



## **YEARLY STATUS REPORT - 2023-2024**

### **Part A**

#### **Data of the Institution**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>1.Name of the Institution</b>                                 |  | <b>MCKV INSTITUTE OF ENGINEERING</b>  |
| • Name of the Head of the institution                            |  | <b>Prof. (Dr.) Abhijit Lahiri</b>     |
| • Designation  |  | <b>Principal</b>                      |
| • Does the institution function from its own campus?             |  | <b>Yes</b>                            |
| • Phone No. of the Principal                                     |  | <b>03326549315</b>                    |
| • Alternate phone No.  |  | <b>03326549317</b>                    |
| • Mobile No. (Principal)   |  | <b>9674246187</b>                     |
| • Registered e-mail ID (Principal)                               |  | <b>principal@mckvie.edu.in</b>        |
| • Address  |  | <b>243 G. T. Road (North), Liluah</b> |
| • City/Town  |  | <b>Howrah</b>                         |
| • State/UT   |  | <b>West Bengal</b>                    |
| • Pin Code   |  | <b>711204</b>                         |
| <b>2.Institutional status</b>                                    |  |                                       |
| • Autonomous Status (Provide the date of conferment of Autonomy) |  | <b>10/10/2019</b>                     |
| • Type of Institution  |  | <b>Co-education</b>                   |
| • Location   |  | <b>Urban</b>                          |

|  |   |                |                             |                   |                   |
|--|---|----------------|-----------------------------|-------------------|-------------------|
| • Financial Status   | <b>Self-financing</b>   |                |                             |                   |                   |
| • Name of the IQAC Co-ordinator/Director   | <b>Dr. Satadal Saha</b>   |                |                             |                   |                   |
| • Phone No.  | <b>03326549315</b>  |                |                             |                   |                   |
| • Mobile No:   | <b>9836149699</b>   |                |                             |                   |                   |
| • IQAC e-mail ID   | <b>iqac@mckvie.edu.in</b>   |                |                             |                   |                   |
| <b>3.Website address (Web link of the AQAR (Previous Academic Year)</b>  | <a href="https://d3otflr9ot901s.cloudfront.net/mckvi-wp-data/wpcontent/uploads/2024/05/31133124/AQAR-2022-23-downloaded-from-NAAC-Portal-29.04.24.pdf">https://d3otflr9ot901s.cloudfront.net/mckvi-wp-data/wpcontent/uploads/2024/05/31133124/AQAR-2022-23-downloaded-from-NAAC-Portal-29.04.24.pdf</a> |                |                             |                   |                   |
| <b>4.Was the Academic Calendar prepared for that year?</b>   | <b>Yes</b>  |                |                             |                   |                   |
| • if yes, whether it is uploaded in the Institutional website Web link:  | <a href="https://www.mckvie.edu.in/academic-calendar/">https://www.mckvie.edu.in/academic-calendar/</a>   |                |                             |                   |                   |
| <b>5.Accreditation Details</b>   |   |                |                             |                   |                   |
| Cycle  | Grade   | CGPA           | Year of Accreditation       | Validity from     | Validity to       |
| <b>Cycle 1</b>   | <b>A</b>  | <b>3.02</b>    | <b>2017</b>                 | <b>30/10/2017</b> | <b>31/12/2025</b> |
| <b>6.Date of Establishment of IQAC</b>   |   |                | <b>29/09/2016</b>           |                   |                   |
| <b>7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?</b> |   |                |                             |                   |                   |
| Institution/ Department/Faculty/School   | Scheme  | Funding Agency | Year of Award with Duration | Amount            |                   |
| <b>Nil</b>   | <b>Nil</b>  | <b>Nil</b>     | <b>Nil</b>                  | <b>0</b>          |                   |
| <b>8.Provide details regarding the composition of the IQAC:</b>  |   |                |                             |                   |                   |
| • Upload the latest notification regarding the composition of the IQAC by the HEI  | <a href="#">View File</a>   |                |                             |                   |                   |

|  |                  |  |
|--|------------------|--|
| <b>9.No. of IQAC meetings held during the year</b>   | <b>4</b>         |  |
| <ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website?</li> </ul>   | <b>Yes</b>       |  |
| <ul style="list-style-type: none"> <li>• If No, please upload the minutes of the meeting(s) and Action Taken Report</li> </ul>   | No File Uploaded |  |
| <b>10.Did IQAC receive funding from any funding agency to support its activities during the year?</b>  | <b>No</b>        |  |
| <ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>   |                  |  |
| <b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>  |                  |  |
| <ul style="list-style-type: none"> <li>• Drafting, recording and monitoring the Academic Calendar for the A.Y. 2023-24 was done.</li> <li>• Extension Activities were organized for the benefit of the Society and creating awareness on various social issues through Swami Vivekananda Centre for Positive Thinking and Risers Club.</li> <li>• Modification of curriculum under autonomy was done and subsequently approved through the Board of Studies of different departments and the Academic Council of the institute.</li> <li>• Submission of AQAR for A.Y. 2022-23 was done.</li> <li>• Academic Audit of all departments was conducted.</li> <li>• Institutional participation was done in NIRF and MDRA INDIA TODAY ranking.</li> <li>• Value Added courses and Add-on courses with a duration of at least 30 hours were introduced with a predefined syllabus and comprehensive student performance evaluation process.</li> <li>• A Research Promotion Policy was developed and uploaded on the institution's website with the purpose of encouraging faculty members for pursuing PhD.</li> <li>• A service agreement was signed with Hulladek Recycling Pvt. Ltd. for effective E-waste management within the premises and conducting awareness programmes.</li> <li>• Reforms were made in the process of academic pedagogy with special attention to question paper setting and answer script evaluation.</li> <li>• Students' feedback on teaching-learning, infrastructure and services was taken to effectively meet learners' need and enhance educational outcomes.</li> <li>• Curriculum feedback for all the programs was taken and analysed from different stake holders.</li> <li>• Students' Satisfaction Survey on various parameters were conducted and recorded.</li> </ul> |                  |  |
| <b>12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:</b>   |                  |  |

| Plan of Action  | Achievements/Outcomes   |
|---|---|
| <p>To create additional infrastructure by optimally utilizing the available space for the upcoming new courses.</p>                                       | <p>Additional infrastructures have been created and existing infrastructures have been renovated/ modified as per the need of the curriculum and/or extra-curricular activities.</p>  |
| <p>To sign MOU's with Industry Associations to promote Academia-Industry Linkages, to enable placements, internship, training, etc. for the students.</p> | <p>MOU signed to promote academia-industry linkage.</p>   |
| <p>To open M.Tech in Power Systems and Renewable Energy.</p>  | <p>The approval from AICTE has been obtained but affiliation from university is still pending.</p>  |
| <p>To increase the intake capacity of B.Tech (IT).</p>  | <p>The intake capacity of B.Tech (IT) has been increased from 60 to 120 from the A.Y. 2023-24.</p>  |
| <p>To modify the Research Promotion Policy and upgrading the incentive scheme.</p>  | <p>The Research Promotion Policy and the incentive scheme have been modified and uploaded in the institutional website. It has become effective from A.Y. 2023-24.</p>  |
| <p>To continue organizing Extension Activities for the benefit of the Society and to create awareness on various social issues.</p>                       | <p>The institute has organized a number of extension activities around its premise and also in the neighbouring district through its NSS unit and Risers' Club of MCKVIE. More than 2500 students participated in those programs as a whole. Swami Vivekananda Centre for Positive Thinking, a unit of MCKVIE, conducts programs throughout the year for inculcating positive mindset amongst the people. They are also been involved in serving the needy slum area students and donate various items required for their</p> |

|  | education.  |                            |                    |                |            |
|--|---|----------------------------|--------------------|----------------|------------|
| To introduce more value added courses to inculcate positive mindset amongst all the students to make them a good human being and a responsible citizen.  | One course on Integrated Personality Development has been introduced for the first year students to improve the life skill of them. Swami Vivekananda Centre for Positive Thinking of the institute conducts this course throughout the year. |                            |                    |                |            |
| <b>13. Was the AQAR placed before the statutory body?</b>  | Yes   |                            |                    |                |            |
| <ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>   |   |                            |                    |                |            |
| <table border="1"> <thead> <tr> <th>Name of the statutory body</th> <th>Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td>Governing Body</td> <td>20/12/2024</td> </tr> </tbody> </table>  |   | Name of the statutory body | Date of meeting(s) | Governing Body | 20/12/2024 |
| Name of the statutory body   | Date of meeting(s)  |                            |                    |                |            |
| Governing Body   | 20/12/2024  |                            |                    |                |            |
| <b>14. Was the institutional data submitted to AISHE ?</b>   | Yes   |                            |                    |                |            |
| <ul style="list-style-type: none"> <li>Year</li> </ul>   |   |                            |                    |                |            |
| <table border="1"> <thead> <tr> <th>Year</th> <th>Date of Submission</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>05/04/2024</td> </tr> </tbody> </table>  |   | Year                       | Date of Submission | 2022           | 05/04/2024 |
| Year   | Date of Submission  |                            |                    |                |            |
| 2022   | 05/04/2024  |                            |                    |                |            |
| <b>15. Multidisciplinary / interdisciplinary</b>   |   |                            |                    |                |            |
| <p>a. Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution. The institute incorporates 8 departments, viz. Basic Sciences, Management Science and Humanities, Automobile Engineering, Computer Science and Engineering, Electrical Engineering, Electronics and Communication Engineering, Information Technology and Mechanical Engineering conducting 10 UG level engineering programs, 1 PG level engineering program and 1 PG level management program. All the departments are well equipped with the teaching-learning amenities including state-of-the-art laboratories. The institute is preparing itself for offering multidisciplinary/ interdisciplinary facility to the students. The curriculum of all programs contains a section called Open Electives, which contains a basket of elective courses</p> |   |                            |                    |                |            |

primarily from other disciplines. The students submit their choice of interest in taking one elective course from each such basket to develop their multidisciplinary knowledge. The institute organizes annual technical competition called Technotica, which is a multidisciplinary event where the students from different departments of the institute form small groups and exhibit innovative projects in an open platform. The institute also organizes another annual event called PRAYAS, which is a students' technical article competition where students from different engineering colleges including ours form small groups and submit their innovative research ideas in the form of technical article and selected articles are being presented by them in an open platform. The institute encourages the students to adopt their curriculum project as a multidisciplinary one so that a holistic knowledge up gradation can be developed amongst them. The institute has framed its National Innovation and Startup Policy and is implementing it through its Institution's Innovation Council. All the faculty members are being encouraged to proactively inspire the students and involve them towards better innovation. A set of well structured committees have been framed for efficient implementation and monitoring of the whole process.

b. Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations. Though the institute has started its autonomy only 3 years back, it has been continuously in the process of modifying its curriculum as per the need of the society so that better man power can be delivered to the industry for providing efficient engineering solutions to mitigate the societal problems. While designing the curriculum, the basic structure and the guidelines as provided by AICTE and the affiliating university have been maintained. The whole curriculum consists of a cluster of courses on management, basic sciences, engineering sciences, professional core, professional elective, open elective, project/seminar/internship and mandatory courses. The credit score amongst different sections and the total credit score are also been set as per the guidelines provided by AICTE and affiliating university, as given below.

| Sl. No. | Category   | Breakup of Credits |
|---------|--|--------------------|
| 1       | Humanities and Social Sciences including Management  | 12                 |
| 2       | Basic Science courses  | 25                 |
| 3       | Engineering Science courses including workshop, drawing, basics of electrical/mechanical/computer etc.                       | 24                 |
| 4       | Professional core courses  | 48                 |
| 5       | Professional Elective courses relevant to chosen specialization/branch   | 18                 |
| 6       | Open subjects - Electives from other technical and /or emerging subjects   | 18                 |
| 7       | Project work, seminar and internship in industry or elsewhere  | 15                 |
| 8       | Mandatory Courses [Environmental Sciences, Induction training, Indian Constitution, Essence of Indian Traditional Knowledge] | 160                |
|         | Non-Credit Total   | 160                |

On the

basis of students' requirement and market demand, the individual department in consultation with the stakeholders framed a curriculum where students have the flexibility of choosing professional and open electives. Moreover, a student will be eligible to get Under Graduate degree with Honours if he/she acquires an additional 20 credits from MOOCs. Here, students have full flexibility of choosing subjects from sciences, humanities, creative arts etc. c. Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain. The institute implements and provides courses involving flexible and innovative curricula as being framed as an autonomous institute. The institute boasts of very active and vibrant bodies like NSS, Risers' Club and is also a recipient of the Unnat Bharat Abhiyaan Scheme from MoE, Govt. of India, under which the institute has adopted 5 villages of Burdwan (East) district of West Bengal. The curriculum consists of courses on Environmental Sciences and Renewable Energy. The institute has set up a grid connected 5KW Roof Top Solar Generating Station (RTGS) through its enthusiastic faculty members and students. To inculcate the value-based education to the students the courses named Values and Ethics in Profession and Universal Human Values have been incorporated in the curriculum. The faculty members are also being encouraged to attend workshops on Universal Human Values, as being conducted by AICTE from time to time. The institute has also setup Swami Vivekananda Centre for Positive Thinking at its premise, which regularly conducts seminars, invited talks for inculcating the life skill and value education to the students and the staff members of the institute. Through these initiatives the institute is already involved in community engagement and service, environmental education and value based education. d. What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples. The institution will plan for offering curriculum framework with multiple entries and exits as and when the provision is being incorporated by the affiliating University. e. What are the institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges? The institute organizes annual technical competition called Technotica, which is a multidisciplinary event where the students from different departments of the institute form small groups and exhibit innovative projects in an open platform to propose technical solutions to different societal problems. The institute also

organizes another annual event called PRAYAS, which is a students' technical article competition where students from different engineering colleges including the internal students of the institute form small groups and submit their innovative research ideas in the form of technical article and selected articles are being presented by them in an open platform. f. Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020. The institute is working on adopting good practices to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020.

#### **16.Academic bank of credits (ABC):**

As per the guidelines of NEP-2020, the institute is in the process of implementing ABC. While the Institute has ensured registration of all current students with NAD, it is also actively encouraging its alumni to manage their credits digitally in accordance with NEP (2020). The Institute conducts informational sessions to help students understand how to use DigiLocker to manage their credits. This empowers students to better navigate the flexibility offered by the ABC framework. The institute periodically updates the University with requisite student data in the standard format endorsed by the University so that there is a seamless flow and access of all student related data between the two units. Faculty and administrative staff are being trained to understand the mechanisms of credit transfer and retrieval via the ABC portal, ensuring efficient credit processing and advising for students.

#### **17.Skill development:**

The institute offers to its students optional skill enhancement courses as per their aptitude, curriculum and courses which are best suited to their needs. In addition to these courses, the institute also offers generic skill enhancement optional courses which also aim to develop discipline related skills and hands-on approach. The institute also offers mandatory courses on language skill, soft skill, general aptitude skill, values and ethics and environment science as part of the ability enhancements courses. The institute runs following three skill enhancement courses from the academic year 2021-22. 1. B.Voc in Software Development 2. B.Voc in Automobile Servicing 3. B.Voc in Automotive Manufacturing Technology Implementation of these skill based courses, with developed content and curriculum as per the need of the society, will cater the necessity of the industry of the current time. The institute has tie up with different companies for capacity building training, industry training and internship of the students. The institute has setup Swami Vivekananda Centre for Positive Thinking at its premise, which



regularly conducts seminars and invited talks for inculcating the life skill and value education to the students and the staff members of the institute. It also conducts various activities throughout the year to serve for the society, which educate, sensitize and help develop a positive value based mindset and attitude amongst the students. The Risers' Club of the institute consists of a large group of energetic and enthusiastic students, which takes initiatives in serving for the underprivileged people of the society. It is also involved in holistic development of the environment by tree plantation, spreading insecticides/ germicides around the slum area; and organizing blood donation camp thereby helping in the healthcare system of the society.

**18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

Induction training, Indian Constitution and Essence of Indian Traditional Knowledge are incorporated within the autonomous undergraduate curriculum as mandatory courses. Though the main medium of teaching is English, the faculty members normally deliver the speech in Hindi and Bengali also depending on the need of the students. To promote Indian arts and culture, several events are organized throughout the year, where national and regional languages are used as per the need of the program. The tradition of the institute is to inaugurate any such program using Ganesh Vandana, which uses Sanskrit sloka. Kalakriti is a cultural program organized by the Heritage Club of the institute where different regional arts and/or cultures are being exhibited. Every year before Durga puja we celebrate Ethnic day where all the staff members wear traditional ethnic dresses. A short cultural program named Agomoni is also conducted on that day where recitations, classical dances, songs are performed along with religious activities like Chandi Path etc.

**19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

As per the National Board of Accreditation (NBA) mandates, the institute adopted a student-centric teaching and learning methodology in which the course design, course delivery and course assessment are planned and implemented as per the requirement of Outcome Based Education (OBE). At present (AY 2023-24) 4 UG programmes of MCKVIE are NBA accredited which ensures proper implementation of OBE in the institute. The following steps are being implemented to incorporate OBE at the institute/ department/ program level: Setting the Vision and Mission of the institute. Setting the Vision and Mission of the departments in line with the institute. Defining the Program Educational Objectives (PEO) of each program. Defining the Program Outcomes (PO) as set by NBA. Defining

the Program Specific Outcomes (PSO) of each program. Defining the Course Outcomes (CO) of each course and mapping each of them with PO's and PSO's. Designing the Course Curriculum to achieve the targeted CO's. Preparing the Lesson Plan for each course and delivering of course content to implement student centric learning. Conducting the examination with the blending of Continuous Assessment (CA) mode and end-semester examination mode. Assessing the performance of the students in each course by evaluating the attainment of the CO's. Assessing the performance of each program by calculating the attainment of the PO's from the attainment of the CO's, performance in end-semester examination and course end survey. Monitoring the performance on regular basis and taking action as per the requirement.

## 20.Distance education/online education:

MCKV Institute of Engineering has started conducting Certificate Courses (duration more than 30 hr) on Emerging Technologies like 3D Printing and Electric Vehicle Technology through online/off-line mode. During last few years, the faculty members have adopted the blended mode of teaching. In the classroom teaching they use the ICT along with the chalk-and-talk mode of teaching. The learning materials and assignments are uploaded in the Google Classroom. Sometimes they also provide hard copy of the class notes to the students. The faculty members create video lectures also on course contents and upload them in the drives, which is being shared to the students to assist the self-learning. Many faculty members upload the video content in their YouTube channel and share the link to the students for their self-learning. The institute has an enriched library where along with a large volume of hard copy of books, magazines and journals, there is a sufficient volume of e-version of them which can easily be accessed by the students. The library also contains a repository where all the video lectures made by the faculty members are being kept for easy access by the students.

## Extended Profile

### 1.Programme

1.1

15

Number of programmes offered during the year:

| File Description                        | Documents                 |
|---|---------------------------|
| Institutional Data in Prescribed Format | <a href="#">View File</a> |

### 2.Student

2.1

2099

Total number of students during the year:

| File Description                        | Documents                 |
|---|---------------------------|
| Institutional data in Prescribed format | <a href="#">View File</a> |

2.2

443

Number of outgoing / final year students during the year:

| File Description                        | Documents                 |
|---|---------------------------|
| Institutional Data in Prescribed Format | <a href="#">View File</a> |

2.3

2072

Number of students who appeared for the examinations conducted by the institution during the year:

| File Description                        | Documents                 |
|---|---------------------------|
| Institutional Data in Prescribed Format | <a href="#">View File</a> |

### 3.Academic

3.1

734

Number of courses in all programmes during the year:

| File Description                        | Documents                 |
|---|---------------------------|
| Institutional Data in Prescribed Format | <a href="#">View File</a> |

3.2

114

Number of full-time teachers during the year:

## Extended Profile

### 1. Programme

1.1  
Number of programmes offered during the year: 15

| File Description                        | Documents                 |
|---|---------------------------|
| Institutional Data in Prescribed Format | <a href="#">View File</a> |

### 2. Student

2.1  
Total number of students during the year: 2099

| File Description                        | Documents                 |
|---|---------------------------|
| Institutional data in Prescribed format | <a href="#">View File</a> |

2.2  
Number of outgoing / final year students during the year: 443

| File Description                        | Documents                 |
|---|---------------------------|
| Institutional Data in Prescribed Format | <a href="#">View File</a> |

2.3  
Number of students who appeared for the examinations conducted by the institution during the year: 2072

| File Description                        | Documents                 |
|---|---------------------------|
| Institutional Data in Prescribed Format | <a href="#">View File</a> |

### 3. Academic

3.1  
Number of courses in all programmes during the year: 734

| File Description                        | Documents                 |
|---|---------------------------|
| Institutional Data in Prescribed Format | <a href="#">View File</a> |

|  |                           |
|--|---------------------------|
| 3.2  | 114                       |
| Number of full-time teachers during the year:  |                           |
| File Description   | Documents                 |
| Institutional Data in Prescribed Format  | <a href="#">View File</a> |
| 3.3  | 114                       |
| Number of sanctioned posts for the year:   |                           |
| <b>4.Institution</b>   |                           |
| 4.1  | 0                         |
| Number of seats earmarked for reserved categories as per GOI/State Government during the year: |                           |
| 4.2  | 52                        |
| Total number of Classrooms and Seminar halls   |                           |
| 4.3  | 760                       |
| Total number of computers on campus for academic purposes                                      |                           |
| 4.4  | 215.7                     |
| Total expenditure, excluding salary, during the year (INR in Lakhs):                           |                           |

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

##### Factors for Curriculum Design:

The Institute has implemented a structured process for the development and execution of curriculum across all departments. The curriculum is thoughtfully designed to incorporate cutting-edge technologies, aiming to provide relevant domain knowledge, skills, and attitudes aligned with current needs. The following

courses have been integrated into various programs across the Institute.

- Environmental Science
- Renewable energy
- Entrepreneurship and Skill Development
- Internet of Things

**Implementation of OBE:**

In accordance with NBA guidelines, the Institute has implemented Outcome-Based Education (OBE). As of the academic year 2023-24, all undergraduate programs at MCKVIE hold NBA accreditation, confirming the effective application of OBE within the Institute.

**Programs offered by the institute in 2023-24:**

- B.Tech in Automobile Engineering (AUE)
- Computer Science and Engineering (CSE)
- Computer Science and Engineering (Data Science)
- Electronics and Communication Engineering (ECE)
- Electronics and Communication (VLSI design)
- Electrical Engineering (EE)
- Mechanical Engineering (ME)
- Information Technology (IT)
- Computer Science and Engineering (Artificial Intelligence and Machine Learning)
- Information Technology (Artificial Intelligence and Machine Learning)
- M.Tech in ECE with specialization in communication
- MBA
- B.Voc in Automotive Manufacturing Technology
- B.Voc in Automobile Servicing
- B.Voc in Software Development.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload additional information, if any | No File Uploaded   |
| Link for additional information       | <a href="#">NA</a> |

**1.1.2 - Number of Programmes where syllabus revision was carried out during the year**

15

| File Description                                 | Documents                 |
|--|---------------------------|
| Minutes of relevant Academic Council/BOS meeting | <a href="#">View File</a> |
| Details of syllabus revision during the year     | <a href="#">View File</a> |
| Any additional information                       | No File Uploaded          |

### 1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

734

| File Description  | Documents                 |
|---|---------------------------|
| Curriculum / Syllabus of such courses   | <a href="#">View File</a> |
| Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses | <a href="#">View File</a> |
| MoUs with relevant organizations for these courses, if any                                  | No File Uploaded          |
| Any additional information  | No File Uploaded          |

## 1.2 - Academic Flexibility

### 1.2.1 - Number of new courses introduced across all programmes offered during the year

154

| File Description  | Documents                 |
|---|---------------------------|
| Minutes of relevant Academic Council/BoS meetings       | <a href="#">View File</a> |
| Any additional information                              | No File Uploaded          |
| Institutional data in prescribed format (Data Template) | <a href="#">View File</a> |

### 1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

15

| File Description                                     | Documents                 |
|--|---------------------------|
| Minutes of relevant Academic Council/BoS meetings    | <a href="#">View File</a> |
| Any additional information                           | No File Uploaded          |
| List of Add on /Certificate programs (Data Template) | <a href="#">View File</a> |

### 1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

The Institute integrates courses on Professional Ethics, Environment and Sustainability, and Human Values into its curriculum to foster well-rounded development in students. Key aspects of the Environmental Science course focus on raising awareness about maintaining a healthy ecosystem. The Values and Ethics in Profession course instil moral values, preparing students to uphold ethical standards in their professional lives. The Universal Human Values course covers Self-Exploration, Continuous Happiness and Prosperity, Right Understanding, Relationships, and Physical Facilities. It encourages students to develop a balanced view of happiness and prosperity, cultivate harmony within themselves and with others, and appreciate the interconnectedness of society and nature. This course plays a vital role in personal development, societal harmony, and the building of a prosperous nation. Through the Renewable Energy course, students learn about the challenges and issues linked to fossil fuel use, considering future supply and environmental impacts. They gain skills in recommending optimal technological solutions that reduce greenhouse gas emissions and enhance the sustainability of energy systems in specific regions.

| File Description  | Documents                 |
|---|---------------------------|
| Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

**1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year**



10

| File Description   | Documents                 |
|--|---------------------------|
| List of value-added courses                                    | <a href="#">View File</a> |
| Brochure or any other document relating to value-added courses | <a href="#">View File</a> |
| Any additional information                                     | <a href="#">View File</a> |

### 1.3.3 - Number of students enrolled in the courses under 1.3.2 above

1979

| File Description           | Documents                 |
|----------------------------|---------------------------|
| List of students enrolled  | <a href="#">View File</a> |
| Any additional information | No File Uploaded          |

### 1.3.4 - Number of students undertaking field work/projects/ internships / student projects

2099

| File Description  | Documents                 |
|---|---------------------------|
| List of programmes and number of students undertaking field projects / internships / student projects | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

## 1.4 - Feedback System

**1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni**      **B. Any 3 of the above**

| File Description  | Documents   |
|---|---|
| Provide the URL for stakeholders' feedback report   | <a href="https://www.mckvie.edu.in/feedback-2/">https://www.mckvie.edu.in/feedback-2/</a> |
| Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | <a href="#">View File</a>   |
| Any additional information  | No File Uploaded  |

**1.4.2 - The feedback system of the Institution comprises the following**

**A. Feedback collected, analysed and action taken made available on the website**

| File Description                              | Documents   |
|---|---|
| Provide URL for stakeholders' feedback report | <a href="https://www.mckvie.edu.in/feedback-2/">https://www.mckvie.edu.in/feedback-2/</a> |
| Any additional information                    | No File Uploaded  |

**TEACHING-LEARNING AND EVALUATION**

**2.1 - Student Enrollment and Profile**

**2.1.1 - Enrolment of Students**

**2.1.1.1 - Number of students admitted (year-wise) during the year**

590

| File Description                        | Documents                 |
|---|---------------------------|
| Any additional information              | No File Uploaded          |
| Institutional data in prescribed format | <a href="#">View File</a> |

**2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)**

1

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information                                    | <a href="#">View File</a> |
| Number of seats filled against seats reserved (Data Template) | <a href="#">View File</a> |

## 2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

### Assessment and organization details for advanced learners

- Certificates are awarded to Class Toppers.
- Institutional toppers are awarded with gold/ silver medals and certificates.
- Encouraged to attend conferences, workshops and publish papers in national/ international journals / conferences through the existing incentive policy.
- Motivated to take up innovative projects.
- Make them interested to participate in various competitions.
- Encouraged to take up competitive examinations like GATE, GRE etc. for pursuing higher studies.

### Assessment and organization details for slow learners

- The department has a well-defined process of identifying, guiding and assisting weak/ slow learners.
- Weak students are identified based on their performances in internal examination(s) and also during class hours.
- Remedial/ doubt clearing classes are arranged for them.
- Parents are informed about the internal marks and attendance in Parent-Teacher meetings.

Mentors help the slow learners to overcome their weaknesses.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional information | <a href="#">NA</a> |

### 2.2.2 - Student – Teacher (full-time) ratio

| Year       | Number of Students | Number of Teachers |
|------------|--------------------|--------------------|
| 01/01/2024 | 2099               | 114                |

| File Description                  | Documents        |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

## 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:

### 1. Experiential Learning:

- Additional Laboratory Sessions to conduct content beyond syllabus experiments.
- Add-on Courses on latest technologies with NPTEL, Coursera etc.
- Summer Internship so that students work on live projects.
- Industrial Visits to engage them in experiential learning while visiting the industry.

### 2. Participatory Learning:

- TECHNOTICA- It is in-house annual technical competition where students exhibit and showcase their technical skills.
- Tech Fest (PRAGATI)- It is organized annually for engineering students, where selected projects are displayed at the larger platform.
- Annual cultural program (UTOPIA)- This is organized every year for the students of the college to perform their art and creativity skills.
- Regular Quizzes- Quizzes are organized for student participation at intra or inter college level.
- Seminar Presentation - Students develop technical skills while presenting in seminars.

### 3. Problem-solving methods:

- Regular Assignments based on problems
- Problems set as per Bloom's taxonomy
- Mini Project development for all the students
- Quizzes organized for each paper
- Open book examinations taken by many faculty members

| File Description                  | Documents          |
|-----------------------------------|--------------------|
| Upload any additional information | No File Uploaded   |
| Link for additional Information   | <a href="#">NA</a> |

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and

learning

**Use of Smart Board and Projector in Teaching:** Faculty members of the department are using smart board and projector to deliver the students an experience of modern teaching and learning process/aids. The smart boards are interactive in nature with web access along with facility and are linked to user's mobile phone or laptop. Online demonstration/ animations are shown on regular basis which makes the teaching much more attractive and the students become much more focused.

**Video Lectures for digital library:** Faculty members prepare short video lectures on each topic of the curriculum subjects and the video lectures are uploaded in the repository placed in the library. This helps the students in self learning.

**Use of ICT enabled classrooms:** As the whole campus is Wi-Fi enabled, all the classrooms are having wireless internet facility so that live demonstration and/or live video can be shown to the students to enhance effectiveness of teaching-learning process. Over and above many of the classrooms including the laboratories are having wired internet connections so that virtual classroom environment can be created. Using this system, students can also access virtual laboratories remotely.

| File Description   | Documents   |
|--|---|
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | <a href="https://www.mckvie.edu.in/wp-content/uploads/2024/12/2.3.2-ICT-Enabled-Facilities.pdf">https://www.mckvie.edu.in/wp-content/uploads/2024/12/2.3.2-ICT-Enabled-Facilities.pdf</a> |
| Upload any additional information  | No File Uploaded  |

### 2.3.3 - Ratio of students to mentor for academic and other related issues

#### 2.3.3.1 - Number of mentors

66

| File Description  | Documents                 |
|---|---------------------------|
| Upload year-wise number of students enrolled and full-time teachers on roll | <a href="#">View File</a> |
| Circulars with regard to assigning mentors to mentees                       | <a href="#">View File</a> |

### 2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

The institute prepares the academic calendar every semester well in advance. It covers the list of lesson plan and course coverage report submission dates, various dates related to enrolment and examination processes, feedback dates etc. It provides the total effective working days available in a given semester. The institute also prepares event calendar in which additionally information related to holidays, vacation dates, festivals, and other academic and non-academic programs are also mentioned. The time table is prepared correlating working days available and teaching hours as per the curriculum. Thus the academic calendar monitors the effective delivery of the program.

Regarding course delivery, the concern faculties prepare lesson plan for their respective subjects. These plans are made in advance and serve as guidelines for conducting required academic sessions. The Principal, Dean-Academics and HODs check the progress of each course and thereby ensure timely and effective completion of course in the specified time frame with perfect blend of practical and theoretical inputs. At the end of course delivery, a course coverage report is submitted by the faculty members for each paper they have taught during the semester. These reports are being reviewed by respective HoD, Dean-Academics and Principal.

| File Description  | Documents                 |
|---|---------------------------|
| Upload the Academic Calendar and Teaching Plans during the year | <a href="#">View File</a> |

## 2.4 - Teacher Profile and Quality

### 2.4.1 - Number of full-time teachers against sanctioned posts during the year

114

| File Description   | Documents                 |
|--|---------------------------|
| Year-wise full-time teachers and sanctioned posts for the year | <a href="#">View File</a> |
| List of the faculty members authenticated by the Head of HEI   | <a href="#">View File</a> |
| Any additional information                                     | No File Uploaded          |

### 2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

39

| File Description  | Documents                 |
|---|---------------------------|
| List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

### 2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

1198

| File Description  | Documents                 |
|---|---------------------------|
| List of teachers including their PAN, designation, Department and details of their experience | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

## 2.5 - Evaluation Process and Reforms

### 2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

45

| File Description   | Documents                 |
|--|---------------------------|
| List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result | <a href="#">View File</a> |
| Any additional information   | No File Uploaded          |

### 2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

0

| File Description  | Documents        |
|---|------------------|
| Upload the number of complaints and total number of students who appeared for exams during the year | No File Uploaded |
| Upload any additional information   | No File Uploaded |

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

#### Processes/Procedures integrating IT

1. The institute has implemented Examination Management System (EMS) to integrate examination related activities with IT.
2. The procedure starts with the enrollment of students.
3. Teachers are tagged with the courses taking in a semester. They can upload marks so that students can visualize it.
4. Students are also able to fill their examination registration form through EMS.
5. Examiners are able to enter marks of their courses in the marks entry panel after evaluation of the paper.
6. The EMS also provides to allow a student to apply online to review paper(s). The review result is published after re-evaluation of paper(s). Students who opt for review can get their updated grade card from student's portal.

#### Continuous Internal Assessment System

1. The CIA is categorized as CA and PCA. CA stands for continuous assessment of theory course. There are 4 CAs viz. CA1, CA2, CA3 and CA4. CA2 and CA4 are class tests. CA1 and CA3 are assignment/seminar/quiz.
2. The marks of continuous assessments are added with the marks of semester examination according to institutional policy.

All the above mentioned internal assessments help students improve their academic performances in all aspects.



| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional Information | <a href="#">NA</a> |

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

As many of the programs of the institute are NBA accredited, the guidelines as mention by NBA is mostly followed in the institute. The Program Outcomes (POs) are set as mentioned in their guideline. The individual departments set the Program Specific Outcomes (PSOs) for each program run by them. The Course Outcomes (COs) are prepared by the respective faculty members during formation of the syllabus. All the COs are mapped to one or many of the POs as deemed fit. The institute has framed OBE manual as a reference guideline for exercising the whole work. The list of COs is included in the curriculum itself and is being uploaded in the institutional website as a part of syllabus.

| File Description   | Documents   |
|--|---|
| Upload COs for all courses (exemplars from the Glossary) | <a href="#">View File</a>   |
| Upload any additional information                        | No File Uploaded  |
| Link for additional Information                          | <a href="https://www.mckvie.edu.in/wp-content/uploads/2024/12/2.6.1-CO-List.pdf">https://www.mckvie.edu.in/wp-content/uploads/2024/12/2.6.1-CO-List.pdf</a> |

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

**Categories of assessment process: Internal and External Assessment.**

**Internal Assessment of Theory Subjects and Practical Subjects**

**Evaluation of Theory Subjects follows the parameters of Assignment, Class-tests, Attendance.**

**Evaluation of laboratory performance involves parameters of Daily**

performance, Attendance and Preparation and submission of Laboratory file.

End-semester assessment of Theory Subjects and Practical Subjects

Evaluation of both Theory and Practical subjects involves the marks obtained during the semester examinations.

Attainment level is obtained for all the Course Outcomes from Faculty Course Assessment Report (FCAR) and Rubrics

The evaluation of each of the PO and PSO is based on direct and indirect assessments. The direct assessment tools are Internal assessment such as class test, laboratory, semester examination of theory and laboratory, seminar and projects.

The indirect assessment tools are alumni survey, exit survey, course-end survey, parent survey, employers' survey.

The attainment target level for internal and end-semester examinations has been kept as 60%. The number of students achieving the set target level is listed in each course for every semester. If the 60% students of a batch get equal and above 60% marks in the required level criteria based formative assessment then that criteria (CO, PO, PSO) is assumed to be fully attained.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | No File Uploaded  |
| Paste link for additional Information | <a href="https://www.mckvie.edu.in/wp-content/uploads/2024/12/2.6.1-CO-List.pdf">https://www.mckvie.edu.in/wp-content/uploads/2024/12/2.6.1-CO-List.pdf</a> |

### 2.6.3 - Pass Percentage of students

#### 2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

437

| File Description  | Documents                 |
|---|---------------------------|
| Upload list of Programmes and number of students appear for and passed in the final year examinations | <a href="#">View File</a> |
| Upload any additional information   | No File Uploaded          |
| Paste link for the annual report  | <a href="#">NA</a>        |

## 2.7 - Student Satisfaction Survey

**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink**

<https://d3otflr9ot901s.cloudfront.net/mckvi-wp-data/wp-content/uploads/2024/07/29004145/NAAC-Student-Satisfaction-Survey-2023-24-formatted.pdf>

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Promotion of Research and Facilities

3.1.1 - The institution's research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented

#### Policy for promotion of research

MCKV Institute of Engineering is committed to foster a vibrant research culture by providing state-of-the-art facilities that are frequently updated to meet emerging academic and technological demands. Equipped with advanced laboratories, software tools, and digital resources, the institute ensures that researchers have access to the necessary infrastructure to pursue innovative and impactful work.

A clearly defined research promotion policy, publicly accessible on the institutional website, serves as a guiding framework to encourage and support scholarly activities. This policy outlines mechanisms for funding research projects, incentives for publications in high-impact journals, and collaborations with national and international organizations. It also emphasizes interdisciplinary research, intellectual property rights, and knowledge transfer.

The policy is implemented effectively through dedicated research committees and periodic monitoring of progress. Faculty members

and students are motivated to engage in research through workshops, training programs, and opportunities to present their work at conferences. These efforts aim to cultivate a robust research ecosystem, positioning the institution as a hub for excellence in innovation and knowledge creation.

| File Description   | Documents   |
|--|---|
| Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | <a href="#">View File</a>   |
| Provide URL of policy document on promotion of research uploaded on the website  | <a href="https://d3otflr9ot901s.cloudfront.net/mckvi-wp-data/wp-content/uploads/2024/01/05002935/Incentive-Policies-For-Existing-Teaching-Staff-of-MCKVIE.pdf">https://d3otflr9ot901s.cloudfront.net/mckvi-wp-data/wp-content/uploads/2024/01/05002935/Incentive-Policies-For-Existing-Teaching-Staff-of-MCKVIE.pdf</a> |
| Any additional information   | No File Uploaded  |

### 3.1.2 - The institution provides seed money to its teachers for research

#### 3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

0

| File Description  | Documents        |
|---|------------------|
| Minutes of the relevant bodies of the institution regarding seed money                                      | No File Uploaded |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | No File Uploaded |
| List of teachers receiving grant and details of grant received  | No File Uploaded |
| Any additional information  | No File Uploaded |

### 3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

1

| File Description  | Documents                 |
|---|---------------------------|
| e-copies of the award letters of the teachers                     | <a href="#">View File</a> |
| List of teachers and details of their international fellowship(s) | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

### 3.2 - Resource Mobilization for Research

#### 3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

0

| File Description   | Documents        |
|--|------------------|
| e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations | No File Uploaded |
| List of projects and grant details   | No File Uploaded |
| Any additional information   | No File Uploaded |

#### 3.2.2 - Number of teachers having research projects during the year

1

| File Description                          | Documents                 |
|---|---------------------------|
| Upload any additional information         | No File Uploaded          |
| Paste link for additional Information     | <a href="#">NA</a>        |
| List of research projects during the year | <a href="#">View File</a> |

#### 3.2.3 - Number of teachers recognised as research guides

10

| File Description  | Documents                 |
|---|---------------------------|
| Upload copies of the letter of the university recognizing teachers as research guides | <a href="#">View File</a> |
| Institutional data in Prescribed format   | <a href="#">View File</a> |

### 3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

1

| File Description                          | Documents   |
|---|---|
| Supporting document from Funding Agencies | <a href="#">View File</a>   |
| Paste link to funding agencies' website   | <a href="https://www.meity.gov.in/">https://www.meity.gov.in/</a> |
| Any additional information                | No File Uploaded  |

### 3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

MCKV Institute of Engineering fosters a vigorous ecosystem for innovation, knowledge creation, and knowledge transfer through dedicated centers for research, entrepreneurship, community orientation, and incubation. A supportive environment is cultivated to promote innovation and incubation, encouraging students to apply technology for societal benefit. The institution actively supports the publication of research in esteemed journals and conferences, ensuring academic and professional growth.

The Institution's Innovation Council (IIC) at MCKVIE serves as a bridge for students and faculty to engage with industries and corporate organizations. It inspires the exploration of novel ideas and fosters advancements in research and development.

MCKVIE Start-Up Club plays a pivotal role in nurturing entrepreneurial spirit among students, faculty, and staff. It provides guidance on project report preparation, financial planning, and product marketing to support entrepreneurship. The

club organizes workshops, seminars, and guest lectures to enhance entrepreneurial awareness and skills. Additionally, students are given opportunities to interact with successful entrepreneurs from diverse domains, gaining insights to manage and sustain their ventures.

This integrated approach ensures that the institution remains a hub of innovation, empowering its community to contribute meaningfully to society and industry.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional information | <a href="#">NA</a> |

### 3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

42

| File Description                                     | Documents                 |
|--|---------------------------|
| Report of the events                                 | <a href="#">View File</a> |
| List of workshops/seminars conducted during the year | <a href="#">View File</a> |
| Any additional information                           | No File Uploaded          |

### 3.4 - Research Publications and Awards

**3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software**

**D. Any 1 of the above**

| File Description   | Documents                 |
|--|---------------------------|
| Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check | <a href="#">View File</a> |
| Any additional information   | No File Uploaded          |

### 3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

#### 3.4.2.1 - Number of PhD students registered during the year

3

| File Description   | Documents   |
|--|---|
| URL to the research page on HEI website  | <a href="https://www.mckvie.edu.in/research/">https://www.mckvie.edu.in/research/</a> |
| List of PhD scholars and details like name of the guide, title of thesis, and year of registration | <a href="#">View File</a>   |
| Any additional information   | No File Uploaded  |

### 3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

37

| File Description  | Documents                 |
|---|---------------------------|
| List of research papers by title, author, department, and year of publication | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

### 3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

31



| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Upload any additional information     | <a href="#">View File</a> |
| Paste link for additional information | <a href="#">NA</a>        |

### 3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

#### 3.4.5.1 - Total number of Citations in Scopus during the year

3392

| File Description                                  | Documents                 |
|---|---------------------------|
| Any additional information                        | <a href="#">View File</a> |
| Bibliometrics of the publications during the year | <a href="#">View File</a> |

### 3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

#### 3.4.6.1 - h-index of Scopus during the year

506

| File Description   | Documents                 |
|--|---------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |

### 3.5 - Consultancy

#### 3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

0.88

| File Description   | Documents                 |
|--|---------------------------|
| Audited statements of accounts indicating the revenue generated through consultancy and corporate training | <a href="#">View File</a> |
| List of consultants and revenue generated by them  | No File Uploaded          |
| Any additional information   | No File Uploaded          |

### 3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0

| File Description  | Documents        |
|---|------------------|
| Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy | No File Uploaded |
| List of training programmes, teachers and staff trained for undertaking consultancy   | No File Uploaded |
| List of facilities and staff available for undertaking consultancy  | No File Uploaded |
| Any additional information  | No File Uploaded |

### 3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

The institute actively fosters a strong connection between the campus and the surrounding community through various extracurricular activities, aiming to raise awareness about local issues among students while encouraging holistic development. Students enthusiastically participate in volunteering initiatives that contribute to both personal growth and societal well-being.

The National Cadet Corps (NCC) and National Service Scheme (NSS) units are integral to the institute's community outreach efforts. Through these units, the institute organizes diverse programs that promote social responsibility and community engagement.

Additionally, various departments play a significant role in educating students about pressing social issues, ensuring they develop into responsible and conscientious members of society.

Prominent initiatives and events include Swachh Bharat campaigns, environmental awareness drives, tree plantation programs, and activities focused on health and hygiene. The institute also observes important days such as World Polio Day, National Pollution Control Day, and World Environment Day. Other impactful efforts include blood donation camps, the Ganga Cleaning Drive, and visits to orphanages. These initiatives reflect the institute's commitment to nurturing socially aware and proactive individuals while contributing to the welfare of the broader community.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional information | <a href="#">NA</a> |

### 3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

41

| File Description   | Documents                 |
|--|---------------------------|
| Number of awards for extension activities in during the year | <a href="#">View File</a> |
| e-copy of the award letters                                  | <a href="#">View File</a> |
| Any additional information                                   | No File Uploaded          |

### 3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

43

| File Description                | Documents                 |
|---------------------------------|---------------------------|
| Reports of the events organized | <a href="#">View File</a> |
| Any additional information      | <a href="#">View File</a> |

### 3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

2586

| File Description           | Documents                 |
|----------------------------|---------------------------|
| Reports of the events      | <a href="#">View File</a> |
| Any additional information | <a href="#">View File</a> |

### 3.7 - Collaboration

#### 3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

223

| File Description                               | Documents                 |
|--|---------------------------|
| Copies of documents highlighting collaboration | <a href="#">View File</a> |
| Any additional information                     | <a href="#">View File</a> |

#### 3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

9

| File Description  | Documents                 |
|---|---------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house  | <a href="#">View File</a> |
| Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

### INFRASTRUCTURE AND LEARNING RESOURCES

#### 4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

The institution has adequate infrastructure and physical facilities for teaching- learning. Adequate numbers of classrooms,

tutorial rooms, and well-equipped laboratories are available in every department. The majority of the classrooms are equipped with LCD projectors and LAN connections, and few classrooms are equipped with smart boards. Wi-Fi connectivity is available across the campus. The central library has adequate text and reference books with LIBSYS as ILMS software. The facility of a digital library enables students and staff members to access the e-journals of Springer Link, a large collection of e-books, and video lectures uploaded by respective faculty members. Reading rooms are available in the central library and in departmental libraries as well for students and faculty members. The institute has a state-of-the-art language lab and a computer centre with internet connectivity. ICT-enabled seminar halls are available in the institute with LCD projectors and LAN connections for the conduction of various academic events.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional information | <a href="#">NA</a> |

4.1.2 - The institution has adequate facilities for cultural activities, yoga, sports and games (indoor and outdoor) including gymnasium, yoga centre, auditorium etc.)

The Institute has a fully air-conditioned auditorium with its own audio-visual and lighting facilities for conducting various cultural activities. Institute hosts an annual cultural program, and a freshers' welcome and farewell program for students every year. The institute has its own Basketball Court and one outdoor Badminton Court. The common room for students is equipped with a facility for Carrom and Table Tennis as indoor sports. Annual sports and games are conducted at the institute every year. The institute has its own Cricket and football teams. Students of our Institute regularly participate in sports and related activities conducted by Maulana Abul Kalam Azad University of Technology, as well as other inter-college sports tournaments. The students receive prizes from various competitions every year. The institute's Gymnasium was established in 1999 with a 100 sq. m area and is being used by both students and staff members. The institute established Swami Vivekananda Centre for Positive Thinking of 75 sq. m area and developed a Yoga center for both students and staff members.

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Geotagged pictures                    | <a href="#">View File</a> |
| Upload any additional information     | No File Uploaded          |
| Paste link for additional information | <a href="#">NA</a>        |

#### 4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

52

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | No File Uploaded          |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | <a href="#">View File</a> |

#### 4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

61.7

| File Description   | Documents                 |
|--|---------------------------|
| Upload audited utilization statements                      | <a href="#">View File</a> |
| Details of Expenditure, excluding salary, during the years | <a href="#">View File</a> |
| Any additional information                                 | No File Uploaded          |

### 4.2 - Library as a Learning Resource

#### 4.2.1 - Library is automated using Integrated Library Management System (ILMS)

The central library of the institute uses LIBSYS, a Library Automation Software for Integrated Library Management System (ILMS). It was procured in the year 2003 and has been employed in the Institutional Central Library throughout the year. Presently, the system is fully automated and the LSEASE version of the LIBSYS software is being used. Such a web-based library management solution enabled library staff to manage all library operations efficiently including acquisition, cataloging, circulation,

serials, new purchase approvals, collection development, etc. Central library has an active subscription to Springer e-journals and several hardcopy journals. The e-books of Pearson, IEEE, MGH along with Springer and DELNET databases are accessible for students and staff members.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | No File Uploaded  |
| Paste link for additional information | <a href="https://www.mckvie.edu.in/library/">https://www.mckvie.edu.in/library/</a> |

**4.2.2 - Institution has access to the following: B. Any 3 of the above**  
**e-journals e-ShodhSindhu Shodhganga**  
**Membership e-books Databases Remote**  
**access to e-resources**

| File Description  | Documents                 |
|---|---------------------------|
| Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership | <a href="#">View File</a> |
| Upload any additional information   | No File Uploaded          |

**4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)**

17.58

| File Description   | Documents                 |
|--|---------------------------|
| Audited statements of accounts   | <a href="#">View File</a> |
| Any additional information   | No File Uploaded          |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | <a href="#">View File</a> |

**4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)**

**4.2.4.1 - Number of teachers and students using the library per day during the year**

166

| File Description   | Documents                 |
|--|---------------------------|
| Upload details of library usage by teachers and students | <a href="#">View File</a> |
| Any additional information                               | No File Uploaded          |

### 4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

The institute has Windows Operating System Version 10.0, with Paper License for 50 users and its validity is up to 2023-2024. In addition to this Microsoft Team Licensed version for 100 users is available. Regarding Security Policy, the institute has a Firewall (i.e. Checkpoint) for filtering and Routing incoming and outgoing traffic. Quick Heal Antivirus with 120 user's licenses is available. The institute has been selected by the National Cyber Safety and Security Standards (NCSSS) as a "Resource Centre" for Cyber Security. To secure the network, the Internet Unit (Computer Maintenance Cell) of the institute has taken appropriate steps by installing firewalls, access controlling, virus checking, and content filtering software at the gateway. The maintenance cell's activities include Software Installation & Licensing, Hosting of Web Pages, Monitoring Network Usage, Access to Computer Centre, Guidelines for Desktop Users, Video Surveillance, etc. However, in the presence of clearly defined IT policies, the users are aware of these policies, hence easy for the network management team to manage the entire network smoothly.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional information | <a href="#">NA</a> |

### 4.3.2 - Student - Computer ratio

| Number of Students | Number of Computers |
|--------------------|---------------------|
| 2099               | 760                 |

| File Description                  | Documents        |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |



**4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus**      **A. 750 Mbps**

| File Description                                  | Documents                 |
|---|---------------------------|
| Details of bandwidth available in the Institution | <a href="#">View File</a> |
| Upload any additional information                 | No File Uploaded          |

**4.3.4 - Institution has facilities for e-content development:**      **D. Any one of the above**  
**Facilities available for e-content development**  
**Media Centre**  
**Audio-Visual Centre**  
**Lecture Capturing System (LCS)**  
**Mixing equipments and software for editing**

| File Description   | Documents                 |
|--|---------------------------|
| Upload any additional information                            | No File Uploaded          |
| Paste link for additional information                        | <a href="#">NA</a>        |
| List of facilities for e-content development (Data Template) | <a href="#">View File</a> |

**4.4 - Maintenance of Campus Infrastructure**

**4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)**

**136.41**

| File Description                  | Documents                 |
|-----------------------------------|---------------------------|
| Audited statements of accounts    | <a href="#">View File</a> |
| Upload any additional information | No File Uploaded          |

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities – classrooms, laboratory, library, sports complex, computers, etc.

To plan, execute, utilize, monitor, and maintain the academic and support facilities such as laboratory, library, sports complex, computers, classrooms, etc. there exist several committees at the departmental as well as institute level. A few such committees are

the Academic Council, Departmental Academic Committee (DAC), Library Committee, Research Committee, Training and Placement Committee, Sports Committee, etc. The members of the committee meet at regular intervals to discuss and resolve the issues on academic and support facilities. The proposals coming out of these committees are then placed to the top management for approval. Once the proposals are approved, actions are initiated to implement the policies. The maintenance activities of the institute are under the Administration Department. There are permanent staff members available to handle the entire system of maintenance. For the maintenance of Air conditioners and water coolers in the Institute the AMC is given to Vendors outside. Similarly, the maintenance of Electrical equipment and day-to-day cleaning, and carpentry work is done, and contract is given to vendors outside. Similarly, the security of the Institute is done by outsourcing the job to an agency outside on a contractual basis.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional information | <a href="#">NA</a> |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

#### 5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

937

| File Description  | Documents                 |
|---|---------------------------|
| Upload self-attested letters with the list of students receiving scholarships | <a href="#">View File</a> |
| Upload any additional information   | No File Uploaded          |

#### 5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

374

| File Description                        | Documents                 |
|---|---------------------------|
| Upload any additional information       | No File Uploaded          |
| Institutional data in prescribed format | <a href="#">View File</a> |

**5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology**

**B. Any 3 of the above**

| File Description                              | Documents   |
|---|---|
| Link to Institutional website                 | <a href="https://www.mckvie.edu.in/wp-content/uploads/2024/12/5.1.3-Skill-Training.pdf">https://www.mckvie.edu.in/wp-content/uploads/2024/12/5.1.3-Skill-Training.pdf</a> |
| Details of capability development and schemes | <a href="#">View File</a>   |
| Any additional information                    | No File Uploaded  |

**5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year**

228

| File Description   | Documents                 |
|--|---------------------------|
| Any additional information   | No File Uploaded          |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | <a href="#">View File</a> |

**5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students'**

**A. All of the above**

**grievances Timely redressal of grievances through appropriate committees**

| File Description   | Documents                 |
|--|---------------------------|
| Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee | <a href="#">View File</a> |
| Details of student grievances including sexual harassment and ragging cases  | <a href="#">View File</a> |
| Upload any additional information  | No File Uploaded          |

**5.2 - Student Progression**

**5.2.1 - Number of outgoing students who got placement during the year**

228

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | <a href="#">View File</a> |
| Upload any additional information     | No File Uploaded          |

**5.2.2 - Number of outgoing students progressing to higher education**

8

| File Description                                  | Documents                 |
|---|---------------------------|
| Upload supporting data for students/alumni        | <a href="#">View File</a> |
| Details of students who went for higher education | <a href="#">View File</a> |
| Any additional information                        | No File Uploaded          |

**5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year**

**5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year**

6

| File Description                           | Documents                 |
|--|---------------------------|
| Upload supporting data for students/alumni | <a href="#">View File</a> |
| Any additional information                 | <a href="#">View File</a> |

### 5.3 - Student Participation and Activities

**5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year**

26

| File Description                           | Documents                 |
|--|---------------------------|
| e-copies of award letters and certificates | <a href="#">View File</a> |
| Any additional information                 | No File Uploaded          |

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

Currently, we don't have Student Council as such, but there are student representatives in several bodies and/or committees of the institution.

1. One student representative in IQAC.
2. Student's representatives also present in Anti-ragging committee and Anti- ragging Mentoring Cell.
3. Students' Canteen Committee has also student's representative.
4. ICC also has student representative.

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Upload any additional information     | <a href="#">View File</a> |
| Paste link for additional information | <a href="#">NA</a>        |

**5.3.3 - Number of sports and cultural events / competitions organised by the institution**

| File Description   | Documents                 |
|--|---------------------------|
| Report of the event  | No File Uploaded          |
| List of sports and cultural events / competitions organised per year | <a href="#">View File</a> |
| Upload any additional information                                    | No File Uploaded          |

## 5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

**Name of the Association:** MCKVIE Alumni Association

**Registration Number:** S/2L No.60214 of 2016-2017.

The college has a registered Alumni Association. All the outgoing students automatically become members of the association. The Institute gives importance to feedback data obtained from alumni for the betterment of the Institute. An Alumni meet is organized every year in the institute during which relevant feedback is also collected to improve the institute's performance in academic and professional domain such as the basic requirements of the companies from the graduate engineers.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional Information | <a href="#">NA</a> |

**5.4.2 - Alumni's financial contribution during the year** E. <2 Lakhs

| File Description                  | Documents        |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Effective leadership significantly impacts on policy, planning and management of engineering education. To endorse quality of education to all stakeholders in academic, social and ethical arena in our institute, the authority has developed a responsible and participatory management. The management has adapted various means for improving the effectiveness of education system and the quality of educational services.

1. At various levels, the Institute grooms the leadership. Governing body, Management, Principal, IQAC, Academic Council, Board of Studies, Examination Cell, Training and Placement Cell, Departmental Academic Committee, Library Committee and various other bodies have been authorized to propose, design, formulate and execute their plans within the framework of governance. The HoDs, Deans, CoE along with the other teaching staff, non-teaching staff, supporting staff, student representatives and alumni are engaged in various activities coherently in tune with the vision and mission of the institute.
2. Students are empowered to play active role in coordinating the co-curricular, extra-curricular activities and social services. The institute inspires the culture of participative management by involving the staff and students in various activities. The Rotaract club of the Institute organized several students' online programme during pandemic.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional Information | <a href="#">NA</a> |

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

The effective leadership is already reflected in various institutional practices such as decentralization and participative management by forming different committees, cells and bodies and empowering them within the organizational framework of the institute. Be it cultural activities, games and sports, social activities, technical fest, annual cultural fest or any other

event bearing the need of the society, a concrete participative management consisting of all the stakeholders always helps the institute in executing them efficiently.

Activities of Student Welfare Committee as a case study showing participative management:

The objective of Student Welfare Committee shall be to set out clearly the standard of services and policies of the Institute regarding the overall development of the students.

#### Composition

Sr. No.

Designation

Category

01

Chairman

Principal

02

Member

Dean (Academics)

03

Member

Registrar

04

Member

One Senior Faculty from each department Nominated by the Principal

05



Member

All Hostel wardens/ Care Takers

06

Member

Six Students from 2nd, 3rd& 4th Year including at least Two Female Students

07

Member Secretary

Dean (Student Affairs)

Term

The Student Welfare Committee shall meet at least twice a year.

| File Description  | Documents                 |
|---|---------------------------|
| Upload strategic plan and deployment documents on the website | <a href="#">View File</a> |
| Upload any additional information                             | No File Uploaded          |
| Paste link for additional Information                         | <a href="#">NA</a>        |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

### Institutional Strategic Goals

1. Efficient Teaching erudition procedure
2. Effective Leadership and Participative management
3. Internal Quality Assurance System
4. Ensuring effective governance
5. Student's Overall Development through Participation
6. Employees Advancement & Welfare

7. Escalating Placements
8. Proper Discipline
9. Women/Student/Faculty Grievance
10. Financial Planning & Management
11. Institute - Industry Interaction
12. Encouragement of Budding Entrepreneurs
13. Constant Growth in Research and Development
14. Boosting Internal Revenue Generation
15. Alumni Interaction and Outreach activities
16. Physical Infrastructure

## Strategic Planning

Please refer to Annexure 6.1.2 & 6.2.1.

| File Description                                       | Documents                 |
|--|---------------------------|
| Strategic Plan and deployment documents on the website | <a href="#">View File</a> |
| Paste link for additional information                  | <a href="#">NA</a>        |
| Upload any additional information                      | No File Uploaded          |

6.2.2 - The functioning of the various institutional bodies is effective and efficient as visible from the policies, administrative set-up, appointment and service rules, procedures, etc.

The Governing Body of the institute acts as the top most managing authority of the authority and it guides and approves all the policy making issues of it. The Principal looks after all the day to day activities for running the institute as per the decisions and/or resolutions of the Governing Body. He interacts with Academic Council for taking all the academic decisions and executing academic expansion activities. He is also the Chairman of the IQAC which monitors overall activities of the institute and maintains the quality benchmark. As a part of participative management, Dean-Academics, Dean- Administration, Dean-Students Affairs and Dean-Research and Consultancy share responsibilities of the appropriate functional wings of the institute. The Finance Officer in consultation with the Finance Committee manages the financial issues with prior approval from the Principal. The Dean of Academics in association with the HoD's of different departments maintains all the daily academic activities of the institute, whereas the HoD's look after the departmental academic issues with the help of Departmental Academic Committee and Board of Studies. The examination system of the institute is maintained

by the Controller of Examination office with prior approval from Dean-Academics.

| File Description                                    | Documents   |
|---|---|
| Paste link to Organogram on the institution webpage | <a href="https://www.mckvie.edu.in/wp-content/uploads/2024/12/6.2.2-Organizational-Chart.pdf">https://www.mckvie.edu.in/wp-content/uploads/2024/12/6.2.2-Organizational-Chart.pdf</a> |
| Upload any additional information                   | No File Uploaded  |
| Paste link for additional Information               | <a href="#">NA</a>  |

**6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination**

A. All of the above

| File Description  | Documents                 |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Documen                      | <a href="#">View File</a> |
| Screen shots of user interfaces                                 | <a href="#">View File</a> |
| Details of implementation of e-governance in areas of operation | <a href="#">View File</a> |
| Any additional information                                      | <a href="#">View File</a> |

**6.3 - Faculty Empowerment Strategies**

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The institute uses a well-defined system of Self Appraisal Report of Faculty members and Lab Instructors. Dully filled and signed Self-Appraisal form of Faculty members and laboratory Instructors are collected in June every tear and then scrutinized by HOD and provide his/ her comments regarding their performance. For HODs, Dean (Academics) scrutinizes the information. For Deans, Principal does the scrutiny. The API points obtained in Self-Appraisal and the marks scored in Students Feedback are then compiled by HR and send the same to Dean (Academic) for review.

Finally, Principal analyzes all the comments and sends reports / recommendations to Chairman.

The faculty members or laboratory instructors whose rating is less than threshold value are called for a discussion on improvement of his/ her deficiencies and measures he/she is going to take to rectify the same.

Other Welfare measures:

- Group personal accident policy for the staff members and students
- Bus facility for attending institute at free of cost
- Free of cost lunch facility
- Health checkup facility at subsidized rate at the trust diagnostic centre
- Tuition fee waiver for wards of the employees studying in the trust school.
- Monthly general health check up

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional information | <a href="#">NA</a> |

**6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year**

14

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | No File Uploaded          |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | <a href="#">View File</a> |

**6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year**

10

| File Description   | Documents                 |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres) | <a href="#">View File</a> |
| Upload any additional information  | No File Uploaded          |

**6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)**

73

| File Description  | Documents                 |
|---|---------------------------|
| Summary of the IQAC report  | <a href="#">View File</a> |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | <a href="#">View File</a> |
| Upload any additional information   | No File Uploaded          |

**6.4 - Financial Management and Resource Mobilization**

6.4.1 - Institution conducts internal and external financial audits regularly

The financial audit is completed for the academic year 2023-24. There are no major audit objections.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional information | <a href="#">NA</a> |

**6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)**

1.94

| File Description  | Documents                 |
|---|---------------------------|
| Annual statements of accounts   | <a href="#">View File</a> |
| Details of funds / grants received from non-government bodies, individuals, philanthropists during the year | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

#### 6.4.3 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

The institute is a self-financing institute and it receives no fund from government for its running. The main fund that it receives is as the tuition fees from the students. All the recurring and non-recurring expenditures are incurred from that fund only. The institute asks for budget proposal from each department in every financial year to meet up the requirement for manpower for running its library, laboratory, project, research etc. Funds are allocated by the institute accordingly. Over and above, the development of central facilities and welfares are done from the same fund only. Some of the laboratories have been enriched in collaboration with industries and/or using funds from govt. (MODROB). Some of the events have been organized in collaboration with external manpower. Requirements from admin department are also taken periodically.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional Information | <a href="#">NA</a> |

### 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

#### 1. Academic Audit

To ensure the quality of teaching-learning and allied services, the academic audit by external experts is conducted for all the degree awarding departments.

## 2. Research promotion policy and Incentive policy

Research Promotion Policy and Incentive Policy are developed and uploaded on the institution's website with the purpose of encouraging faculty members for pursuing PhD. Incentives in terms of full/ partial reimbursement of registration fees and TA are also provided for conference paper presentation. Similar facilities are also provided to the students.

## 3. E-waste management

A service agreement was signed with Hulladek Recycling Pvt. Ltd. for effective E-waste management within the premises and conducting awareness programmes.

## 4.Reforms were made in the process of academic pedagogy with special attention to question paper setting

The formats for Lesson Plan and Course Coverage Report have been modified to incorporate the lecture delivery method and assessment method. Teachers are motivated to adopt active learning methods to grow the interest of the students in the class and also make them attentive. Quiz and/ surprise test has been adopted as a part of regular classroom activities so that the attendance of the students be improved.

CO based question papers are set with different cognitive levels as per Bloom's Taxonomy both for class tests and end semester examinations. The proportional distribution of questions amongst the different cognitive levels is also set.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional information | <a href="#">NA</a> |

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

**Examination question pattern reforms strategy.**

The questions, both in the class tests and in the semester examinations, questions carry CO number and cognitive level as per the Bloom's taxonomy level. Also, a question bank is prepared for

every course.

**Evaluation process:**

For theory papers, there are four internal tests of 30 marks each, conducted in a semester. The class tests, assignments and quizzes are conducted in the online/offline.

For practical papers, internal assessment of 40 marks is conducted in two phases in a semester. Performance is evaluated on the basis of lab experiment conduction, report submission, attendance and viva voce.

Assessment on sessional papers of marks 100 is conducted throughout the semester.

End semester examinations are conducted by the institute. The full marks for end semester examinations remain 70 for theoretical papers and 60 for practical papers.

**Implementation of Outcome Based Education (OBE):**

CO, PO and PSO are formulated and course curriculum has been designed accordingly. Outcome-based questions are set for internal tests. The performance of the outcomes is monitored and compared with respect to a predefined benchmark. In case of outcomes not reaching the benchmark, corrective actions are taken.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional information | <a href="#">NA</a> |

**6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)**

**A. Any 4 or all of the above**



| File Description   | Documents   |
|--|---|
| Paste the web link of annual reports of the Institution            | <a href="https://d3otflr9ot901s.cloudfront.net/mckvi-wp-data/wp-content/uploads/2024/04/22123936/Annual-Report_2023_C.pdf">https://d3otflr9ot901s.cloudfront.net/mckvi-wp-data/wp-content/uploads/2024/04/22123936/Annual-Report_2023_C.pdf</a> |
| Upload e-copies of accreditations and certification                | <a href="#">View File</a>   |
| Upload details of quality assurance initiatives of the institution | <a href="#">View File</a>   |
| Upload any additional information                                  | No File Uploaded  |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

**Safety and security:** The Internal Complaints Committee (ICC) holds regular meetings to ensure the safety and security of women in the workplace. It also organizes initiatives to promote gender equity and raise awareness, including talks and programs addressing discrimination against women, and maintaining a safe working environment. Additionally, the institution provides the following facilities to enhance safety and security on campus:

1. Security personnel, student and staff ID cards, and CCTV surveillance.
2. Engagement of security professionals and a hostel warden in the girls' hostel on campus.
3. Regular medical check-ups, with a dedicated lady nurse/doctor for female students. The college has also installed an Automatic Sanitary Vending Machine (Model: VEND IGO) in the girls' restroom on the 1st floor of A Block.
4. Grievance redressal and anti-sexual harassment cells, offering a platform for female students to express and address their concerns.

**Counselling:** MCKVIE provides psychological counselling support to students by appointing a female counsellor. She offers positive guidance to engineering students across all batches, addressing academic, career-related, and personal issues. Students facing any challenges in these areas can approach her for assistance and support in resolving their concerns.

Please refer Annexure 7.1.1.

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Upload any additional information     | <a href="#">View File</a> |
| Paste link for additional Information | <a href="#">NA</a>        |

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy plant Wheeling to the Grid energy conservation Use of LED bulbs/ power-efficient equipment**

**B. Any 3 of the above**

| File Description               | Documents                 |
|--------------------------------|---------------------------|
| Geotagged Photographs          | <a href="#">View File</a> |
| Any other relevant information | No File Uploaded          |

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

1. **Solid waste management:** All solid wastes (paper, metal, glass, other dry waste, e-waste, etc.) are separated in different bins in the college and resell to the local vendor. Moreover, a few out dated computers are gifted to local schools.

2. **Liquid waste management:** It is to be noted that there are no harmful waste water/ Nontoxic chemicals from chemistry lab is emitted during the experimentation. Most of the waste generated is water-soluble and ultimately disposed through normal sewage system, diluted largely so bio magnifications are negligent. However, the ceramic materials like Glass which are broken during the experimentation are stored in a bucked and are sold to vendors for recycling.

3. **E-waste management:** An agreement has been signed with Hulladek for e-waste management. Accordingly, recycling has been done for e-waste. E-waste like batteries, print cartridges, old/obsolete computer is sold to vendors for recycling. There is one E waste storage placed beside of central library.

4. **Waste recycling system:** No, the college does not have any such recycling device to carry on the procedure. However, glass, cans,

white coloured and brown paper, batteries, print cartridges, cardboard and furniture are sold to vendors for recycling.

| File Description  | Documents                 |
|---|---------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | <a href="#">View File</a> |
| Geotagged photographs of the facilities   | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

**7.1.4 - Water conservation facilities available in the Institution:** Rain water harvesting  
Bore well /Open well recharge  
Construction of tanks and bunds  
Waste water recycling  
Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

| File Description                                 | Documents                 |
|--|---------------------------|
| Geotagged photographs / videos of the facilities | <a href="#">View File</a> |
| Any other relevant information                   | No File Uploaded          |

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

C. Any 2 of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

| File Description   | Documents                 |
|--|---------------------------|
| Geotagged photos / videos of the facilities                        | <a href="#">View File</a> |
| Various policy documents / decisions circulated for implementation | No File Uploaded          |
| Any other relevant documents                                       | No File Uploaded          |

## 7.1.6 - Quality audits on environment and energy undertaken by the institution

**7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:**

**A. Any 4 or all of the above**

- 1. Green audit**
- 2. Energy audit**
- 3. Environment audit**
- 4. Clean and green campus recognitions/awards**
- 5. Beyond the campus environmental promotional activities**

| File Description  | Documents                 |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded          |
| Certification by the auditing agency                                      | <a href="#">View File</a> |
| Certificates of the awards received                                       | No File Uploaded          |
| Any other relevant information  | <a href="#">View File</a> |

**7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.**

**C. Any 2 of the above**

| File Description   | Documents                 |
|--|---------------------------|
| Geotagged photographs / videos of facilities                 | <a href="#">View File</a> |
| Policy documents and brochures on the support to be provided | No File Uploaded          |
| Details of the software procured for providing assistance    | No File Uploaded          |
| Any other relevant information                               | No File Uploaded          |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

Please refer Annexure 7.1.8

| File Description   | Documents                 |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | <a href="#">View File</a> |

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

Please refer Annexure 7.1.9.

| File Description  | Documents                 |
|---|---------------------------|
| Details of activities that inculcate values necessary to transform students into responsible citizens | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

**7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the** D. Any 1 of the above

## Code of Conduct are organized

| File Description   | Documents                 |
|--|---------------------------|
| Code of Ethics - policy document   | No File Uploaded          |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims | No File Uploaded          |
| Any other relevant information   | <a href="#">View File</a> |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

**Pleas refer Annexure 7.1.11.**

| File Description   | Documents                 |
|--|---------------------------|
| Annual report of the celebrations and commemorative events for during the year | <a href="#">View File</a> |
| Geotagged photographs of some of the events                                    | No File Uploaded          |
| Any other relevant information   | No File Uploaded          |

## 7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

**Best Practice I: Starting of Value Added Courses and Add-on Courses**

**Best Practice II: Implementation of E-waste management system**

| File Description                            | Documents   |
|---|---|
| Best practices in the Institutional website | <a href="https://www.mckvie.edu.in/wp-content/uploads/2024/12/Best-Practices-and-Distinctiveness-of-the-Institute-2023-24.pdf">https://www.mckvie.edu.in/wp-content/uploads/2024/12/Best-Practices-and-Distinctiveness-of-the-Institute-2023-24.pdf</a> |
| Any other relevant information              | <a href="#">NA</a>  |

### **7.3 - Institutional Distinctiveness**

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

**Emerging Tech Laboratory**

**Green-Campus-Clean-Campus**

**Institution's Innovation Council (IIC)**

**PRAYAS**

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

##### Factors for Curriculum Design:

The Institute has implemented a structured process for the development and execution of curriculum across all departments. The curriculum is thoughtfully designed to incorporate cutting-edge technologies, aiming to provide relevant domain knowledge, skills, and attitudes aligned with current needs. The following courses have been integrated into various programs across the Institute.

- Environmental Science
- Renewable energy
- Entrepreneurship and Skill Development
- Internet of Things

##### Implementation of OBE:

In accordance with NBA guidelines, the Institute has implemented Outcome-Based Education (OBE). As of the academic year 2023-24, all undergraduate programs at MCKVIE hold NBA accreditation, confirming the effective application of OBE within the Institute.

##### Programs offered by the institute in 2023-24:

- B.Tech in Automobile Engineering (AUE)
- Computer Science and Engineering (CSE)
- Computer Science and Engineering (Data Science)
- Electronics and Communication Engineering (ECE)
- Electronics and Communication (VLSI design)
- Electrical Engineering (EE)
- Mechanical Engineering (ME)
- Information Technology (IT)
- Computer Science and Engineering (Artificial Intelligence and Machine Learning)
- Information Technology (Artificial Intelligence and



**Machine Learning)**

- **M.Tech in ECE with specialization in communication**
- **MBA**
- **B.Voc in Automotive Manufacturing Technology**
- **B.Voc in Automobile Servicing**
- **B.Voc in Software Development.**

| File Description                      | Documents               |
|---------------------------------------|-------------------------|
| Upload additional information, if any | <b>No File Uploaded</b> |
| Link for additional information       | <a href="#">NA</a>      |

**1.1.2 - Number of Programmes where syllabus revision was carried out during the year**

**15**

| File Description                                 | Documents                 |
|--|---------------------------|
| Minutes of relevant Academic Council/BOS meeting | <a href="#">View File</a> |
| Details of syllabus revision during the year     | <a href="#">View File</a> |
| Any additional information                       | <b>No File Uploaded</b>   |

**1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year**

**734**

| File Description  | Documents                 |
|---|---------------------------|
| Curriculum / Syllabus of such courses   | <a href="#">View File</a> |
| Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses | <a href="#">View File</a> |
| MoUs with relevant organizations for these courses, if any                                  | <b>No File Uploaded</b>   |
| Any additional information  | <b>No File Uploaded</b>   |

**1.2 - Academic Flexibility**

### 1.2.1 - Number of new courses introduced across all programmes offered during the year

154

| File Description  | Documents                 |
|---|---------------------------|
| Minutes of relevant Academic Council/BoS meetings       | <a href="#">View File</a> |
| Any additional information                              | No File Uploaded          |
| Institutional data in prescribed format (Data Template) | <a href="#">View File</a> |

### 1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

15

| File Description                                     | Documents                 |
|--|---------------------------|
| Minutes of relevant Academic Council/BoS meetings    | <a href="#">View File</a> |
| Any additional information                           | No File Uploaded          |
| List of Add on /Certificate programs (Data Template) | <a href="#">View File</a> |

### 1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

The Institute integrates courses on Professional Ethics, Environment and Sustainability, and Human Values into its curriculum to foster well-rounded development in students. Key aspects of the Environmental Science course focus on raising awareness about maintaining a healthy ecosystem. The Values and Ethics in Profession course instil moral values, preparing students to uphold ethical standards in their professional lives. The Universal Human Values course covers Self-Exploration, Continuous Happiness and Prosperity, Right Understanding, Relationships, and Physical Facilities. It encourages students to develop a balanced view of happiness and prosperity, cultivate harmony within themselves and with others, and appreciate the interconnectedness of society and nature. This course plays a vital role in personal development, societal harmony, and the building of a prosperous nation. Through the Renewable Energy course, students learn about the

challenges and issues linked to fossil fuel use, considering future supply and environmental impacts. They gain skills in recommending optimal technological solutions that reduce greenhouse gas emissions and enhance the sustainability of energy systems in specific regions.

| File Description  | Documents                 |
|---|---------------------------|
| Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

**1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year**

10

| File Description   | Documents                 |
|--|---------------------------|
| List of value-added courses                                    | <a href="#">View File</a> |
| Brochure or any other document relating to value-added courses | <a href="#">View File</a> |
| Any additional information                                     | <a href="#">View File</a> |

**1.3.3 - Number of students enrolled in the courses under 1.3.2 above**

1979

| File Description           | Documents                 |
|----------------------------|---------------------------|
| List of students enrolled  | <a href="#">View File</a> |
| Any additional information | No File Uploaded          |

**1.3.4 - Number of students undertaking field work/projects/ internships / student projects**

2099

| File Description  | Documents                 |
|---|---------------------------|
| List of programmes and number of students undertaking field projects / internships / student projects | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

#### 1.4 - Feedback System

**1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni**

B. Any 3 of the above

| File Description  | Documents   |
|---|---|
| Provide the URL for stakeholders' feedback report   | <a href="https://www.mckvie.edu.in/feedback-2/">https://www.mckvie.edu.in/feedback-2/</a> |
| Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | <a href="#">View File</a>   |
| Any additional information  | No File Uploaded  |

**1.4.2 - The feedback system of the Institution comprises the following**

A. Feedback collected, analysed and action taken made available on the website

| File Description                              | Documents   |
|---|---|
| Provide URL for stakeholders' feedback report | <a href="https://www.mckvie.edu.in/feedback-2/">https://www.mckvie.edu.in/feedback-2/</a> |
| Any additional information                    | No File Uploaded  |

#### TEACHING-LEARNING AND EVALUATION

##### 2.1 - Student Enrollment and Profile

##### 2.1.1 - Enrolment of Students

**2.1.1.1 - Number of students admitted (year-wise) during the year**

590

| File Description                        | Documents                 |
|---|---------------------------|
| Any additional information              | No File Uploaded          |
| Institutional data in prescribed format | <a href="#">View File</a> |

### 2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

1

| File Description  | Documents                 |
|---|---------------------------|
| Any additional information                                    | <a href="#">View File</a> |
| Number of seats filled against seats reserved (Data Template) | <a href="#">View File</a> |

## 2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

### Assessment and organization details for advanced learners

- Certificates are awarded to Class Toppers.
- Institutional toppers are awarded with gold/ silver medals and certificates.
- Encouraged to attend conferences, workshops and publish papers in national/ international journals / conferences through the existing incentive policy.
- Motivated to take up innovative projects.
- Make them interested to participate in various competitions.
- Encouraged to take up competitive examinations like GATE, GRE etc. for pursuing higher studies.

### Assessment and organization details for slow learners

- The department has a well-defined process of identifying, guiding and assisting weak/ slow learners.
- Weak students are identified based on their performances in internal examination(s) and also during class hours.
- Remedial/ doubt clearing classes are arranged for them.
- Parents are informed about the internal marks and attendance in Parent-Teacher meetings.

Mentors help the slow learners to overcome their weaknesses.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional information | <a href="#">NA</a> |

### 2.2.2 - Student – Teacher (full-time) ratio

| Year       | Number of Students | Number of Teachers |
|------------|--------------------|--------------------|
| 01/01/2024 | 2099               | 114                |

| File Description                  | Documents        |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

### 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:

#### 1. Experiential Learning:

- Additional Laboratory Sessions to conduct content beyond syllabus experiments.
- Add-on Courses on latest technologies with NPTEL, Coursera etc.
- Summer Internship so that students work on live projects.
- Industrial Visits to engage them in experiential learning while visiting the industry.

#### 2. Participatory Learning:

- TECHNOTICA- It is in-house annual technical competition where students exhibit and showcase their technical skills.
- Tech Fest (PRAGATI)- It is organized annually for engineering students, where selected projects are displayed at the larger platform.
- Annual cultural program (UTOPIA)- This is organized every year for the students of the college to perform their art and creativity skills.
- Regular Quizzes- Quizzes are organized for student participation at intra or inter college level.
- Seminar Presentation - Students develop technical skills

while presenting in seminars.

### 3. Problem-solving methods:

- Regular Assignments based on problems
- Problems set as per Bloom's taxonomy
- Mini Project development for all the students
- Quizzes organized for each paper
- Open book examinations taken by many faculty members

| File Description                  | Documents          |
|-----------------------------------|--------------------|
| Upload any additional information | No File Uploaded   |
| Link for additional Information   | <a href="#">NA</a> |

### 2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

**Use of Smart Board and Projector in Teaching:** Faculty members of the department are using smart board and projector to deliver the students an experience of modern teaching and learning process/aids. The smart boards are interactive in nature with web access along with facility and are linked to user's mobile phone or laptop. Online demonstration/ animations are shown on regular basis which makes the teaching much more attractive and the students become much more focused.

**Video Lectures for digital library:** Faculty members prepare short video lectures on each topic of the curriculum subjects and the video lectures are uploaded in the repository placed in the library. This helps the students in self learning.

**Use of ICT enabled classrooms:** As the whole campus is Wi-Fi enabled, all the classrooms are having wireless internet facility so that live demonstration and/or live video can be shown to the students to enhance effectiveness of teaching-learning process. Over and above many of the classrooms including the laboratories are having wired internet connections so that virtual classroom environment can be created. Using this system, students can also access virtual laboratories remotely.

| File Description   | Documents   |
|--|---|
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | <a href="https://www.mckvie.edu.in/wp-content/uploads/2024/12/2.3.2-ICT-Enabled-Facilities.pdf">https://www.mckvie.edu.in/wp-content/uploads/2024/12/2.3.2-ICT-Enabled-Facilities.pdf</a> |
| Upload any additional information  | No File Uploaded  |

### 2.3.3 - Ratio of students to mentor for academic and other related issues

#### 2.3.3.1 - Number of mentors

66

| File Description  | Documents                 |
|---|---------------------------|
| Upload year-wise number of students enrolled and full-time teachers on roll | <a href="#">View File</a> |
| Circulars with regard to assigning mentors to mentees                       | <a href="#">View File</a> |

#### 2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

The institute prepares the academic calendar every semester well in advance. It covers the list of lesson plan and course coverage report submission dates, various dates related to enrolment and examination processes, feedback dates etc. It provides the total effective working days available in a given semester. The institute also prepares event calendar in which additionally information related to holidays, vacation dates, festivals, and other academic and non-academic programs are also mentioned. The time table is prepared correlating working days available and teaching hours as per the curriculum. Thus the academic calendar monitors the effective delivery of the program.

Regarding course delivery, the concern faculties prepare lesson plan for their respective subjects. These plans are made in advance and serve as guidelines for conducting required academic sessions. The Principal, Dean-Academics and HODs check the progress of each course and thereby ensure timely and effective completion of course in the specified time frame with perfect blend of practical and theoretical inputs. At the end of course delivery, a course coverage report is submitted by



the faculty members for each paper they have taught during the semester. These reports are being reviewed by respective HoD, Dean-Academics and Principal.

| File Description  | Documents                 |
|---|---------------------------|
| Upload the Academic Calendar and Teaching Plans during the year | <a href="#">View File</a> |

## 2.4 - Teacher Profile and Quality

### 2.4.1 - Number of full-time teachers against sanctioned posts during the year

114

| File Description   | Documents                 |
|--|---------------------------|
| Year-wise full-time teachers and sanctioned posts for the year | <a href="#">View File</a> |
| List of the faculty members authenticated by the Head of HEI   | <a href="#">View File</a> |
| Any additional information                                     | No File Uploaded          |

### 2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

39

| File Description  | Documents                 |
|---|---------------------------|
| List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

### 2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

1198

| File Description  | Documents                 |
|---|---------------------------|
| List of teachers including their PAN, designation, Department and details of their experience | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

## 2.5 - Evaluation Process and Reforms

### 2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

45

| File Description   | Documents                 |
|--|---------------------------|
| List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result | <a href="#">View File</a> |
| Any additional information   | No File Uploaded          |

### 2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

0

| File Description  | Documents        |
|---|------------------|
| Upload the number of complaints and total number of students who appeared for exams during the year | No File Uploaded |
| Upload any additional information   | No File Uploaded |

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

#### Processes/Procedures integrating IT

1. The institute has implemented Examination Management System (EMS) to integrate examination related activities with IT.
2. The procedure starts with the enrollment of students.
3. Teachers are tagged with the courses taking in a semester. They can upload marks so that students can

visualize it.

4. Students are also able to fill their examination registration form through EMS.
5. Examiners are able to enter marks of their courses in the marks entry panel after evaluation of the paper.
6. The EMS also provides to allow a student to apply online to review paper(s). The review result is published after re-evaluation of paper(s). Students who opt for review can get their updated grade card from student's portal.

#### Continuous Internal Assessment System

1. The CIA is categorized as CA and PCA. CA stands for continuous assessment of theory course. There are 4 CAs viz. CA1, CA2, CA3 and CA4. CA2 and CA4 are class tests. CA1 and CA3 are assignment/seminar/quiz.
2. The marks of continuous assessments are added with the marks of semester examination according to institutional policy.

All the above mentioned internal assessments help students improve their academic performances in all aspects.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional Information | <a href="#">NA</a> |

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

As many of the programs of the institute are NBA accredited, the guidelines as mention by NBA is mostly followed in the institute. The Program Outcomes (POs) are set as mentioned in their guideline. The individual departments set the Program Specific Outcomes (PSOs) for each program run by them. The Course Outcomes (COs) are prepared by the respective faculty members during formation of the syllabus. All the COs are mapped to one or many of the POs as deemed fit. The institute has framed OBE manual as a reference guideline for exercising the whole work. The list of COs is included in the curriculum itself and is being uploaded in the institutional website as a part of syllabus.

| File Description   | Documents   |
|--|---|
| Upload COs for all courses (exemplars from the Glossary) | <a href="#">View File</a>   |
| Upload any additional information                        | No File Uploaded  |
| Link for additional Information                          | <a href="https://www.mckvie.edu.in/wp-content/uploads/2024/12/2.6.1-CO-List.pdf">https://www.mckvie.edu.in/wp-content/uploads/2024/12/2.6.1-CO-List.pdf</a> |

## 2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

### Categories of assessment process: Internal and External Assessment.

#### Internal Assessment of Theory Subjects and Practical Subjects

Evaluation of Theory Subjects follows the parameters of Assignment, Class-tests, Attendance.

Evaluation of laboratory performance involves parameters of Daily performance, Attendance and Preparation and submission of Laboratory file.

#### End-semester assessment of Theory Subjects and Practical Subjects

Evaluation of both Theory and Practical subjects involves the marks obtained during the semester examinations.

Attainment level is obtained for all the Course Outcomes from Faculty Course Assessment Report (FCAR) and Rubrics

The evaluation of each of the PO and PSO is based on direct and indirect assessments. The direct assessment tools are Internal assessment such as class test, laboratory, semester examination of theory and laboratory, seminar and projects.

The indirect assessment tools are alumni survey, exit survey, course-end survey, parent survey, employers' survey.

The attainment target level for internal and end-semester examinations has been kept as 60%. The number of students achieving the set target level is listed in each course for every semester. If the 60% students of a batch get equal and above 60% marks in the required level criteria based formative assessment then that criteria (CO, PO, PSO) is assumed to be fully attained.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | No File Uploaded  |
| Paste link for additional Information | <a href="https://www.mckvie.edu.in/wp-content/uploads/2024/12/2.6.1-CO-List.pdf">https://www.mckvie.edu.in/wp-content/uploads/2024/12/2.6.1-CO-List.pdf</a> |

### 2.6.3 - Pass Percentage of students

#### 2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

437

| File Description  | Documents                 |
|---|---------------------------|
| Upload list of Programmes and number of students appear for and passed in the final year examinations | <a href="#">View File</a> |
| Upload any additional information   | No File Uploaded          |
| Paste link for the annual report  | <a href="#">NA</a>        |

### 2.7 - Student Satisfaction Survey

#### 2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

<https://d3otflr9ot901s.cloudfront.net/mckvi-wp-data/wp-content/uploads/2024/07/29004145/NAAC-Student-Satisfaction-Survey-2023-24-formatted.pdf>

### RESEARCH, INNOVATIONS AND EXTENSION

#### 3.1 - Promotion of Research and Facilities

3.1.1 - The institution's research facilities are frequently updated and there is a well-defined

policy for promotion of research which is uploaded on the institutional website and implemented

**Policy for promotion of research**

MCKV Institute of Engineering is committed to foster a vibrant research culture by providing state-of-the-art facilities that are frequently updated to meet emerging academic and technological demands. Equipped with advanced laboratories, software tools, and digital resources, the institute ensures that researchers have access to the necessary infrastructure to pursue innovative and impactful work.

A clearly defined research promotion policy, publicly accessible on the institutional website, serves as a guiding framework to encourage and support scholarly activities. This policy outlines mechanisms for funding research projects, incentives for publications in high-impact journals, and collaborations with national and international organizations. It also emphasizes interdisciplinary research, intellectual property rights, and knowledge transfer.

The policy is implemented effectively through dedicated research committees and periodic monitoring of progress. Faculty members and students are motivated to engage in research through workshops, training programs, and opportunities to present their work at conferences. These efforts aim to cultivate a robust research ecosystem, positioning the institution as a hub for excellence in innovation and knowledge creation.

| File Description   | Documents   |
|--|---|
| Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | <a href="#">View File</a>   |
| Provide URL of policy document on promotion of research uploaded on the website  | <a href="https://d3otflr9ot901s.cloudfront.net/mckvi-wp-data/wp-content/uploads/2024/01/05002935/Incentive-Policies-For-Existing-Teaching-Staff-of-MCKVIE.pdf">https://d3otflr9ot901s.cloudfront.net/mckvi-wp-data/wp-content/uploads/2024/01/05002935/Incentive-Policies-For-Existing-Teaching-Staff-of-MCKVIE.pdf</a> |
| Any additional information   | <b>No File Uploaded</b>   |

### 3.1.2 - The institution provides seed money to its teachers for research

#### 3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

0

| File Description  | Documents        |
|---|------------------|
| Minutes of the relevant bodies of the institution regarding seed money                                      | No File Uploaded |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | No File Uploaded |
| List of teachers receiving grant and details of grant received  | No File Uploaded |
| Any additional information  | No File Uploaded |

#### 3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

1

| File Description  | Documents                 |
|---|---------------------------|
| e-copies of the award letters of the teachers                     | <a href="#">View File</a> |
| List of teachers and details of their international fellowship(s) | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

### 3.2 - Resource Mobilization for Research

#### 3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

0

| File Description   | Documents        |
|--|------------------|
| e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations | No File Uploaded |
| List of projects and grant details   | No File Uploaded |
| Any additional information   | No File Uploaded |

**3.2.2 - Number of teachers having research projects during the year**

1

| File Description                          | Documents                 |
|---|---------------------------|
| Upload any additional information         | No File Uploaded          |
| Paste link for additional Information     | <a href="#">NA</a>        |
| List of research projects during the year | <a href="#">View File</a> |

**3.2.3 - Number of teachers recognised as research guides**

10

| File Description  | Documents                 |
|---|---------------------------|
| Upload copies of the letter of the university recognizing teachers as research guides | <a href="#">View File</a> |
| Institutional data in Prescribed format   | <a href="#">View File</a> |

**3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year**

1



| File Description                          | Documents   |
|---|---|
| Supporting document from Funding Agencies | <a href="#">View File</a>   |
| Paste link to funding agencies' website   | <a href="https://www.meity.gov.in/">https://www.meity.gov.in/</a> |
| Any additional information                | No File Uploaded  |

### 3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

MCKV Institute of Engineering fosters a vigorous ecosystem for innovation, knowledge creation, and knowledge transfer through dedicated centers for research, entrepreneurship, community orientation, and incubation. A supportive environment is cultivated to promote innovation and incubation, encouraging students to apply technology for societal benefit. The institution actively supports the publication of research in esteemed journals and conferences, ensuring academic and professional growth.

The Institution's Innovation Council (IIC) at MCKVIE serves as a bridge for students and faculty to engage with industries and corporate organizations. It inspires the exploration of novel ideas and fosters advancements in research and development.

MCKVIE Start-Up Club plays a pivotal role in nurturing entrepreneurial spirit among students, faculty, and staff. It provides guidance on project report preparation, financial planning, and product marketing to support entrepreneurship. The club organizes workshops, seminars, and guest lectures to enhance entrepreneurial awareness and skills. Additionally, students are given opportunities to interact with successful entrepreneurs from diverse domains, gaining insights to manage and sustain their ventures.

This integrated approach ensures that the institution remains a hub of innovation, empowering its community to contribute meaningfully to society and industry.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional information | <a href="#">NA</a> |

**3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year**

42

| File Description                                     | Documents                 |
|--|---------------------------|
| Report of the events                                 | <a href="#">View File</a> |
| List of workshops/seminars conducted during the year | <a href="#">View File</a> |
| Any additional information                           | No File Uploaded          |

**3.4 - Research Publications and Awards**

**3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software**

D. Any 1 of the above

| File Description   | Documents                 |
|--|---------------------------|
| Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check | <a href="#">View File</a> |
| Any additional information   | No File Uploaded          |

**3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year**

**3.4.2.1 - Number of PhD students registered during the year**

3

| File Description   | Documents   |
|--|---|
| URL to the research page on HEI website  | <a href="https://www.mckvie.edu.in/research/">https://www.mckvie.edu.in/research/</a> |
| List of PhD scholars and details like name of the guide, title of thesis, and year of registration | <a href="#">View File</a>   |
| Any additional information   | No File Uploaded  |

**3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year**

37

| File Description  | Documents                 |
|---|---------------------------|
| List of research papers by title, author, department, and year of publication | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

**3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year**

31

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Upload any additional information     | <a href="#">View File</a> |
| Paste link for additional information | <a href="#">NA</a>        |

**3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed**

**3.4.5.1 - Total number of Citations in Scopus during the year**

3392

| File Description                                  | Documents                 |
|---|---------------------------|
| Any additional information                        | <a href="#">View File</a> |
| Bibliometrics of the publications during the year | <a href="#">View File</a> |

### 3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

#### 3.4.6.1 - h-index of Scopus during the year

506

| File Description   | Documents                 |
|--|---------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | <a href="#">View File</a> |
| Any additional information   | <a href="#">View File</a> |

### 3.5 - Consultancy

#### 3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

0.88

| File Description   | Documents                 |
|--|---------------------------|
| Audited statements of accounts indicating the revenue generated through consultancy and corporate training | <a href="#">View File</a> |
| List of consultants and revenue generated by them  | No File Uploaded          |
| Any additional information   | No File Uploaded          |

#### 3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0

| File Description  | Documents        |
|---|------------------|
| Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy | No File Uploaded |
| List of training programmes, teachers and staff trained for undertaking consultancy   | No File Uploaded |
| List of facilities and staff available for undertaking consultancy  | No File Uploaded |
| Any additional information  | No File Uploaded |

### 3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

The institute actively fosters a strong connection between the campus and the surrounding community through various extracurricular activities, aiming to raise awareness about local issues among students while encouraging holistic development. Students enthusiastically participate in volunteering initiatives that contribute to both personal growth and societal well-being.

The National Cadet Corps (NCC) and National Service Scheme (NSS) units are integral to the institute's community outreach efforts. Through these units, the institute organizes diverse programs that promote social responsibility and community engagement. Additionally, various departments play a significant role in educating students about pressing social issues, ensuring they develop into responsible and conscientious members of society.

Prominent initiatives and events include Swachh Bharat campaigns, environmental awareness drives, tree plantation programs, and activities focused on health and hygiene. The institute also observes important days such as World Polio Day, National Pollution Control Day, and World Environment Day. Other impactful efforts include blood donation camps, the Ganga Cleaning Drive, and visits to orphanages. These initiatives reflect the institute's commitment to nurturing socially aware

and proactive individuals while contributing to the welfare of the broader community.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional information | <a href="#">NA</a> |

**3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year**

41

| File Description   | Documents                 |
|--|---------------------------|
| Number of awards for extension activities in during the year | <a href="#">View File</a> |
| e-copy of the award letters                                  | <a href="#">View File</a> |
| Any additional information                                   | No File Uploaded          |

**3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)**

43

| File Description                | Documents                 |
|---------------------------------|---------------------------|
| Reports of the events organized | <a href="#">View File</a> |
| Any additional information      | <a href="#">View File</a> |

**3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year**

2586

| File Description           | Documents                 |
|----------------------------|---------------------------|
| Reports of the events      | <a href="#">View File</a> |
| Any additional information | <a href="#">View File</a> |

### 3.7 - Collaboration

#### 3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

223

| File Description                               | Documents                 |
|--|---------------------------|
| Copies of documents highlighting collaboration | <a href="#">View File</a> |
| Any additional information                     | <a href="#">View File</a> |

#### 3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

9

| File Description  | Documents                 |
|---|---------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house  | <a href="#">View File</a> |
| Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

### INFRASTRUCTURE AND LEARNING RESOURCES

#### 4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

The institution has adequate infrastructure and physical facilities for teaching- learning. Adequate numbers of classrooms, tutorial rooms, and well-equipped laboratories are available in every department. The majority of the classrooms are equipped with LCD projectors and LAN connections, and few classrooms are equipped with smart boards. Wi-Fi connectivity is available across the campus. The central library has adequate text and reference books with LIBSYS as ILMS software. The facility of a digital library enables students and staff members to access the e-journals of Springer Link, a large collection of e-books, and video lectures uploaded by

respective faculty members. Reading rooms are available in the central library and in departmental libraries as well for students and faculty members. The institute has a state-of-the-art language lab and a computer centre with internet connectivity. ICT-enabled seminar halls are available in the institute with LCD projectors and LAN connections for the conduction of various academic events.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional information | <a href="#">NA</a> |

4.1.2 - The institution has adequate facilities for cultural activities, yoga, sports and games (indoor and outdoor) including gymnasium, yoga centre, auditorium etc.)

The Institute has a fully air-conditioned auditorium with its own audio-visual and lighting facilities for conducting various cultural activities. Institute hosts an annual cultural program, and a freshers' welcome and farewell program for students every year. The institute has its own Basketball Court and one outdoor Badminton Court. The common room for students is equipped with a facility for Carrom and Table Tennis as indoor sports. Annual sports and games are conducted at the institute every year. The institute has its own Cricket and football teams. Students of our Institute regularly participate in sports and related activities conducted by Maulana Abul Kalam Azad University of Technology, as well as other inter-college sports tournaments. The students receive prizes from various competitions every year. The institute's Gymnasium was established in 1999 with a 100 sq. m area and is being used by both students and staff members. The institute established Swami Vivekananda Centre for Positive Thinking of 75 sq. m area and developed a Yoga center for both students and staff members.

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Geotagged pictures                    | <a href="#">View File</a> |
| Upload any additional information     | No File Uploaded          |
| Paste link for additional information | <a href="#">NA</a>        |



#### 4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

52

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | No File Uploaded          |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | <a href="#">View File</a> |

#### 4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

61.7

| File Description   | Documents                 |
|--|---------------------------|
| Upload audited utilization statements                      | <a href="#">View File</a> |
| Details of Expenditure, excluding salary, during the years | <a href="#">View File</a> |
| Any additional information                                 | No File Uploaded          |

#### 4.2 - Library as a Learning Resource

##### 4.2.1 - Library is automated using Integrated Library Management System (ILMS)

The central library of the institute uses LIBSYS, a Library Automation Software for Integrated Library Management System (ILMS). It was procured in the year 2003 and has been employed in the Institutional Central Library throughout the year. Presently, the system is fully automated and the LSEASE version of the LIBSYS software is being used. Such a web-based library management solution enabled library staff to manage all library operations efficiently including acquisition, cataloging, circulation, serials, new purchase approvals, collection development, etc. Central library has an active subscription to Springer e-journals and several hardcopy journals. The e-books of Pearson, IEEE, MGH along with Springer and DELNET databases are accessible for students and staff members.

| File Description                      | Documents   |
|---------------------------------------|---|
| Upload any additional information     | No File Uploaded  |
| Paste link for additional information | <a href="https://www.mckvie.edu.in/library/">https://www.mckvie.edu.in/library/</a> |

**4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources**

**B. Any 3 of the above**

| File Description  | Documents                 |
|---|---------------------------|
| Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership | <a href="#">View File</a> |
| Upload any additional information   | No File Uploaded          |

**4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)**

**17.58**

| File Description   | Documents                 |
|--|---------------------------|
| Audited statements of accounts   | <a href="#">View File</a> |
| Any additional information   | No File Uploaded          |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | <a href="#">View File</a> |

**4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)**

**4.2.4.1 - Number of teachers and students using the library per day during the year**

**166**

| File Description   | Documents                 |
|--|---------------------------|
| Upload details of library usage by teachers and students | <a href="#">View File</a> |
| Any additional information                               | No File Uploaded          |

### 4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

The institute has Windows Operating System Version 10.0, with Paper License for 50 users and its validity is up to 2023-2024. In addition to this Microsoft Team Licensed version for 100 users is available. Regarding Security Policy, the institute has a Firewall (i.e. Checkpoint) for filtering and Routing incoming and outgoing traffic. Quick Heal Antivirus with 120 user's licenses is available. The institute has been selected by the National Cyber Safety and Security Standards (NCSS) as a "Resource Centre" for Cyber Security. To secure the network, the Internet Unit (Computer Maintenance Cell) of the institute has taken appropriate steps by installing firewalls, access controlling, virus checking, and content filtering software at the gateway. The maintenance cell's activities include Software Installation & Licensing, Hosting of Web Pages, Monitoring Network Usage, Access to Computer Centre, Guidelines for Desktop Users, Video Surveillance, etc. However, in the presence of clearly defined IT policies, the users are aware of these policies, hence easy for the network management team to manage the entire network smoothly.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional information | <a href="#">NA</a> |

### 4.3.2 - Student - Computer ratio

| Number of Students | Number of Computers |
|--------------------|---------------------|
| 2099               | 760                 |

| File Description                  | Documents        |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

**4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus**      A. 50 Mbps

| File Description                                  | Documents                 |
|---|---------------------------|
| Details of bandwidth available in the Institution | <a href="#">View File</a> |
| Upload any additional information                 | No File Uploaded          |

**4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing**

D. Any one of the above

| File Description   | Documents                 |
|--|---------------------------|
| Upload any additional information                            | No File Uploaded          |
| Paste link for additional information                        | <a href="#">NA</a>        |
| List of facilities for e-content development (Data Template) | <a href="#">View File</a> |

#### 4.4 - Maintenance of Campus Infrastructure

**4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)**

136.41

| File Description                  | Documents                 |
|-----------------------------------|---------------------------|
| Audited statements of accounts    | <a href="#">View File</a> |
| Upload any additional information | No File Uploaded          |

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities – classrooms, laboratory, library, sports complex, computers, etc.

To plan, execute, utilize, monitor, and maintain the academic and support facilities such as laboratory, library, sports complex, computers, classrooms, etc. there exist several committees at the departmental as well as institute level. A few such committees are the Academic Council, Departmental Academic Committee (DAC), Library Committee, Research

Committee, Training and Placement Committee, Sports Committee, etc. The members of the committee meet at regular intervals to discuss and resolve the issues on academic and support facilities. The proposals coming out of these committees are then placed to the top management for approval. Once the proposals are approved, actions are initiated to implement the policies. The maintenance activities of the institute are under the Administration Department. There are permanent staff members available to handle the entire system of maintenance. For the maintenance of Air conditioners and water coolers in the Institute the AMC is given to Vendors outside. Similarly, the maintenance of Electrical equipment and day-to-day cleaning, and carpentry work is done, and contract is given to vendors outside. Similarly, the security of the Institute is done by outsourcing the job to an agency outside on a contractual basis.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional information | <a href="#">NA</a> |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

#### 5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

937

| File Description  | Documents                 |
|---|---------------------------|
| Upload self-attested letters with the list of students receiving scholarships | <a href="#">View File</a> |
| Upload any additional information   | No File Uploaded          |

#### 5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

374

| File Description                        | Documents                 |
|---|---------------------------|
| Upload any additional information       | No File Uploaded          |
| Institutional data in prescribed format | <a href="#">View File</a> |

|  |                              |
|--|------------------------------|
| <b>5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology</b> | <b>B. Any 3 of the above</b> |
|--|------------------------------|

| File Description                              | Documents   |
|---|---|
| Link to Institutional website                 | <a href="https://www.mckvie.edu.in/wp-content/uploads/2024/12/5.1.3-Skill-Training.pdf">https://www.mckvie.edu.in/wp-content/uploads/2024/12/5.1.3-Skill-Training.pdf</a> |
| Details of capability development and schemes | <a href="#">View File</a>   |
| Any additional information                    | No File Uploaded  |

|  |
|--|
| <b>5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year</b> |
|--|

|            |
|------------|
| <b>228</b> |
|------------|

| File Description   | Documents                 |
|--|---------------------------|
| Any additional information   | No File Uploaded          |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | <a href="#">View File</a> |

|  |                            |
|--|----------------------------|
| <b>5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students'</b> | <b>A. All of the above</b> |
|--|----------------------------|

**grievances Timely redressal of grievances through appropriate committees**

| File Description   | Documents                 |
|--|---------------------------|
| Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee | <a href="#">View File</a> |
| Details of student grievances including sexual harassment and ragging cases  | <a href="#">View File</a> |
| Upload any additional information  | No File Uploaded          |

**5.2 - Student Progression**

**5.2.1 - Number of outgoing students who got placement during the year**

228

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | <a href="#">View File</a> |
| Upload any additional information     | No File Uploaded          |

**5.2.2 - Number of outgoing students progressing to higher education**

8

| File Description                                  | Documents                 |
|---|---------------------------|
| Upload supporting data for students/alumni        | <a href="#">View File</a> |
| Details of students who went for higher education | <a href="#">View File</a> |
| Any additional information                        | No File Uploaded          |

**5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year**

**5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year**

6

| File Description                           | Documents                 |
|--|---------------------------|
| Upload supporting data for students/alumni | <a href="#">View File</a> |
| Any additional information                 | <a href="#">View File</a> |

### 5.3 - Student Participation and Activities

#### 5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

26

| File Description                           | Documents                 |
|--|---------------------------|
| e-copies of award letters and certificates | <a href="#">View File</a> |
| Any additional information                 | No File Uploaded          |

#### 5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

Currently, we don't have Student Council as such, but there are student representatives in several bodies and/or committees of the institution.

1. One student representative in IQAC.
2. Student's representatives also present in Anti-ragging committee and Anti- ragging Mentoring Cell.
3. Students' Canteen Committee has also student's representative.
4. ICC also has student representative.

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Upload any additional information     | <a href="#">View File</a> |
| Paste link for additional information | <a href="#">NA</a>        |

#### 5.3.3 - Number of sports and cultural events / competitions organised by the institution



14

| File Description   | Documents                 |
|--|---------------------------|
| Report of the event  | No File Uploaded          |
| List of sports and cultural events / competitions organised per year | <a href="#">View File</a> |
| Upload any additional information                                    | No File Uploaded          |

#### 5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

Name of the Association: MCKVIE Alumni Association

Registration Number: S/2L No.60214 of 2016-2017.

The college has a registered Alumni Association. All the outgoing students automatically become members of the association. The Institute gives importance to feedback data obtained from alumni for the betterment of the Institute. An Alumni meet is organized every year in the institute during which relevant feedback is also collected to improve the institute's performance in academic and professional domain such as the basic requirements of the companies from the graduate engineers.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional Information | <a href="#">NA</a> |

5.4.2 - Alumni's financial contribution during the year

E. <2 Lakhs

| File Description                  | Documents        |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

#### GOVERNANCE, LEADERSHIP AND MANAGEMENT

## 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Effective leadership significantly impacts on policy, planning and management of engineering education. To endorse quality of education to all stakeholders in academic, social and ethical arena in our institute, the authority has developed a responsible and participatory management. The management has adapted various means for improving the effectiveness of education system and the quality of educational services.

1. At various levels, the Institute grooms the leadership. Governing body, Management, Principal, IQAC, Academic Council, Board of Studies, Examination Cell, Training and Placement Cell, Departmental Academic Committee, Library Committee and various other bodies have been authorized to propose, design, formulate and execute their plans within the framework of governance. The HoDs, Deans, CoE along with the other teaching staff, non-teaching staff, supporting staff, student representatives and alumni are engaged in various activities coherently in tune with the vision and mission of the institute.
2. Students are empowered to play active role in coordinating the co-curricular, extra-curricular activities and social services. The institute inspires the culture of participative management by involving the staff and students in various activities. The Rotaract club of the Institute organized several students' online programme during pandemic.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional Information | <a href="#">NA</a> |

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

The effective leadership is already reflected in various institutional practices such as decentralization and participative management by forming different committees, cells and bodies and empowering them within the organizational framework of the institute. Be it cultural activities, games

and sports, social activities, technical fest, annual cultural fest or any other event bearing the need of the society, a concrete participative management consisting of all the stakeholders always helps the institute in executing them efficiently.

Activities of Student Welfare Committee as a case study showing participative management:

The objective of Student Welfare Committee shall be to set out clearly the standard of services and policies of the Institute regarding the overall development of the students.

Composition

Sr. No.

Designation

Category

01

Chairman

Principal

02

Member

Dean (Academics)

03

Member

Registrar

04

Member

One Senior Faculty from each department Nominated by the Principal

05

Member

All Hostel wardens/ Care Takers

06

Member

Six Students from 2nd, 3rd & 4th Year including at least Two Female Students

07

Member Secretary

Dean (Student Affairs)

Term

The Student Welfare Committee shall meet at least twice a year.

| File Description  | Documents                 |
|---|---------------------------|
| Upload strategic plan and deployment documents on the website | <a href="#">View File</a> |
| Upload any additional information                             | No File Uploaded          |
| Paste link for additional Information                         | <a href="#">NA</a>        |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

### Institutional Strategic Goals

1. Efficient Teaching erudition procedure
2. Effective Leadership and Participative management
3. Internal Quality Assurance System

4. Ensuring effective governance
5. Student's Overall Development through Participation
6. Employees Advancement & Welfare
7. Escalating Placements
8. Proper Discipline
9. Women/Student/Faculty Grievance
10. Financial Planning & Management
11. Institute - Industry Interaction
12. Encouragement of Budding Entrepreneurs
13. Constant Growth in Research and Development
14. Boosting Internal Revenue Generation
15. Alumni Interaction and Outreach activities
16. Physical Infrastructure

### Strategic Planning

Please refer to Annexure 6.1.2 & 6.2.1.

| File Description                                       | Documents                 |
|--|---------------------------|
| Strategic Plan and deployment documents on the website | <a href="#">View File</a> |
| Paste link for additional information                  | <a href="#">NA</a>        |
| Upload any additional information                      | No File Uploaded          |

6.2.2 - The functioning of the various institutional bodies is effective and efficient as visible from the policies, administrative set-up, appointment and service rules, procedures, etc.

The Governing Body of the institute acts as the top most managing authority of the authority and it guides and approves all the policy making issues of it. The Principal looks after all the day to day activities for running the institute as per the decisions and/or resolutions of the Governing Body. He interacts with Academic Council for taking all the academic decisions and executing academic expansion activities. He is also the Chairman of the IQAC which monitors overall activities of the institute and maintains the quality benchmark. As a part of participative management, Dean-Academics, Dean-Administration, Dean-Students Affairs and Dean-Research and Consultancy share responsibilities of the appropriate functional wings of the institute. The Finance Officer in consultation with the Finance Committee manages the financial issues with prior approval from the Principal. The Dean of Academics in association with the HoD's of different

departments maintains all the daily academic activities of the institute, whereas the HoD's look after the departmental academic issues with the help of Departmental Academic Committee and Board of Studies. The examination system of the institute is maintained by the Controller of Examination office with prior approval from Dean-Academics.

| File Description                                    | Documents   |
|---|---|
| Paste link to Organogram on the institution webpage | <a href="https://www.mckvie.edu.in/wp-content/uploads/2024/12/6.2.2-Organizational-Chart.pdf">https://www.mckvie.edu.in/wp-content/uploads/2024/12/6.2.2-Organizational-Chart.pdf</a> |
| Upload any additional information                   | No File Uploaded  |
| Paste link for additional Information               | <a href="#">NA</a>  |

**6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination**

A. All of the above

| File Description  | Documents                 |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Documen                      | <a href="#">View File</a> |
| Screen shots of user interfaces                                 | <a href="#">View File</a> |
| Details of implementation of e-governance in areas of operation | <a href="#">View File</a> |
| Any additional information                                      | <a href="#">View File</a> |

**6.3 - Faculty Empowerment Strategies**

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The institute uses a well-defined system of Self Appraisal Report of Faculty members and Lab Instructors. Dully filled and signed Self-Appraisal form of Faculty members and laboratory Instructors are collected in June every tear and then scrutinized by HOD and provide his/ her comments regarding their performance. For HODs, Dean (Academics) scrutinizes the information. For Deans, Principal does the scrutiny. The API

points obtained in Self-Appraisal and the marks scored in Students Feedback are then compiled by HR and send the same to Dean (Academic) for review.

Finally, Principal analyzes all the comments and sends reports / recommendations to Chairman.

The faculty members or laboratory instructors whose rating is less than threshold value are called for a discussion on improvement of his/ her deficiencies and measures he/she is going to take to rectify the same.

Other Welfare measures:

- Group personal accident policy for the staff members and students
- Bus facility for attending institute at free of cost
- Free of cost lunch facility
- Health checkup facility at subsidized rate at the trust diagnostic centre
- Tuition fee waiver for wards of the employees studying in the trust school.
- Monthly general health check up

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional information | <a href="#">NA</a> |

**6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year**

14

| File Description  | Documents                 |
|---|---------------------------|
| Upload any additional information   | No File Uploaded          |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | <a href="#">View File</a> |

**6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year**

10

| File Description   | Documents                 |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres) | <a href="#">View File</a> |
| Upload any additional information  | No File Uploaded          |

**6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)**

73

| File Description  | Documents                 |
|---|---------------------------|
| Summary of the IQAC report  | <a href="#">View File</a> |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | <a href="#">View File</a> |
| Upload any additional information   | No File Uploaded          |

**6.4 - Financial Management and Resource Mobilization**

6.4.1 - Institution conducts internal and external financial audits regularly

The financial audit is completed for the academic year 2023-24. There are no major audit objections.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional information | <a href="#">NA</a> |

**6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)**

1.94



| File Description  | Documents                 |
|---|---------------------------|
| Annual statements of accounts   | <a href="#">View File</a> |
| Details of funds / grants received from non-government bodies, individuals, philanthropists during the year | <a href="#">View File</a> |
| Any additional information  | No File Uploaded          |

#### 6.4.3 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

The institute is a self-financing institute and it receives no fund from government for its running. The main fund that it receives is as the tuition fees from the students. All the recurring and non-recurring expenditures are incurred from that fund only. The institute asks for budget proposal from each department in every financial year to meet up the requirement for manpower for running its library, laboratory, project, research etc. Funds are allocated by the institute accordingly. Over and above, the development of central facilities and welfares are done from the same fund only. Some of the laboratories have been enriched in collaboration with industries and/or using funds from govt. (MODROB). Some of the events have been organized in collaboration with external manpower. Requirements from admin department are also taken periodically.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional Information | <a href="#">NA</a> |

#### 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

##### 1. Academic Audit

To ensure the quality of teaching-learning and allied services, the academic audit by external experts is conducted for all the

degree awarding departments.

## 2. Research promotion policy and Incentive policy

Research Promotion Policy and Incentive Policy are developed and uploaded on the institution's website with the purpose of encouraging faculty members for pursuing PhD. Incentives in terms of full/ partial reimbursement of registration fees and TA are also provided for conference paper presentation. Similar facilities are also provided to the students.

## 3. E-waste management

A service agreement was signed with Hulladek Recycling Pvt. Ltd. for effective E-waste management within the premises and conducting awareness programmes.

## 4.Reforms were made in the process of academic pedagogy with special attention to question paper setting

The formats for Lesson Plan and Course Coverage Report have been modified to incorporate the lecture delivery method and assessment method. Teachers are motivated to adopt active learning methods to grow the interest of the students in the class and also make them attentive. Quiz and/ surprise test has been adopted as a part of regular classroom activities so that the attendance of the students be improved.

CO based question papers are set with different cognitive levels as per Bloom's Taxonomy both for class tests and end semester examinations. The proportional distribution of questions amongst the different cognitive levels is also set.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional information | <a href="#">NA</a> |

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

## Examination question pattern reforms strategy.

The questions, both in the class tests and in the semester

examinations, questions carry CO number and cognitive level as per the Bloom's taxonomy level. Also, a question bank is prepared for every course.

**Evaluation process:**

For theory papers, there are four internal tests of 30 marks each, conducted in a semester. The class tests, assignments and quizzes are conducted in the online/offline.

For practical papers, internal assessment of 40 marks is conducted in two phases in a semester. Performance is evaluated on the basis of lab experiment conduction, report submission, attendance and viva voce.

Assessment on sessional papers of marks 100 is conducted throughout the semester.

End semester examinations are conducted by the institute. The full marks for end semester examinations remain 70 for theoretical papers and 60 for practical papers.

**Implementation of Outcome Based Education (OBE):**

CO, PO and PSO are formulated and course curriculum has been designed accordingly. Outcome-based questions are set for internal tests. The performance of the outcomes is monitored and compared with respect to a predefined benchmark. In case of outcomes not reaching the benchmark, corrective actions are taken.

| File Description                      | Documents          |
|---------------------------------------|--------------------|
| Upload any additional information     | No File Uploaded   |
| Paste link for additional information | <a href="#">NA</a> |

**6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as**

**A. Any 4 or all of the above**

## ISO Certification)

| File Description   | Documents   |
|--|---|
| Paste the web link of annual reports of the Institution            | <a href="https://d3otflr9ot901s.cloudfront.net/mckvi-wp-data/wp-content/uploads/2024/04/22123936/Annual-Report_2023_C.pdf">https://d3otflr9ot901s.cloudfront.net/mckvi-wp-data/wp-content/uploads/2024/04/22123936/Annual-Report_2023_C.pdf</a> |
| Upload e-copies of accreditations and certification                | <a href="#">View File</a>   |
| Upload details of quality assurance initiatives of the institution | <a href="#">View File</a>   |
| Upload any additional information                                  | No File Uploaded  |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

**Safety and security:** The Internal Complaints Committee (ICC) holds regular meetings to ensure the safety and security of women in the workplace. It also organizes initiatives to promote gender equity and raise awareness, including talks and programs addressing discrimination against women, and maintaining a safe working environment. Additionally, the institution provides the following facilities to enhance safety and security on campus:

1. Security personnel, student and staff ID cards, and CCTV surveillance.
2. Engagement of security professionals and a hostel warden in the girls' hostel on campus.
3. Regular medical check-ups, with a dedicated lady nurse/doctor for female students. The college has also installed an Automatic Sanitary Vending Machine (Model: VEND IGO) in the girls' restroom on the 1st floor of A Block.
4. Grievance redressal and anti-sexual harassment cells, offering a platform for female students to express and address their concerns.

**Counselling:** MCKVIE provides psychological counselling support to students by appointing a female counsellor. She offers

positive guidance to engineering students across all batches, addressing academic, career-related, and personal issues. Students facing any challenges in these areas can approach her for assistance and support in resolving their concerns.

Please refer Annexure 7.1.1.

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Upload any additional information     | <a href="#">View File</a> |
| Paste link for additional Information | <a href="#">NA</a>        |

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment**

**B. Any 3 of the above**

| File Description               | Documents                 |
|--------------------------------|---------------------------|
| Geotagged Photographs          | <a href="#">View File</a> |
| Any other relevant information | <b>No File Uploaded</b>   |

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

1. **Solid waste management:** All solid wastes (paper, metal, glass, other dry waste, e-waste, etc.) are separated in different bins in the college and resell to the local vendor. Moreover, a few out dated computers are gifted to local schools.

2. **Liquid waste management:** It is to be noted that there are no harmful waste water/ Nontoxic chemicals from chemistry lab is emitted during the experimentation. Most of the waste generated is water-soluble and ultimately disposed through normal sewage system, diluted largely so bio magnifications are negligent. However, the ceramic materials like Glass which are broken during the experimentation are stored in a bucked and are sold to vendors for recycling.

3. **E-waste management:** An agreement has been signed with Hulladek for e-waste management. Accordingly, recycling has

been done for e-waste. E-waste like batteries, print cartridges, old/obsolete computer is sold to vendors for recycling. There is one E waste storage placed beside of central library.

4. Waste recycling system: No, the college does not have any such recycling device to carry on the procedure. However, glass, cans, white coloured and brown paper, batteries, print cartridges, cardboard and furniture are sold to vendors for recycling.

| File Description  | Documents                 |
|---|---------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | <a href="#">View File</a> |
| Geotagged photographs of the facilities   | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

|  |                                     |
|--|-------------------------------------|
| <b>7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus</b> | <b>A. Any 4 or all of the above</b> |
|--|-------------------------------------|

| File Description                                 | Documents                 |
|--|---------------------------|
| Geotagged photographs / videos of the facilities | <a href="#">View File</a> |
| Any other relevant information                   | <b>No File Uploaded</b>   |

**7.1.5 - Green campus initiatives include**

|  |                              |
|--|------------------------------|
| <b>7.1.5.1 - The institutional initiatives for greening the campus are as follows:</b>   | <b>C. Any 2 of the above</b> |
| <ol style="list-style-type: none"> <li><b>1. Restricted entry of automobiles</b></li> <li><b>2. Use of bicycles/ Battery-powered vehicles</b></li> <li><b>3. Pedestrian-friendly pathways</b></li> <li><b>4. Ban on use of plastic</b></li> <li><b>5. Landscaping</b></li> </ol> |                              |

| File Description   | Documents                 |
|--|---------------------------|
| Geotagged photos / videos of the facilities                        | <a href="#">View File</a> |
| Various policy documents / decisions circulated for implementation | No File Uploaded          |
| Any other relevant documents                                       | No File Uploaded          |

### 7.1.6 - Quality audits on environment and energy undertaken by the institution

**7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:**

- 1. Green audit**
- 2. Energy audit**
- 3. Environment audit**
- 4. Clean and green campus recognitions/awards**
- 5. Beyond the campus environmental promotional activities**

**A. Any 4 or all of the above**

| File Description  | Documents                 |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded          |
| Certification by the auditing agency                                      | <a href="#">View File</a> |
| Certificates of the awards received                                       | No File Uploaded          |
| Any other relevant information  | <a href="#">View File</a> |

**7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information:**

**C. Any 2 of the above**

**Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.**

| File Description   | Documents                 |
|--|---------------------------|
| Geotagged photographs / videos of facilities                 | <a href="#">View File</a> |
| Policy documents and brochures on the support to be provided | No File Uploaded          |
| Details of the software procured for providing assistance    | No File Uploaded          |
| Any other relevant information                               | No File Uploaded          |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

**Please refer Annexure 7.1.8**

| File Description   | Documents                 |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | <a href="#">View File</a> |

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

**Please refer Annexure 7.1.9.**

| File Description  | Documents                 |
|---|---------------------------|
| Details of activities that inculcate values necessary to transform students into responsible citizens | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

**7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization**

**D. Any 1 of the above**



**programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

| File Description   | Documents                 |
|--|---------------------------|
| Code of Ethics - policy document   | No File Uploaded          |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims | No File Uploaded          |
| Any other relevant information   | <a href="#">View File</a> |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

**Pleas refer Annexure 7.1.11.**

| File Description   | Documents                 |
|--|---------------------------|
| Annual report of the celebrations and commemorative events for during the year | <a href="#">View File</a> |
| Geotagged photographs of some of the events                                    | No File Uploaded          |
| Any other relevant information   | No File Uploaded          |

## **7.2 - Best Practices**

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

**Best Practice I:Starting of Value Added Courses and Add-on Courses**

**Best Practice II:Implementation of E-waste management system**

| File Description                            | Documents   |
|---|---|
| Best practices in the Institutional website | <a href="https://www.mckvie.edu.in/wp-content/uploads/2024/12/Best-Practices-and-Distinctiveness-of-the-Institute-2023-24.pdf">https://www.mckvie.edu.in/wp-content/uploads/2024/12/Best-Practices-and-Distinctiveness-of-the-Institute-2023-24.pdf</a> |
| Any other relevant information              | <a href="#">NA</a>  |

### 7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

**Emerging Tech Laboratory**

**Green-Campus-Clean-Campus**

**Institution's Innovation Council (IIC)**

**PRAYAS**

| File Description                              | Documents   |
|---|---|
| Appropriate link in the institutional website | <a href="https://www.mckvie.edu.in/wp-content/uploads/2024/12/Best-Practices-and-Distinctiveness-of-the-Institute-2023-24.pdf">https://www.mckvie.edu.in/wp-content/uploads/2024/12/Best-Practices-and-Distinctiveness-of-the-Institute-2023-24.pdf</a> |
| Any other relevant information                | <b>No File Uploaded</b>   |

7.3.2 - Plan of action for the next academic year

**Infrastructure development:**

To develop additional infrastructure and to modify the existing infrastructure by optimally utilizing the available space for better implementation of existing courses and incorporating new courses.

**External association:**

To sign MOU with Industries to promote Academia -Industry Linkages, to enable placements, internship, training, etc. for the students.

**Opening new programs/ courses:**

To open new UG program, viz. BBA.

Organizing international conference:

To organize international conference in contemporary domains in association with international institutes and universities.

Conducting academic audit:

To conduct academic audit for all degree awarding departments.

Conducting green audit and energy audit:

To conduct green audit and energy audit for better sustainable development.