessary manpower for executing maintenance activities. The annual maintenance of generators, machinery, and equipment is outsourced.

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Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5

Institute takes care to facilitate holistic development and progression of the students. A good number of students avail scholarships offered by the Central and State Governments based on their eligibility criteria. A number of skills enhancement and capacity building programmes such as communication skills, soft skills, life skills, and computing skills are conducted in the institution to enrich the skills of the students beyond the curriculum but with limited visible outcome.

Bridge courses are offered to the first-year students to teach them the concepts of basic engineering and science. Training and Placement Cell also provides counselling and guidance for employability of the students.

A well-defined Grievance Redressal system for the student complaints is in place and Internal Complaints Committee and Anti-Ragging Committee exist. Students participate in various curricular, co-curricular, and extracurricular activities. They themselves organise various activities and actively participate in sports as well. The NSS unit is active and conducts various social and extension activities to reach the various people in society. Alumni deliver lectures and provide career guidance and counselling to the students though the alumni association is not registered yet.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of and in tune with the vision and mission of the institution
6.1.2 QIM	The effective leadership is visible in various institutional practices such as decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic / Perspective plan is effectively deployed
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institutions Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Qualitative analysis of Criterion 6

An effective governing system exists in the institution. The vision of the institution is to develop IECW as a Centre of Excellence in imparting futuristic technical education. The Governing Council of the institution looks after the administrative and academic activities of the institution. Various functional committees are in place.

Employee Provident Fund, maternity leave and medical facilities are some of the welfare measures provided to the teaching and non-teaching staff. The college is in the process of adopting E-governance for academic and administration activities. Faculty appraisal form is in place but proper monitoring is missing.

Practice for External/Internal administrative and financial audits are in place but proper implementation is not visible. Internal Quality Assurance Cell (IQAC) of the Institution is in place.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.8 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).
7.1.9 QIM	Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).
7.1.11 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

Institution maintains and follows the rules as per the statutory requirements with respect to academics, finance and administration. IECW understands and meets the requirements of Female employees and female students and are provided with safe security in hostels and college campuses. Proper compound walls have been mounted around the campus and CCTV cameras have been installed in specified places. Facilities like a common faculty room, separate room for HOD, common students' rooms, an infirmary room, a MOU to have a visiting doctor, a counselling room, and a day care centre for faculty members' children have been provided by the institution in order to give a comfort zone to the employees and the students.

Continuous attention is given to make the campus environment friendly towards tree plantation, adopting water harvesting methods, water reusing, and employing renewable energy resources for street light usage.

Facilities for the differently abled students, like ramps, washrooms are in place. Swachh Bharat activities and blood donation camps are organized. The skills and competencies discovered and developed by engaging in various club activities.

The students are trained through regular courses on Human Values, Environmental Science and Engineering,

Principles of Management and Professional Ethics with credit weightage. The Administrative Manual defines the roles and responsibilities of the various administrative positions, and the code of conduct for students is published in their handbook and displayed at the website.

Two best practices that the institution follows:

- Mentoring system to encourage the students to achieve their goals and Enhancing communication skills.
- The Institution is distinctive in its holistic formation of self-reliant women in technical education.

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Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Strength:

- Institution imparts spiritual values to the staff and students, bringing in emotional stability.
- The government officials, and non-governmental organizations, as well as stakeholders such as employees, students, alumni, parents, and employers, provide co-operation and moral support to the Institution.
- The institute has good infrastructure and academic ambience.
- Special interest is taken by the management to take care of all the employees and assist them to their satisfaction.

Weaknesses:

- Less no. of admissions than approved seats
- Since the institute is located in a remote area, it is difficult to get adequately experience resource people
- The water level is too low due to rocky soil and it is difficult to resolve the problem of sanitation.
- Most of the faculty members have less academic experience

Opportunities:

- To attract GATE qualified students for post graduate programs
- The students' participation in a variety of co-curricular and extra-curricular activities enables them to improve their technical skills, communication skills, and leadership qualities.
- To strengthen alumni affiliation with their alma mater to prepare industry-ready workforce
- To strengthen industry collaboration to create opportunities for students to do in-plant training, internships etc.

Challenges:

- To improve student admission in both quantity and quality
- Coping with fast changing technology and industrial requirements to improve the employability skills of students.
- To make the students employable, even against the proper support from the parents
- To encourage students to participate in various competitive examinations

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Institution should have Centre for Teaching Learning and Development (CTLD) to develop essential basic aptitude skill set in students and faculty members.
- To improve on Research related activities
- To encourage faculties towards getting funded Projects
- To attract students from other states/ NRI
- Collaboration & Partnership with institutes of national repute
- Planned activities for Incubation Centre & Entrepreneur Cells
- To organize visiting faculty / lectures from Industry connects
- Visit / Invite schools to show case the facilities and activities of the college

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

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. ATAL CHAUDHURI	Chairperson	
2	DR. SUKHLEEN BINDRA NARANG	Member Co-ordinator	
3	MRS. RASHMI JAIN	Member	
4	Dr. Leena Gahane	NAAC Co - ordinator	

Place

Date

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