SAVEETHA ENGINEERING COLLEGE

AUTONOMOUS

Affiliated to Anna University | Approved by AICTE

NAAC A GRADE

Accredited by NBA

STRATEGIC PLAN (2020 - 2025)

SAVEETHA ENGINEERING COLLEGE

AUTONOMOUS

NAAC A GRADE

Affiliated to Anna University | Approved by AICTE

STRATEGIC PLAN

(2020 - 2025)

Summary

Technical education is important for the country since it helps to develop technology and increase industrial production and employment that will improve people's quality of life. Saveetha Engineering College (Autonomous) has completed 24 years of dedicated service in the field of technical education and has established a name for itself in offering high quality professional education. The college has developed its first strategic plan for the period of five years (2020-25) to reach new heights in the highly competitive dynamic global scenario to meet the expectations of the stakeholders. Based on the results of the implementation of the first strategic plan, a detailed SWOT analysis will be done to develop the next strategic plan in June 2025.

The effects of the changing global scenario have created unprecedented problems, such as the COVID pandemic, and opportunities in higher education in the new millennium. In the field of teaching and learning, teachers must demonstrate their skills through several innovative teaching methods for transforming the students into high-quality professionals. The modern higher education system demands that the teachers and students contribute significantly through cutting-edge technology, research, and innovation that has a measurable societal impact. Moreover, collaborations with industries, research organisations, and foreign universities are becoming increasingly important. Accordingly, the strategic plan aims to offer a wide spectrum of facilities to meet the current challenges in every aspect, with a significant focus on teaching and learning, research and development, and collaborative activities at the national and the international level.

1. The Path Travelled

1.1 Preamble

Saveetha Engineering College (Autonomous) is a premier research-led autonomous institution, approved by the All India Council for Technical Education, NewDelhi and affiliated to Anna University, Chennai. The college was started in 2001 by The Saveetha Medical and Educational Trust, formed by several philanthropists with the motto to provide affordable and value-based quality technical education to the students of this region. From a modest beginning of a total of 120 students in 3 UG branches, the institution has grown phenomenally in 19 years to an intake of 1260 students in 12 UG programmes, 7 PG programmes with an intake of 270 students and 5 research programmes.

The dedication and support of management combined with the efforts of the principal, faculty and disciplined students have helped the college to add several laurels to its credit.

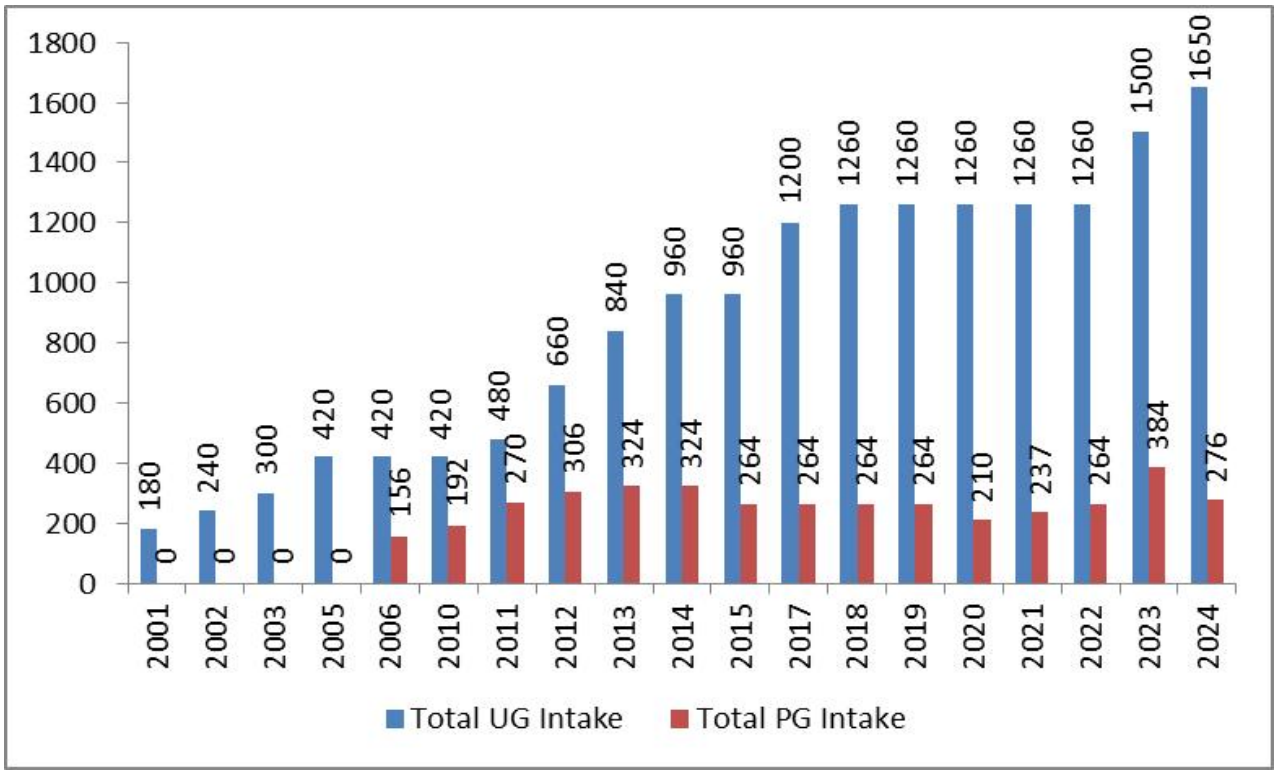
SEC stands tall as one of the best self-financing engineering colleges in Tamil Nadu. Located in a serene and sylvan atmosphere in Kanchipuram, near Chennai in Tamil Nadu, the college has a sprawling campus of 25.58 acres and a built-up area of 65223 sq. ft with state-of-the-art infrastructural facilities and an excellent academic track record.

The Institution has been affiliated to Anna University since 2001. Saveetha Engineering College has received the autonomous status by UGC in 2019.

1.2 Student Intake

Year	Year Wise Increase in INTAKE	Total UG Intake	Total PG Intake
2001	Institute started with 3 UG programmes with 60 intake each in CSE, IT and ECE	180	-
2002	Established 1 UG programme with 60 intake in EEE	240	-
2003	Established 1 UG programme with 60 intake in MECH	300	-
2005	Intake increased for CSE and ECE with 60 each	420	-
2006	Established 4 PG programmes with intake of 18 in ME (AE), 18 in ME (CSE), 60 in MBA and 60 in MCA	420	156
2010	Established 2 PG programmes with intake of 18 in ME (CAD/CAM) and 18 in ME (C&N)	420	192
2011	Established 1 UG programme with intake of 60 in EIE and 1 PG programme of 18 in ME(SE) and increased 60 in MBA	480	270
2012	Established 1 UG programme with intake of 60 in Civil and 2 PG programmes of 18 in ME(VLSI) and 18 in ME (EST) and increased 60 in ECE, 60 in MECH	660	306
2013	Increased 60 Intake in ECE 60 in MECH, 60 in Civil and 18 in ME (CSE)	840	324
2014	Increased 60 Intake in ECE and 60 in MECH	960	324
2015	Closed MCA	960	264
2017	Established 3 UG programme with intake of 60 in BME, 60 in AGRI, 60 in MED ELEC and increased 60 in CSE	1200	264
2018	Established 1 UG programme with intake of 60 in Chemical	1260	264
2019	Got Autonomous status for the Institution from UGC	1260	264
2020	Established 1 UG programme with intake of 60 in AIDS	1260	210

	and reduced 60 in CIVIL, 9 in ME (AE), 18 in ME (CSE), 9 in ME (VLSI), 9 in ME (SE) and 9 in ME (EST)		
2021	Established 1 UG programme with intake of 60 in AIML and increased 60 in AIDS and reduced 120 in MECH. Increased 18 in ME(CSE) and 9 in ME (EST).	1260	237
2022	Established 2 UG programmes with intake of 60 in IOT and 60 in Cyber Security and increased 60 in AIDS, 60 in AIML and reduced 60 in MECH and 30 in BME, MED, EIE, Civil, Agri and chemical. Increased 9 in ME(AE) and 9 in ME (VLSI) and 9 in ME(SE).	1260	264
2023	Increased intake of 60 in CSE, 60 in IT, 60 in AIDS, 60 in AIML and 120 in MBA.	1500	384
2024	Increased intake of 120 in CSE, 60 in AIDS. Closed EIE 30 and MED 30. Increased 30 in BME. Closed ME (AE) 18, ME (CAD) 18, ME (CN) 18, ME (SE) 18, ME (EST) 18 and reduced 18 in ME (CSE)	1650	276



1.3 SEC Highlights

NIRF

- Ranked in the 201-300 Band in NIRF-2024 (Engineering Category) Out of 1463 Institutions nationwide.

4/30/25, 11:45 AM MoE, National Institute Ranking Framework (NIRF)

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National Institutional Ranking Framework
Ministry of Education
Government of India

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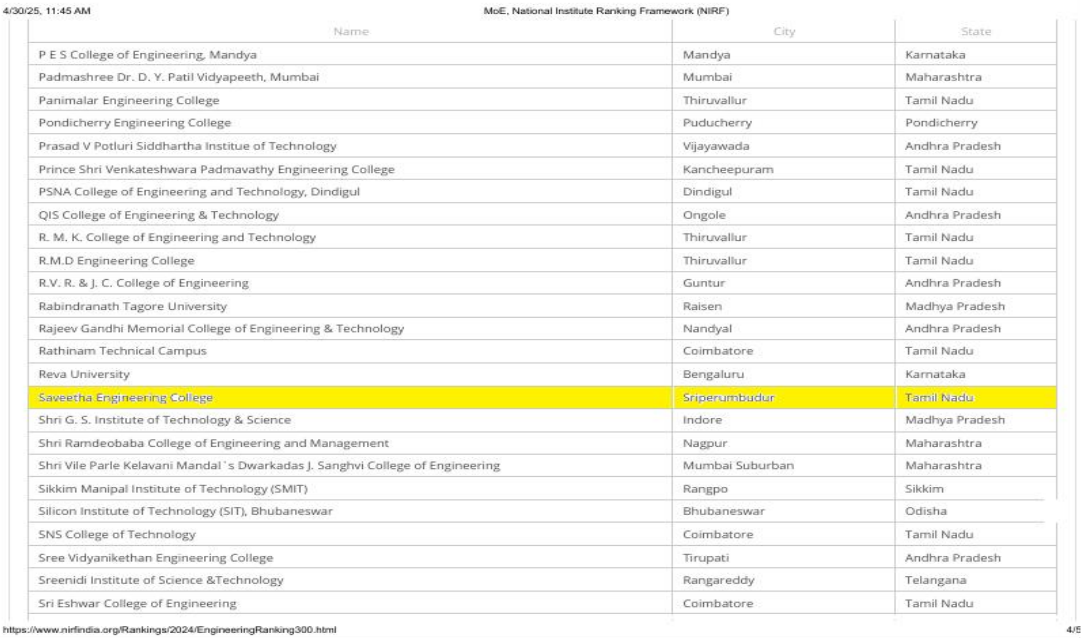
India Rankings 2024: Engineering (Rank-band: 201-300)

Institution list in alphabetical order Back

Name	City	State
ABES Engineering College	Ghaziabad	Uttar Pradesh
Aditya Engineering College	Surampalem	Andhra Pradesh
Aditya Institute of Technology and Management	Tekkali	Andhra Pradesh
Amity University, Gwalior	Gwalior	Madhya Pradesh
Army Institute of Technology	Pune	Maharashtra
Bharati Vidyapeeth?s College of Engineering	New Delhi	Delhi
Bharatiya Vidya Bhavan`s Sardar Patel Institute of Technology	Mumbai	Maharashtra
BIT Sindri	Dhanbad	Jharkhand
BMS Institute of Technology & Management	Bengaluru	Karnataka
Centurion University of Technology and Management	Paralakhemundi	Odisha
Chandigarh Engineering College Jhanjeri	Sahibzada Ajit Singh Nagar	Punjab
CMR College of Engineering & Technology	Hyderabad	Telangana
CMR Engineering College	Rangareddy	Telangana

https://www.nirfindia.org/Rankings/2024/EngineeringRanking300.html 1/5



4/30/25, 11:45 AM MoE, National Institute Ranking Framework (NIRF)

Name	City	State
P E S College of Engineering, Mandya	Mandya	Karnataka
Padmashree Dr. D. Y. Patil Vidyapeeth, Mumbai	Mumbai	Maharashtra
Panimalar Engineering College	Thiruvallur	Tamil Nadu
Pondicherry Engineering College	Puducherry	Pondicherry
Prasad V Potluri Siddhartha Institue of Technology	Vijayawada	Andhra Pradesh
Prince Shri Venkateshwara Padmavathy Engineering College	Kancheepuram	Tamil Nadu
PSNA College of Engineering and Technology, Dindigul	Dindigul	Tamil Nadu
QIS College of Engineering & Technology	Ongole	Andhra Pradesh
R. M. K. College of Engineering and Technology	Thiruvallur	Tamil Nadu
R.M.D Engineering College	Thiruvallur	Tamil Nadu
R.V. R. & J. C. College of Engineering	Guntur	Andhra Pradesh
Rabindranath Tagore University	Raisen	Madhya Pradesh
Rajeev Gandhi Memorial College of Engineering & Technology	Nandyal	Andhra Pradesh
Rathinam Technical Campus	Coimbatore	Tamil Nadu
Reva University	Bengaluru	Karnataka
Saveetha Engineering College	Sriperumbudur	Tamil Nadu
Shri G. S. Institute of Technology & Science	Indore	Madhya Pradesh
Shri Ramdeobaba College of Engineering and Management	Nagpur	Maharashtra
Shri Vile Parle Kelavani Mandal`s Dwarkadas J. Sanghvi College of Engineering	Mumbai Suburban	Maharashtra
Sikkim Manipal Institute of Technology (SMIT)	Rangpo	Sikkim
Silicon Institute of Technology (SIT), Bhubaneswar	Bhubaneswar	Odisha
SNS College of Technology	Coimbatore	Tamil Nadu
Sree Vidyanikethan Engineering College	Tirupati	Andhra Pradesh
Sreenidi Institute of Science &Technology	Rangareddy	Telangana
Sri Eshwar College of Engineering	Coimbatore	Tamil Nadu

https://www.nirfindia.org/Rankings/2024/EngineeringRanking300.html 4/5

NAAC

- Accredited by National Assessment and Accreditation Council (NAAC) with 'A' Grade (with CGPA of 3.19)

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Wahidul Hasan
Communication cum Publication Officer

NAAC/WH/Com-A&A/EC (6th SC)/12.1/2015/ 31st July, 2015

The Principal
Saveetha Engineering College
Saveetha Nagar,
Thandalam,
Kancheepuram,
Chennai – 602 105
Tamil Nadu

Dear Sir/Madam,

Greetings from NAAC!

The Executive Committee of NAAC in its 66th Meeting held on 27th February, 2014 has decided that henceforth there will be no "NAAC Accreditation Award Ceremony" and the original certificate of accreditation with the Quality Profile should be prepared and dispatched to accredited institutions.

As directed by the Director, NAAC, I am herewith enclosing the Certificate of Accreditation of your Institution. We wish the Institution all success in its efforts to become a leal Quality Institution of Higher Learning.

Kindly acknowledge the receipt of the certificate.

With warm regards,

Yours sincerely,

(Wahidul Hasan)
Encl.: a/a

P.O.Box No. 1075, Nagarbhavi, Bangalore - 560 072, INDIA
Phone : +91-80-23005132 (D), 23210261, 62, 63, 64, 65, Fax : +91-80-23210270

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

The Executive Committee of the National Assessment and Accreditation Council on the recommendation of the duly appointed Peer Team is pleased to declare the Saveetha Engineering College Saveetha Nagar, Thandalam, Chennai, affiliated to Anna University, Tamil Nadu as Accredited with CGPA of 3.19 on four point scale at A grade valid up to June 24, 2020

Date : June 25, 2015

Director

RCB/C/05/AAA/121

NBA

- National Board of Accreditation has granted Accreditation for 5 UG programs

NATIONAL BOARD OF ACCREDITATION

NBCC Place, East Tower, 4th Floor, Bhisham Pitamah Marg, Pragati Vihar, New Delhi-110 003
Tel: +91 11 2436 0620-22, 2436 0854 ; Telefax: +91 11-4068 4003
Website: www.nbaind.org

NBA NATIONAL BOARD of ACCREDITATION

F.No. 33-55-2010-NBA

Dated: 24-07-2018

To,

The Principal,
Saveetha Engineering College,
Saveetha Nagar, Thandalam,
Chennai, Tamilnadu-602105

Subject: Further accreditation status of the programs in Tier II offered by Saveetha Engineering College, Saveetha Nagar, Thandalam, Chennai Tamilnadu-602105 on the basis of Compliance Report.

Sir,

This is regarding Compliance Report submitted by Saveetha Engineering College, Saveetha Nagar, Thandalam, Chennai Tamilnadu-602105 for the UG Engineering programs which were provisionally accredited by NBA in Tier-II for academic years 2015-16 to 2017-18 whose validity has expired on 30.06.2018.

2. An Expert Team conducted data verification of the programs on 30th June, 2018. The report submitted by the Expert Team was considered by the concerned Committees constituted for the purpose in NBA. The competent authority in NBA has approved the following accreditation status to the programs as given in the table below:

Sl. No.	Name of the Program(s) (UG)	Basis of Evaluation	Accreditation Status	Period of validity	Remarks
(1)	(2)	(3)	(4)	(5)	(6)
1.	Computer Science and Engineering	Tier-II	Accredited	Academic Years 2018-19 to 2020-21 i.e. upto 30-06-2021	Accreditation status granted is valid for the period indicated in Col.5 or till the program has the approval of the competent authority, whichever is earlier
2.	Information Technology		Accredited		
3.	Electronics and Communication Engineering		Accredited		
4.	Electrical and Electronics Engineering		Accredited		
5.	Mechanical Engineering		Accredited		

3. It may be noted that only students who graduate during the validity period of accreditation, will be deemed to have graduated with an NBA accredited degree.

Contd/...

-2-

4. The programs have been granted accreditation for three years. **Saveetha Engineering College, Saveetha Nagar, Thandalam, Chennai Tamilnadu-602105** should submit the Compliance Report at least six months before the expiry of validity of accreditation mentioned above to be eligible to be considered by the concerned Committee in NBA for further processing of the accreditation status. This could entail further extension of accreditation or a revisit, as deemed appropriate by NBA Committees.

5. The accreditation status awarded to the programs as indicated in the above table does not imply that the accreditation has been granted to **Saveetha Engineering College, Saveetha Nagar, Thandalam, Chennai Tamilnadu-602105** as a whole. **As such the institution should nowhere along with its name including on its letter head etc. write that it is accredited by NBA because it is program accreditation and not institution accreditation. If such an instance comes to NBA's notice, this will be viewed seriously.** Complete name of the program(s) accredited, level of program(s) and the period of validity of accreditation, as well as the Academic Year from which the accreditation is effective should be mentioned unambiguously whenever and wherever it is required to indicate the status of accreditation by NBA.

6. The accreditation status of the above programs is subject to change on periodic review, if needed by the NBA. It is desired that the relevant information in respect of accredited programs as indicated in the table in paragraph 2, appears on the website and information bulletin of the institute.

7. The accreditation status awarded to the programs as indicated in table in paragraph 2 above is subject to maintenance of the current standards during the period of accreditation. If there are any changes in the status (major changes of faculty strength, organizational structure etc.), the same are required to be communicated to the NBA, with an appropriate explanatory note.

8. A copy each of Report of the Visiting Team in respect of the above programs is enclosed.

9. If the institute is not satisfied with the decision of NBA, it may appeal within thirty days of receipt of this communication giving reasons for the same and by paying the requisite fee.

Yours faithfully,

(Dr. Anil Kumar Nassa)
Member Secretary

Encls: 1. Copy each of Report of the Visiting Team in respect of the programs.

Copy to:

1. The Directorate of Technical Education (DOTE), 53, Sardar Patel Road, Guindy, Chennai – 600 025 Tamil Nadu.
2. The Registrar, Anna University, Inside Anna University, Opp to Gandhi Mandapam, Sardar Patel Rd, Guindy, Chennai, Tamil Nadu 60o0025
3. Accreditation File
4. Master Accreditation file of the State.

UGC

- UGC – 2(f) and 12(B) Recognition.

ANNA UNIVERSITY

- Ranked among the top 10% of Colleges in Academic Performance by Anna University.

INNOVATION RANK

- **"Institution's Innovation Council" (IIC) Innovation Rank:**

  Ministry of Education (MoE)'s Innovation cell has certified "Institution's Innovation Council (IIC)", at Saveetha Engineering College with 4 Star rating for the year 2021-22 and 2022-23.

CAREER 360

- Ranked among TOP 5% colleges in Tamilnadu – AAAA

TIMES OF INDIA

- Ranked 12 Among India's Top Engineering Institutes on Research Capability
- Ranked 72 Among India's Top Private Institutes
- Ranked 91 Among India's Overall Top Engineering Institutes
- 40th Rank among all India Engineering Colleges (Ranking Based On Students Selected For Placement)

INFRASTRUCTURE

- Smartboard/Projectors in all Classrooms
- A/C Classrooms, Labs, Hostels and Buses

- 1.2 Gpbs High-speed Internet-enabled WIFI Campus
- A-la-Carte System for Boarding Students
- E-learning through Online Learning Management System
- Nano Material Fabrication Centre.
- Communication Skills Laboratory.
- DSIR/ TEPP Sponsored Fabrication of PTFE Material Centre.
- Advanced Machining Centre.
- Well-stocked Central Library with computing facility with e-journals – IEEE, Journals and Magazines.
- Excellent Library facility with more than 44,374 Volumes of Books, Large collection of National and International E-Journal subscriptions like IEEE, Elsevier, Springer, ASME, EBSCO Management Collections, IEEE-MIT Press E-Book Collections, etc.

ACADEMICS

- Only Engineering College in India to have 30 students per class.
- 91% results in University exams
- 173 University Ranks
- Compulsory internship every year
- 96% of Graduates received Anna University degrees every year.
- 1 Crore Merit Scholarship every year

FACULTY

- 1:13 Staff: Students ratio
- 120 Ph.Ds in 2020
- 267 Ph.Ds in 2025

TEACHING LEARNING METHOD

- MILA – Multiple Interactive Learning Algorithm based on Small Group Self Learning Modules
- Moodle – Learning Management System (LMS)

RESEARCH

- Funded Projects worth **Rs. 12 Crores** by DST, DSIR, BRNS, AICTE, CSIR etc.
- Recognized as Scientific and Industrial Research Organisation **(SIRO)**, Department of

Science and Industrial Research **(DSIR),** Govt. of India, New Delhi.

- **478 Patents** Published and **54 Patents** Granted.
- **3052** Publications.
- Saveetha Intramural Research Scheme provides seed money worth Rs. 1 crore per year for promoting research.
- Ministry of Micro, Small & Medium Enterprises (MSME) Incubation Centre.
- Ten Anna University Recognized Research Centres.
- **181 MoUs** with Reputed Industries & Institutions like IITB, IITK, Anna University, IBM, Wipro, Infosys, British English Council, Oracle, Microsoft, Capgemini, EMC2, PALS – IITM, Virtusa, Kramsky, Intellisense USA (MEMS), ISRO & IITB (SEDS), Ma Foi Business Consulting Pvt. ltd. etc.
- Industrial real world projects and Research Publications included in UG Curriculum.

PLACEMENT

- Active Placement Cell.
- 93% of Students placed in the 2023 batch
- 410 Day 1 Placement Offers
- 600+ Multiple Placement
- 245 internship cum placement
- Aptitude, technical communication, placement training from first year onwards
- 652+ Recruiters

PLACEMENT ORIENTED TRAINING

- Business English Certificate by British Council, University of Cambridge, UK
- Salesforce – CRM
- Red Hat
- Amazon Web Service
- Mobile App Development
- Auto Desk Course (Mechanical)
- Company Specific Training (CST)

HIGHEST SALARY

- 34 Lakhs – JPMorgan Chase & Co.
- 27 Lakhs – Juspay

- 19 Lakhs – Global Ai
- 16 Lakhs – ValueLabs
- 16 Lakhs – Browser Stack
- 12 Lakhs – VTS Enterprises
- 12 Lakhs – DevRev
- 11.5 Lakhs – NielsenIQ
- 11 Lakhs – Amazon
- 10.5 Lakhs – QUBE

AWARDS

- Winners of Smart India Hackathon 2017, 18, 19, 20 & 21. conducted by Ministry of Education, Govt. of India.
- Chief Minister's Award for Excellence in e-governance CII Connect Hackathon 2018.
- EMC2 Academic Partner Award.
- Best Techno Faculty Award by ICTACT Academy, a Society formed by GoI, Govt. of TN & CII for 5 Consecutive Years.
- Stanford University, UK – Best Teaching Department Awards for EEE and Mechanical.
- Best Student Project Awards by Texas Instruments & Petrofac.
- Aspiring Minds Excellence award by AMCAT in Producing Maximum number of Employable Students for 3 Consecutive Years.
- 1st Place in the 'NASSCOM – NextGen Nexus TN Hackathon outshining 4,000+ competitors!
- IEEE Best Student Branch Award for 2019.
- Won III place in L&T Construction – CAD Challenge hosted by IIT Madras – Shaastra 2022.
- 1st Place in the "Multimedia Design Hackathon" organized by Gidy.ai – CStream!
- PALS Award of Excellence in Participation from IIT-Madras for two consecutive years (2019-20 and 2020-21).

COLLABORATIONS

- Entrepreneurship Cell in Association with National Entrepreneurship Network, India
- 53 MoUs with Industries
- In-plant Training in Industry | Content Beyond Syllabus
- WIPRO Mission 10X Technology Centre for Unified Learning Platform

- Infosys Campus Connect Program
- EMC2 Big Data and Cloud Computing
- ORACLE WDP Innovation Lab
- Robotics Lab in association with IITB
- Students for Exploration and Development of Space (SEDS) in association with ISRO
- 17 Centre of Excellence in Collaboration with Industries
- MSME – Incubation Centre
- Best Partner Excellence with ICT Academy of Tamil Nadu.
- Remote Center of IITB & IITK.
- Aakash Project Center of IITB.
- MEMs Design Centre in association with Intellisense, USA & Sridutt Technologies, Bengaluru.
- Students for Exploration and Development of Space (SEDS) Club in association with ISRO, IITB.
- Spoken Tutorials Resource Center in association with IITB.
- IEEE Partnership by IEEE Student Chapter.
- Nodal Center of Anna University QIC Program
- Association with Institute of Smart Structures & Systems, IISc Bangalore.
- ISTE Membership and ISTE Chapter.
- IE(India) Membership and IEI Chapter
- IETE Membership and IETE Chapter
- SAE Membership and SAE Chapter
- 2 Crore worth of Research Projects from IGCAR & ISRO, AICTE, CSRI, MNRE and MSME

SCHOLARSHIP

- Rs. 1 Crore worth Scholarship per year for Meritorious Students, Students Excelling in Sports, and Government Scholarship for SC, ST, MBC, and OBC Students.

2. National and Global Scenario

2.1 Indian Scenario in Engineering Education

With the tremendous use of technology by almost every citizen of our country in their day-to-day life, the critical role of engineering education in addressing the challenges of our society has received good recognition. Today, India produces around 1.5 million engineers from almost 6000 colleges every year. These educational institutions and engineering educators own the responsibility of producing competent and skilled engineers to cope with the changing requirements of the industry. As per the present scenario, it is evident that the demand lies in adopting emerging technologies as opposed to traditional engineering.

One of the forecasts of future technology shows a clear trend towards software healthcare services, especially artificial intelligence (AI), the internet of things (IoT), embedded software, mobility, analytics, and cloud, which are growing at a rapid pace as compared to traditional technologies. Hence the recommendation from AICTE is to give emphasis on these areas viz, AI, IoT, Blockchain, Robotics, Quantum Computing, Data Sciences, Cyber Security, 3D Printing & Design. Moreover, multi-disciplinary engineering courses, especially in Computational Biology, Biotechnology, Biomedical Engineering, Mechatronics, Space Technology, Aerospace, Agriculture, and Environmental Engineering need to be focused.

With the increased pace of technical advancements, competencies of the faculty also need to be developed, especially in the areas of new age technologies and research. To promote innovation and reformation in engineering education, new skills and competencies to be possessed by future engineers need to be analyzed and action plans are to be evolved to bridge the gaps. Presently all industrial sectors require graduates with a higher degree of cognitive abilities such as creativity, logical reasoning, and problem-solving sensitivity as part of their core skill set.

In the context of Institute-Industrial partnership, the demand-supply gap must be reduced by making internships mandatory for all technical education students. Also signing of MoUs both with government agencies, private and start-ups need to be accelerated to address the challenges of the future and to produce industry ready graduates

2.2 New Education Policy 2020 – Highlights

The New Education Policy (NEP-2020) has introduced many reformations in the Indian education system. The new policy envisions offering a new structure to the education system in the country. From school education to higher education, NEP proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st-century education, while remaining consistent with India's traditions and value systems.

Introduction of a four-year undergraduate degree with multiple entries and exit options, and establishing a standard higher education regulation for both private and public institutions are some of the critical features for the higher education sector.

The long-term plan as per the policy is to do away with the current system of colleges being affiliated to universities. Each college would become either fully integrated into a university or converted into an autonomous and independent degree providing institution. An independent board would come to govern each higher education institution (HEI), whether a college or university.

Under the policy, numerous existing tiny colleges that are pedagogically financially unviable would be merged with larger HEIs. Each HEI would have a minimum of 3,000 students. HEIs will have the freedom to choose the mix between research and teaching as per their strengths, with the sector eventually consisting of highly research-intensive institutions at one extreme and highly teaching-intensive institutions on the other. This is broadly the structure prevailing in the US and UK.

A complete restructuring along these lines is the long-term goal for which the policy sets a deadline of 2035. But the policy contains many low hanging fruits that can be harvested within a few years. These include conversion of leading colleges into board administered, autonomous, degree giving HEIs; freeing up undergraduate students to take courses across all disciplines; launch of a four-year bachelor's degree; openings to foreign universities; incorporating vocational education in college curriculum; and creation of a National Research Foundation. The government has to draw up a time-bound plan to implement these changes over the next five years.

The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options. For instance, a student can exit with a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's

programme, however, shall be the preferred option.

An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned

- ✔ The 4-year programme may also lead to a degree 'with Research' if the student completes a rigorous research project
- ✔ Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) will be set up
- ✔ Higher education institutions shall move away from high-stakes examinations towards continuous and comprehensive evaluation
- ✔ India will be promoted as a global study destination providing premium education at affordable costs. An International Students Office at each institution hosting foreign students will be set up
- ✔ A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India
- ✔ In every education institution, there shall be counselling systems for handling stress and emotional adjustments
- ✔ Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs
- ✔ Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade. By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education
- ✔ The policy also speaks of creating a National Research Foundation (NRF)
- ✔ The policy also mentions the creation of a Higher Education Commission of India (HECI)

HEIs shall have the flexibility to offer Master's programmes of two years for those who have completed a three-year undergraduate programme, one year for students who have completed a four-year undergraduate

programme, or five-year integrated Bachelor's and Master's programmes.

1) The policy says that 'high performing' Indian universities shall be encouraged to set

up campuses in other countries. Similarly, selected universities – such as those from among the top 100 universities in the world – shall be encouraged to operate in India

2) A National Research Foundation shall be established to facilitate "merit-based but equitable" peer reviewed research funding The policy says that the centre and states shall work together to increase public investment in education to 6 percent of the gross domestic product, from the current 4.43 per cent.

2.3 Global Scenario

The Indian economy today is closely integrated with the global economy. Multinational corporations (MNCs) see India both as an attractive market and as a country where production and services could be profitably out-sourced. In fact, the boom in the outsourcing of IT services by US firms can be said to be the root cause of the growth in engineering education in India. While many Western countries have rapidly aging populations, India and China have a large population of young people who would seek education in higher educational institutions including engineering colleges. This means that the reputed universities abroad face a difficult task in enrolling enough local students to ensure their viability. Therefore, foreign universities are actively promoting their services to Indian students. International co-operation in higher education has now become an economic necessity. University Grants Commission has recently notified regulations which provide a regulatory framework for academic collaborations with foreign universities. This provides both an opportunity and a threat to Indian higher educational institutions. It opens avenues for research collaboration, student and faculty exchange programs and an opportunity to improve the standard of education provided to our students. The institutions which use this framework to collaborate with foreign universities can improve the quality of the teaching- learning process and hope to attract better students. Others who fail to use this opportunity to improve the quality of the education that they offer would inevitably suffer from reduced patronage and face a difficult future.

To meet the demands of the market and the globalization process which links the world in an internationally social and economic dimension, graduates should have problem solving expertise in solving problems in areas such as environmental and energy, bioengineering problems (including medicine), ultra nanoscale, miniaturization, problems related to population growth and in managing globalization. India has recently been accorded the position of a permanent signatory membership of the Washington accord. This would

mean that programmes that are accredited by the National Board of Accreditation will have international validity. This is a significant step to improve the quality of our engineering education to international standards. Since, engineering education is being shaped by a wide range of divergent global factors including covid pandemic, it is mandatory for Institutions to transform engineering education in a comprehensive and holistic way to prepare students for the challenges ahead.

3. Vision, Mission and Quality Policy

Vision

To be and to be recognized for setting the standard of excellence in engineering education and high quality research in Science and Technology.

Mission

To promote academic excellence; widen intellectual horizon; self-discipline and high ideals for the total personality development of the individual.

Quality Policy

Providing quality education and training with continual improvement in facilities and personnel at all levels to be the best and to enhance entrepreneurship, employability and capability to pursue higher studies through academic excellence and total personality.

Strategic Plan

2020-25

4.1. Teaching Learning Process

S.No	Goal	Present Status (2020)	Strategy	Expected Outcome (2025)
1	100% OBE Implementation.	At Initial Stage	To conduct Faculty training workshops Revise course outcomes with Bloom's taxonomy	All courses integrated OBE – aligned with syllabi & assessments
2	Enhance Digital Pedagogy	Started for very few courses	Mandate LMS usage for all courses Incentivize hybrid teaching innovations	90% courses designed with blended learning modules
3	Improve Student Engagement	At Initial Stage	Active learning methods (PBL, flipped classrooms) Gamification of Tutorials	Attendance ≥85%, 30% increase in class participation
4	Strengthen Lab- to-Theory Linkage	In practice for few lab courses	Annual lab audits Industry-sponsored lab projects	100% labs with contemporary setups & real-world case studies
5	Improve Faculty Competency	In Practice	Seed grants for conferences Pedagogy certification programs	100% PhD faculty, 80% with teaching innovation training
6	Expand Interdisciplinary Learning	In practice for few courses	Create 5 cross-departmental course clusters Joint research projects	50% of the departments to offer integrated courses

4.2 Resources – Infrastructure:

S.No	Goal	Present Status (2020)	Strategy	Expected Outcome (2025)
1	Modernize Classrooms	35% smart classrooms	Upgrade 20 rooms/year with projectors / digital display Install hybrid teaching systems	100% tech-enabled classrooms
2	Lab Infrastructure	few outdated labs	Annual ₹50L allocation Industry partnerships for equipment	All labs with NAAC/ NBA-compliant setups
3	Library Digitization	Print Books - 35695 e Journals - 661 e-books - 1664	Subscribe to IEEE/Springer Develop institutional repository	20% Increase from the existing stock
4	Campus Networking	500 Mbps backbone (50% coverage)	Improved Routers	1Gbps fiber, 100% seamless connectivity
5	Sustainable Campus	370Kv energy from solar	Install biogas plant Install proper Rainwater harvesting systems biogas paper moving towards SDG	20% renewable energy usage
6	Student Amenities	1:8 student-seat ratio	Construct new common spaces Upgrade canteen/cafeterias	1:4 seating, 100% accessibility

4.3 Human Resources – Faculty

S.No	Goal	Present Status (2020)	Strategy	Expected Outcome (2025)
1	Increase PhD Faculty	34% faculty with PhD	Incentives for PhD Faculty Collaboration with QS-ranked universities Reduced teaching load for research	54% PhD faculty with 25% international exposure
2	Enhance Teaching Skills	40% trained in OBE	Mandatory pedagogy workshops (2/year) Teaching innovation grants Peer mentoring system	100% OBE-trained faculty with 50+ innovative teaching methods adopted
3	Boost Research Output	1.2 papers/ faculty/year	Seed grants (₹2L/faculty) Dedicated research time (20% workload) Industry collaboration cells	3 papers/faculty/year with 30% in Q1 journals
4	Industry Exposure	15% faculty with industry experience	Semester-long industry immersion Adjunct faculty appointments	40% faculty with current industry engagement
5	Leadership Development	5 HoDs with formal training	Annual leadership bootcamps	100% HoDs with certified leadership training
6	Diversity & Inclusion	48% female faculty	Targeted recruitment Flexible work policies Gender sensitization programs	50% female faculty
7	Faculty Retention	65% retention rate	Career progression roadmap and Competitive compensation Work-life balance initiatives	95% retention with 30% internal promotions

4.4 Human Resources – Supporting Staffs

S.No	Goal	Present Status (2020)	Strategy	Expected Outcome (2025)
1	Staff retention	Good staff retention	Reward and recognition are to be given every year based on the performance.	The average year of experience of staff members in every department should be a minimum of 10 years.
2	Staff skill upgradation	Needs improvement	Sponsoring staff to participate in skill development programmes with a minimum of two to five days.	50% in each dept per year
3	Staff Qualification upgradation	Needs improvement	Sponsoring staffs for higher studies	At least 10% at institutional level

4.5 Human Resources – Students

S.No	Goal	Present Status (2020)	Strategy	Expected Outcome (2025)
1	Employability Enhancement	90% placement Record	Mandatory Industry Certifications (2/student) Career readiness workshops	100% placement record
2	Research Culture	15% students in projects	Undergraduate research program Faculty-student research pairs Annual symposium	40% students publishing/presenting work
3	Entrepreneurship	2 startups/year	Incubation center access Seed funding (₹50K/idea) Founder mentorship	25 viable startups
4	Holistic Development	3 clubs active	10+ student societies Mandatory sports/arts	Establish 10 active clubs/societies. 100% students in 2+

			participation Leadership labs	extracurriculars
5	Social Responsibility	20% community engagement	Credit-based social projects NGO partnerships SDG challenges	60% students completing 50+ service hours
6	Mental Wellness	Basic counseling available	Wellness center upgrade Peer support network Stress management curriculum	100% students accessing support services
7	Student diversity	Mostly from Tamil Nadu	Conducting national-level competition and creating promotion in other states.	20% from other states
8	Student Participation in Innovation programmes	Needs improvement	Engaging students to develop innovative projects Funding support to develop projects Organizing Exhibitions and Hackathons, etc.	A minimum of 5 projects per department to be scaled up. Minimum one project per student to be exhibited
9	Competitive examination and Higher studies	Needs improvement	Conducting awareness/training programmes	Minimum 20% of students should be involved in higher studies in each department Minimum 30% students should appear for competitive examinations with at least 10% success rate

4.6 Research and Development

S.No	Goal	Present Status (2020)	Strategy	Expected Outcome (2025)
1	Increase Publications	1.2 papers/faculty/ year	Increase seed grant from ₹2L/year to ₹10L/year/faculty Mandatory research hours	3 papers/faculty/year (30% in Q1 journals) Increase
2	Patent Filings	1 patent / year	IPR cell with legal support ₹25K for patent publication incentive ₹1L for innovative patent grant incentive	2 patents/year/faculty with 20% commercialization
3	Funded Projects	₹1Cr annual research funding	Dedicated proposal writing team Focus on national missions (e.g., AI, Clean Energy)	₹4Cr/year funding
4	Research Facilities	2 central facilities	Establish 3 CoEs in IoT, Mobile Robotics, Industrial Robotics, 3D printing etc.,	Establish 10 COEs
5	PhD Output	3 PhDs/year	Full-time PhD fellowships Incentives for PhD enrollment/ Completion to Supervisors	15 quality PhDs/year
6	Industry Collaboration	4 active MoUs	Joint R&D centers and Faculty internships Student problem-solving challenges	18 strategic MoUs
7	International Conferences	2 national conferences/year	Institute IEEE chapter International conference grants	5 international conferences/year

4.7 Collaboration at National and International level

S.No	Goal	Present Status (2020)	Strategy	Expected Outcome (2025)
1	Increase International MoUs	1 active MoUs	Target Top 200 QS-ranked universities Faculty exchange programs Joint funding proposals	2 MoUs
2	Global Student Mobility	5 students abroad annually	To attend International Conferences	35 students with international exposure
3	International Faculty Engagement	6 visiting faculty/year	Endowed chairs program Virtual guest lectures Sabbatical opportunities	50 international faculty interactions/year
4	National Industry Partnerships	2 industry MoUs	Sector-specific clusters (IT, Manufacturing etc.) Curriculum co-design On-campus innovation labs	18 MoUs with Industry
5	Research Consortia	Part of 2 national networks	Lead 1 NRF/DST project Establish regional research hub Consortium funding bids	5+ major consortium memberships

4.8 Governance

S.No	Goal	Present Status (2020)	Strategy	Expected Outcome (2025)
1	Transparent Decision Making	Manual meeting minutes	Digital governance portal Live-streamed committee meetings	100% decisions documented & traceable
2	Stakeholder Participation	Limited student representation	Student/Faculty governance seats (20%) Annual suggestion meetings Cross-functional committees	360° feedback system with 90% satisfaction
3	Process Automation	30% processes digitized	ERP workflow customization RPA for repetitive tasks	80% paperless operations

4.9 Community Engagement

S.No	Goal	Present Status (2020)	Strategy	Expected Outcome (2025)
1	Alumni Engagement	25% alumni network participation	Create alumni mentorship program Establish alumni-funded scholarships Annual homecoming event	60% active alumni involvement in institutional growth
2	School Outreach Programs	Annual 2 school visits	STEM awareness workshops Teacher training	10+ partner schools with continuous engagement

			programs Adopt local schools	
3	Social Service (Blood donation, eye camp, health camp, environmental camp etc.)	NSS conducts blood donation camps Tree plantation drives Awareness on plastic-free society	Awareness creation among students, staff, faculty. Green Clean campus	Two health campus per year Two environmental campus per year.

5.0 Looking Ahead

The prepared strategic planning document will serve as a monitoring tool for self-appraisal at various levels and be a guiding document for the management, faculty, and supporting staff. The importance of the attainment of the outcomes should be communicated to the department, and autonomy should be given to the department heads in setting up the department target to achieve the college goal. The achievements shall be measured by comparing the expected outcomes. Through sustained efforts, involvement, monitoring, and support, it is possible to reach the goals set in this document.