



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **AKSHAYA COLLEGE OF ENGINEERING AND TECHNOLOGY**

**AKSHAYA COLLEGE OF ENGINEERING AND TECHNOLOGY, BAGAVATHI  
PALAYAM ROAD, KINATHUKADAVU, COIMBATORE - 642109**

**642109**

**[www.acetcbe.edu.in](http://www.acetcbe.edu.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2021**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Akshaya College of Engineering and Technology (ACET) was established by Akshaya Charitable Trust in the year 2009. The Trust was founded by philanthropists who have more than 25 years of field experience. The main aim was to impart quality technical education and societal values to the students. The institution is a self-financing one approved by AICTE and affiliated to Anna University, Chennai. The institution has earned acclaim for its excellent infrastructure, well equipped laboratories particularly good computing environment with qualified and dedicated faculty members.

The institution is recognized under section 2(f) of the UGC Act 1956. It is an ISO 9001:2015 Certified Institution. Within a decade of its existence, the institution has earned laurels for its academic, placement, sports and co-curricular achievements. Institution of Engineers (India) has granted Life Membership status to the institution with effect from 08.05.2019.

### **Vision**

To develop into a premier institution for disseminating high quality technical education by establishing best practices in teaching, learning and research, capable of making significant contribution to individual and societal empowerment.

### **Mission**

- To achieve academic diligence through effective teaching-learning process.
- To foster cooperation between industry and academia.
- To prepare the graduates for lifelong learning by adopting ethical and responsible engineering practices.
- To encourage entrepreneurship and develop sustainable technologies for the benefit of global society.
- To establish State-of-the-art facilities and techniques to facilitate quality education.

The institution offers the following five UG programmes (4 years BE) and three PG programmes (2 years ME) in engineering.

- BE Civil Engineering
- BE Computer Science and Engineering
- BE Electronics and Communication Engineering
- BE Mechanical Engineering
- BE Mechatronics Engineering
- ME Computer Science and Engineering
- ME Structural Engineering
- ME VLSI Design

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- The Vision and Mission of the institution are framed in clear terms.
- Serene campus has impressive, lush green landscaped gardens with full of trees, which provides an idyllic environment for teaching- learning activities.
- Eco-friendly environment with well laid motorized roads for the width and breadth of the campus.
- Well-equipped laboratories and Infrastructural facilities for the students.
- Separate hostels for both boys and girls inside the campus.
- Good computing environment enabled by Laboratories with high end computers and Servers.
- Good number of MoU signed for providing industrial culture among the students.
- A modern library caters to the staff and students for self-learning and research.
- Motivation for students to participate in sports, cultural and other technical events.
- Good, qualified and motivated faculty members.
- Very good training and placement support.
- Effective Mentor - Mentee system for helping students to have positive progress in their academics and career by identifying and rectifying their shortcomings through sheer motivation.
- Conducting 'Techday Project competition' to improve their practical knowledge and thus igniting the 'idea to product' concept.
- Value Added Programs mostly of 'hands on training mode' are conducted regularly for all students for improving their knowledge.
- Encouraging students to excel in their academic performance through 'Earn while you learn' scholarship scheme.
- Institution operates buses in select routes which provide transport facility to students even from rural areas.
- Students from other states also choose to study their specialization of their choice.
- A modern food court and service centre is available in the campus.
- Green initiatives like rain water harvesting, trees in and around the campus and grid connected solar power plant contributing to less CO2 emission.
- A well maintained, beautiful temple of lord Ganesha providing tranquil and relaxed atmosphere for the students.
- Competitive indoor and outdoor sports facilities for students who intend to excel in sports.
- Good facility for ITC enabled teaching –learning process.
- Online teaching learning platform Google Classroom, Google meet used effectively.
- CCTV cameras located in the campus at strategic locations.

### Institutional Weakness

- Lack of funding from national organization for promoting advanced research.
- Accreditation by NBA / NAAC is yet to be secured.
- Lack of entrepreneurial development activities on the campus.
- Less research centres for doctoral programme.
- Lack of recognized supervisors to guide the scholars for doctoral programme.
- Research infrastructure is not adequate to attract funding from various agencies.
- Consultancy activities to be improved.
- Publication of less number of research papers.

- R&D in cutting-edge technologies has to be given due attention.
- Admission of students to various programmes to be improved.

### **Institutional Opportunity**

- Involvement to interdisciplinary research collaboration.
- To work collaboratively with local industries.
- To establish the opportunities in consultancy projects.
- Encouraging to setup more “Start-ups” inside the campus.
- To get Accreditation by NAAC / NBA and travel towards autonomous status.
- Community development activities to be encouraged.
- The college management committee enjoys a strong relationship with the local community and entrepreneurs and leveraging the same for the benefit of the institution.
- The alumni base of the institution can be stimulated to contribute to the growth of the institution in various aspects.

### **Institutional Challenge**

- Lack of high quality industry jobs in core sector.
- The institution has limited financial resources because of Self financial condition.
- Decreasing trend of admissions in Engineering & Technology.
- Poor student enrolment.
- Lack of faculty quality and research ability.
- Migration of faculty in specialized areas to industry / other institutions.
- Lack of academic autonomy hampering growth of the institution.
- Competition from other institutions.
- Global recession may hamper placement opportunities for students. To come out from this challenge the desired course objectives and outcomes are to be achieved satisfactorily.
- The changing scenario due to rapid growth of technology.
- COVID-19 pandemic has played an important role in the minds of the parents and students contributing to the changing scenario.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

- The Stated Vision and Mission of Akshaya College of Engineering and Technology (ACET) constantly drives the institution to achieve higher goals in the quality of technical education by preparing our students to acquire competency.
- The Institute, being affiliated to Anna University, systematically follows the regulation and curriculum prescribed by the university.
- Academic calendar is prepared as per Anna University academic schedule which also includes schedule of class work, continuous internal assessment, workshop, seminar/symposium, guest lecture and celebration of important events.
- Class committees and course committees have been formed and periodic meetings conducted for

improving the overall academic performance of students.

- The outcomes are measured and mapped by the course coordinator.
- Head of the department and academic audit committee reviews the academic process periodically.
- Remedial classes/tests are organized and conducted by respective member of faculty for slow learners. Advanced learners are assigned with special programmes involving self-learning initiatives.
- The post- analysis survey is conducted at the end of the course.
- The end semester examination is conducted by affiliating university to assess the performance of the students.
- Well-equipped laboratories, Wi-Fi in the campus, a well- organized library and On-line technical resources like NPTEL and e-Journals are provided for improving Teaching – Learning process.
- The college regularly organizes counseling sessions to the students to maintain harmony and also to address issues related to gender equality.
- The curriculum defined course on ‘Environmental Science and Engineering’ is well supported by the measures taken at the institution on climate and environmental issues through ‘Tree plantation and gardening’, ‘Green Campus’, ‘RO water’, ‘Rain Water Harvesting’, ‘Solar Power Plant’ and making the campus ‘Plastic and Tobacco free’.
- The cross cutting issues relevant to the above aspects are integrated into the curriculum and they hold approximately 7% of the total credits applicable to B.E programme.

### Teaching-learning and Evaluation

- At the entry level, Students are counseled and guided to bridge the gap between school and collegiate education. They are constantly motivated to improve their academic performance and develop skills for employment.
- The Advance and Slow Learners are identified after evaluation of continuous internal assessment.
- The Advance Learners are encouraged to attend symposiums and workshops on and off the campus. They are given assignment problems of higher complexity during tutorial period. They are also entrusted with the assistance to course coordinator for the tutorial classes.
- The Slow Learners are given preferential coaching. They are given assignments with help from faculty members and students during tutorial hours. They are further given constant counselling and encouragement.
- The well-documented student records are maintained in the department for continuous monitoring of the students.
- The Experiential learning method includes industrial visit, guest lecture, in-plant training, Mini/Major project work and internship.
- Problem solving strategies are promoted in tutorial sessions for all analytical courses.
- Through Value added courses and training students learn specific skills which are useful for their placement.
- The Choice Based Credit System followed at the institution as per Anna University guidelines provide ample scope to choose elective subjects.
- Internet Browsing is permitted in a Common Computing Centre for the students.
- Wi-Fi facility is available in the campus with 54 Mbps high speed Internet Connectivity.
- Central Library has collection of Books, Journals, Technical Magazines, News Papers, CD-ROMS and Back volumes.
- The stated Vision and Mission of the departments as well as POs, PSOs and PEOs are well disseminated to the students and staff.
- Course outcomes are defined for each course in the curriculum framed by Anna University and

effectively communicated to the respective students by the Course coordinator during pre-analysis survey.

- The Summative assessment strategies include Continuous Internal Assessments (Internal tests) and end semester examination.
- The formative assessment strategies include quiz, assignments, group discussion / viva-voce, industrial visits, workshops/seminars and surveys.

### **Research, Innovations and Extension**

- The institution has taken initiatives for creation and transfer of knowledge through 'Industrial Empowerment Cell' and 'Entrepreneurship Development Centre'. These initiatives empower the students to create truly transformational technologies through student projects and connectivity with local industries.
- The institution motivates the students' participation in social outreach to achieve its goal of providing technical education so as to develop an equitable society with ethical and human values.
- The organization and involvement of students in activities related to National Social Service (NSS), Youth Red Cross (YRC), Rotract club and participation in national festivals help the students to practice social outreach.
- The public interact with the institution with regard to various social movements/ activities such as blood donation camp, election awareness programme, eye-donation camp, women safety and celebration of environmental day, Diwali, Pongal etc.,.

### **Infrastructure and Learning Resources**

- The institute is housed in a campus area of 15.27 acres. The built-up area of the institute is 42590 sq.m. A fleet of 10 buses cater for the transportation of students and staff. An Amenities centre comprising a spacious food court, reprographic centre, general stores, spa etc... is available within the campus.
- There are 34 classrooms and tutorial rooms, 02 drawing halls, 05 department seminar halls, 1 conference room, 31 core laboratories, 02 workshops, 15 computer laboratories and 01 auditorium to meet the requirements for all the programmes.
- All the classrooms, seminar halls, 15 computer laboratories, and 01 conference room are equipped with LCD projectors.
- There are 696 high end computers, 57 laser printers, 03 color printers, 03 dot matrix printers, 02 multi-printers, 01 plotter for the usage of students and staff. The computing equipment have a backup source of 160 kVA UPS capacity.
- Two backup generators of capacity 180 kVA, 125kVA and a 94 kW grid connected solar power plant provide an uninterrupted power supply. A 25 kVA generator is available for hostel mess and food court service.
- The auditorium is used for conducting events, where the number of participants are more than 500.
- Students utilize gym, indoor and outdoor games facilities extensively.
- The central library is a basic learning resource housed in an area of 720 sq.m with seating capacity for 170.
- The library has 20908 books. Through DELNET and DELNET-IESTC subscription, access to 627 and 804 e-journals made available. 591 Back volumes of journals are available for reference. 1423 CDs and DVDs are also available in various subjects. The students and staff can also use NPTEL learning material in the library.

- Library automation is facilitated by the installation of Multi User Library Software - MODERNLIB. Through this facility the users can search the entire database to find a book based on different criteria such as Author, Title, Publisher etc., using the OPAC module.

### **Student Support and Progression**

- Students are given ample opportunities to participate in class committee, department associations to offer their constructive ideas and criticism. They are free to contact their mentor at any time. They are also part of functions which are organized by the departments. Students take active part in various technical chapters at the department and institution level.
- The hostel management committee consisting of representatives from boys' and girls' hostel helps in providing valuable feedback and solutions for providing a healthy living environment and better food in the mess.
- The students are also encouraged to participate in extension activities in other institutions to gain confidence and exposure to new areas. National social service (NSS) and Youth Red Cross (YRC) activities are driven by student coordinators with the support of staff coordinators and college management.
- The students participate in large numbers in different events organized by the college.
- They are encouraged to participate in regular sports training on daily basis and engage themselves in zonal tournaments organized by Anna University. They do participate in some of the major tournaments organized by other institutions.
- The members of alumni association regularly interact with the institution and contribute for the development of junior students.
- The Alumni Association in the institution is active and acts as a bridge between the members of the association and junior students as well as the college management.

### **Governance, Leadership and Management**

- The vision and mission statements of the institution are stated in clear terms which focus on providing quality technical education.
- The institution provides a conducive learning environment aided by an excellent infrastructure and qualified and experienced teachers with a mind to serve the student community.
- The institution has a governing council whose members are drawn from the board of Trustees, Statutory bodies, Industry, Technical Education, teaching staff and Head of the Institution. The council focuses on matters for the steady growth of the institution. The council is headed by Managing Trustee.
- The practices of decentralized governance have established an effective leadership at the department and institution level.
- The institution is committed to provide quality education and inculcate ethical values in students and faculty to achieve global standards in academics and research.
- The curriculum delivery and holistic development of the students are planned and executed by the members of faculty with guidance by head of the department.
- The Strategy deployed for teaching-learning involves outcome based educational practice oriented towards measurements/ attainment of outcomes (COs, POs, PSOs) and objectives (PEOs).
- Various committees like Class Committee, Course Committee, Project Review Committee, Anti-

Ragging Committee, Campus Maintenance Committee, Complaint cum redressal committee, library committee, Training and Placement Cell etc., provide necessary support to the administration for meeting the aspirations of all stakeholders.

- The interim audit and external financial audit are carried out by certified Auditors. The interim audit team sent by auditors verify the financial transactions periodically including sources of income, borrowings and bills of payments.
- The major source of funds for the institution is through collection of tuition fees. In case of deficit, funds are derived from the Trust by means of donations to the Trust and loans from financial institutions, Trustees and other sources.
- The institution has established an Internal Quality Assurance Cell (IQAC). Regular meetings are conducted, and decisions are taken after due discussion.

### **Institutional Values and Best Practices**

- Gender Equity is very well reflected in the institution in academic and other managerial functions. Women are given due representation in various committees.
- Women Empowerment Cell organizes various activities for women staff and girl students of the college.
- The degradable and non-degradable waste materials are segregated using bins located at strategic points.
- The liquid waste management is handled by the internal cleaning workers. The liquid waste is collected in a collection tank through pipelines and pumped from there to water trees and plants.
- Biomedical waste and radioactive waste are not present in the campus. Hazardous chemicals are not used in the Institution.
- The institution promotes national integration by creating an inclusive environment for all the sections of students irrespective of their statehood, region, language and culture. Further, the public festivals of Tamilnadu and Kerala i.e. Pongal and Onam are celebrated with much fun fare within the campus.
- Our Independence Day and Republic Day are celebrated on 15 August and 26 January respectively every year.
- Engineer's Day is celebrated on 14 September every year by organising Tech Day at the institution with Project Competition in which all the students participate.
- Teachers' day is celebrated every year on 05 September as a remembrance of 'Teacher and ex-president of India Dr. Sarvapalli Radhakrishnan'.
- Science Day is conducted every year on 28 February by organising special lecture/ Quiz/ Project exhibition by first year BE students. National Voter's Day is organised on 25 January generally by an awareness rally.
- The institution developed two best practices namely
  - Value Added Programme for all students
  - Techday Project Display.
- Through Value added programmes students gain expertise in specified areas which help in their placement.

All the students from second year to final year B.E. participate in Techday project contest with teams chosen by themselves irrespective of year of study and discipline (programme/branch of study). Further, this practice is carried out in the odd semester and also in the even semester independently.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	AKSHAYA COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	AKSHAYA COLLEGE OF ENGINEERING AND TECHNOLOGY, BAGAVATHI PALAYAM ROAD, KINATHUKADAVU, COIMBATORE - 642109
City	Coimbatore
State	Tamil Nadu
Pin	642109
Website	<a href="http://www.acetcbe.edu.in">www.acetcbe.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sivasankari K	04259-242570	9750911385	-	principal@acetcbe.edu.in
IQAC / CIQA coordinator	Mathan Kumar N	-	9894156768	-	mathankumar@acetcbe.edu.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

**Establishment Details**

Date of establishment of the college

01-01-2009

**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

**State****University name****Document**

Tamil Nadu

Anna University

[View Document](#)**Details of UGC recognition****Under Section****Date****View Document**

2f of UGC

26-03-2019

[View Document](#)

12B of UGC

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)****Statutory  
Regulatory  
Authority****Recognition/App  
roval details Inst  
itution/Departme  
nt programme****Day,Month and  
year(dd-mm-  
yyyy)****Validity in  
months****Remarks**

AICTE

[View Document](#)

25-06-2021

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**Details of autonomy**

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes

If yes, has the College applied for availing the autonomous status?

No

**Recognitions**

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?

No

Is the College recognized for its performance by any other governmental agency?

No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	AKSHAYA COLLEGE OF ENGINEERING AND TECHNOLOGY, BAGAVATHI PALAYAM ROAD, KINATHUKADAVU, COIMBATORE - 642109	Rural	15.27	42590

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Computer Science And Engineering	48	HIGHER SECONDARY AND DIPLOMA	English	60	0
UG	BE,Civil Engineering	48	HIGHER SECONDARY AND DIPLOMA	English	30	0
UG	BE,Mechanical Engineering	48	HIGHER SECONDARY AND DIPLOMA	English	60	0
UG	BE,Electronics And Communication Engineering	48	HIGHER SECONDARY AND DIPLOMA	English	60	0
UG	BE,Mechatronics Engineering	48	HIGHER SECONDARY AND DIPLOMA	English	60	0
PG	ME,Computer Science And Engineering	24	B.E.	English	9	0
PG	ME,Civil Engineering	24	B.E.	English	18	0
PG	ME,Electronics And Communication Engineering	24	B.E.	English	9	0
Doctoral (Ph.D)	PhD or DPhil,Electronics And Communication Engineering	72	M.E.	English	10	0

#### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	9				6				57			
Recruited	6	3	0	9	5	1	0	6	26	31	0	57
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	7	7	0	14
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				19
Recruited	13	6	0	19
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	6	3	0	4	1	0	0	0	0	14
M.Phil.	0	0	0	0	0	0	0	9	0	9
PG	0	0	0	1	0	0	26	22	0	49

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	0	0

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	246	24	0	0	270
	Female	101	1	0	0	102
	Others	0	0	0	0	0
PG	Male	12	0	0	0	12
	Female	8	0	0	0	8
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0



Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	4	14	10	15
	Female	10	2	4	10
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
OBC	Male	79	84	95	178
	Female	38	32	32	38
	Others	0	0	0	0
General	Male	6	15	26	33
	Female	2	3	3	6
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		140	150	170	280

## Extended Profile

### 1 Program

#### 1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
77	125	122	141	83
File Description		Document		
Institutional data prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
9	10	10	10	10

### 2 Students

#### 2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
623	826	1094	1300	1522
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
234	293	361	381	505

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.3

### Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
235	299	382	356	463
File Description	Document			
Institutional data in prescribed format	<a href="#">View Document</a>			

## 3 Teachers

### 3.1

#### Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
72	69	60	54	50
File Description	Document			
Institutional data in prescribed format	<a href="#">View Document</a>			

### 3.2

#### Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
78	92	107	153	172
File Description	Document			
Institutional data in prescribed format	<a href="#">View Document</a>			

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 39**

## 4.2

**Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
26.8936	48.1987	57.1732	52.4039	4.94040

## 4.3

**Number of Computers**

**Response: 696**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

##### Response:

The Stated Vision and Mission of Akshaya College of Engineering and Technology (ACET) are the driving force of the institution to work towards Quality in technical education by preparing our students to acquire competency. The Institute, being affiliated to Anna University, systematically develops action plan to follow the curriculum prescribed by the university. Statutory monitoring is done by Anna University. In-house monitoring is done by Head of the department, academic audit committee and Principal. For effective curriculum delivery, outcome based education is practiced clearly defining course outcomes, programme outcomes, programme specific outcomes and programme educational objectives.

The following action plan process for effective curriculum delivery are implemented

- As an affiliated institution, the curriculum and syllabus prescribed by Anna University are meticulously followed.
- The course co-ordinator will prepare the lesson plan consisting of topics covered, time allotted for the topics, text and reference books, e-learning resources, course outcomes and their mapping with programme outcomes & programme specific outcomes. The lesson plan is approved by the head of the department and Principal and disseminated to the students in advance.
- Academic calendar is prepared as per the Anna University academic schedule. The requirements at the department level such as class work, workshop, seminar/symposium, guest lecture, continuous internal assessment and end semester examination are issued to the members of faculty and students.
- Class committee consisting teachers of the concerned class, students representatives (03 members) and a chairperson (who is not a teacher for that class/Head of other Department/Senior member of faculty from other department) and course committee consisting of all the teachers teaching a common course with one of the teacher nominated as course co-ordinator will meet twice in a semester to discuss the teaching learning process with an objective of improving the overall performance of the students.
- The outcomes are measured and mapped by the course co-ordinator based on performance of the students in continuous internal assessment by direct method and also evaluate the course by indirect method based on survey related to participative learning.
- Head of the department and academic audit committee reviews the logbook (work done register), teaching-learning process, course coverage, attendance and class performance of the students at regular intervals.
- Remedial classes/tests are organized and conducted by respective member of faculty for slow learners. Advanced learners are assigned with special programmes involving self learning initiatives.
- The post- analysis survey is conducted at the end of the course.
- The performance of the students in the end semester examination conducted by affiliating

university (Anna University) are analysed and outcomes are mapped as a measure of outcome based educational practice followed in the institution.

- In order to effectively translate the curriculum and to improve teaching-learning process, every classroom is equipped with ICT facility like LCD projector, well-equipped laboratories, Wi-Fi in the campus, a well-organised library and on-line technical resource like NPTEL.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### 1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

#### Response:

The Academic Calendar is prepared according to the Anna University Academic Schedule prior to the commencement of the academic year. The institution adheres to the academic calendar published by affiliating university (Anna University). The academic calendar prepared by the institution incorporates value added programme, workshop/seminar/symposium, project display, dates of Continuous Internal Assessment and commencement of end semester examination in addition to the basic details like the prescribed contact hours and tutorial hours for each subject, remedial classes, co-curricular and extra-curricular activities. The institution completes the curricular activities within the planned time frame and as per calendar. The last working day of semester and University exam dates are announced by Anna University.

Meeting is held in each department at the end of the academic year to discuss about the course distribution for the next academic session. Based on the expertise of Professor, the subject is allotted to them by the Head of the Department. The academic session for the odd semester normally commences in June-July and ends in November-December in a calendar year. Further, the academic session for the even semester commences in December-January and ends in May-June of the next calendar year.

The work done by the members of faculty will be in accordance with the academic calendar. The members of faculty strictly follow the academic calendar of the institution to ensure effective academic programme implementation including conduct of CIA. The deviation, if any, due to unavoidable reasons, will be notified by the Head of the Institution. The control and monitoring of academic programme implementation as per academic calendar are done by the concerned Head of the department, academic audit committee and Principal.

All Internal Examinations like Class tests and continuous internal assessments are conducted to check whether the students have acquired knowledge. Tutorials are held regularly to monitor the progress of the students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

**Response:** D. Any 1 of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View Document</a>

## 1.2 Academic Flexibility

**1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**

**Response:** 100

**1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.**

**Response:** 9

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

**1.2.2 Number of Add on /Certificate programs offered during the last five years**

**Response: 23****1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	7	4	9	3

File Description	Document
List of Add on /Certificate programs	<a href="#">View Document</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>

**1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years****Response: 24.49****1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	263	296	621	240

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.3 Curriculum Enrichment****1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

The Cross cutting issues like Gender, Climate Change, Professional Ethics, Human values, Environment and sustainability are applied positively with due credits into the curriculum. All the BE degree programmes are assigned with courses such as Environmental Science and Engineering, Professional Ethics in Engineering, Disaster Management, Principles of Management, Total Quality Management,



Industrial Waste Management, Waste Water Management, Professional Communication Laboratory etc... depending upon the nature of the programme.

In addition to the above, the college makes arrangement for workshops, conferences and seminars at the national level where in the experts from these areas are invited to share and deliver their experience and knowledge. The college regularly organizes counseling sessions to the students to maintain harmony and also to address issues related to gender equality.

The curriculum defined course on 'Environmental Science and Engineering' is well supported by the measures taken at the institution on climate and environmental issues through 'Tree plantation and gardening', Green Campus', 'RO water', 'Rain Water Harvesting', 'Solar Power Plant' and making the campus 'Plastic and Tobacco free'. Similarly, the course on 'Professional ethics in Engineering' is aided by involving the students in engineering activities and guiding them to practice moral and ethical values. Further, the courses on management related area are given appropriate weightage with a scope for acquiring management skills through activity based learning by involving the students in the organization of various programmes.

The cross cutting issues relevant to the above aspects are integrated into the curriculum and they hold approximately 7% of the total credits applicable to B.E programme. Further, the following measures taken up by the institution help in supporting the integration of cross cutting issues into the curriculum.

Gender issues are addressed with the following measures:

- Separate hostel for women in the campus.
- Girls' common room in the campus.
- A Women student counselor to counsel the students.
- Legal awareness sessions.
- A Women physical director to guide girls' and boys' sports team.
- Representation to women in all committees.

The college takes the measures listed below to make the climate and environment clean.

- Tree plantation and gardening.
- Rainwater harvesting.
- Solar Power Plant.
- Plastic and tobacco free campus.
- Green campus throughout the year.
- Environment studies for all students.

The inculcation of human values and ethics are facilitated by

- Value based messages and hoardings in prominent places.
- Celebration of Onam, Pongal, New Year festivals and national remembrance days.
- Blood donation, security and special awareness camps.
- NSS and YRC activities.
- Presenting gifts to newly married teaching and non-teaching staff.
- Fine arts and club activities.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View Document</a>

### 1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

**Response:** 7.73

#### 1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
8	8	8	8	8

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 37.72

#### 1.3.3.1 Number of students undertaking project work/field work / internships

**Response:** 235

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2) Teachers 3) Employers 4) Alumni**

**Response:** E. None of the above

File Description	Document
Any additional information (Upload)	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

**1.4.2 Feedback process of the Institution may be classified as follows: Options:**

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

**Response:** E. Feedback not collected

File Description	Document
Upload any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 39.41

##### 2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
120	143	156	273	355

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
339	423	522	552	732

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 52.33

##### 2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
131	132	138	240	300

File Description	Document
Average percentage of seats filled against seats reserved	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

#### Response:

At the entry level, Students are counseled and guided by the faculty to bridge the gap between school and collegiate education and constantly motivated to improve their academic performance and develop skills for employment. The advance learners and slow learners are mapped in a class after evaluation of continuous internal assessment.

The Advance Learners are encouraged to attend symposiums and workshops on and off the campus and also help them to use audio visual aids like Power point, charts, models etc., for effective presentation. They are encouraged to take up GATE coaching and prepare them to appear for GATE examination. Special Projects/ NPTEL on-line courses are offered based on their interest. Texas Instruments on-line certificate course is extended to third and final year BE ECE and EEE students who are above average. The Advance Learners are also entrusted with the assistance to course coordinator for the tutorial classes and participation in seminar and Technical quiz programmes. They are exposed to do online courses, projects and paper presentations.

Whereas, the slow learners are given preferential coaching in the courses where they have difficulty in problem solving. The preferential coaching involves remedial classes, participative learning through conduct of tutorials, assignments and class tests. In order to prepare a slow learner to an average learner, one-hour test is conducted on daily basis to refresh the topics covered in the current week. Tutorial system is in place to address the gap and to understand the curriculum in a better way. The language course in the form of communication skills practice in laboratory apart from spoken language course is offered to slow learners so as to overcome the problem in understanding. Special coaching for arrear subjects is also arranged. The slow learners are further given psycho-social support with active individual and group mentoring, constant parent-teacher interaction and emotional support through counseling by mentor and HoD.

The performance of Advance learners and slow learners is assessed continuously for a semester by the faculty advisor. The performance of the students after the end-semester examination is evaluated to ascertain the effectiveness of process involved in teaching-learning exercise. The well-documented student records are maintained by the mentor and programme coordinator for continuous monitoring of the students till they complete four years of study. The process is student centric and a transparent one.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Past link for additional Information	<a href="#">View Document</a>

### 2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

**Response:** 8.65

File Description	Document
Any additional information	<a href="#">View Document</a>

## 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

**Response:**

The curriculum designed by Anna University cannot be modified at the institutional level as the college is affiliated to the university and a non-autonomous one. However, the enrichment of the curriculum by means of an outcome based teaching-learning process combined with student centric learning initiatives enable the students to acquire the qualities needed for employment in this highly competitive industrial environment.

The curriculum itself includes courses like Environmental Science, Professional Ethics Principles of Management, Total Quality Management, English Language and Language Lab to prepare the students to become a successful professional.

The training and placement cell of the institution interacts with the industries and collects information related to the skill set of the students needed as per their demand and expectations. Value added courses are offered to the students based on the above requirements to overcome the deficiencies and make them employable.

All the classrooms and laboratories are equipped with LCD projectors and computers to enable the students to visualize the concepts being taught thereby enhance their learning experience. 24\*7 Wi-Fi facility helps the learning experience by the students.

A central library serves the students and members of the faculty to provide Self-learning initiative. Over and above the Text and Reference books, an exclusive digital library with a good number of CDs on various topics and E-Journals are available to facilitate technology enabled learning. NPTEL resources are also available to help and keep them abreast of the development in their areas of interest.

The student centric Participative learning methods practiced in regular class work at the institution includes technical quiz, seminar, workshop and group discussion. The Experiential learning method includes industrial visit, guest lecture, in-plant training, Mini/Major project work and internship. Problem solving strategies are promoted in tutorial sessions for all analytical courses. The students are also trained in aptitude, logical reasoning and comprehension through Value Added programmes. The Institute follows the listed practices as well to ensure student centric learning.

- Lecture notes are distributed/discussed after each unit is covered in the class.
- The members of faculty are encouraged to prepare content beyond the syllabus.
- Faculty performance is monitored through student feedback.

- Techno-cultural environment is promoted through various events organized by the students under the guidance of faculty advisor.
- Industrial visit are organized to interact with the practicing engineers.
- Guest lectures by eminent experts from industry and Institution are arranged.
- The college has a learning management system via Google classroom to facilitate student centric learning.

Further, the Choice Based Credit System followed at the institution as per Anna University guidelines provide ample scope to choose elective subjects, Mini and Major project works in order to enhance the knowledge of the students through student centric learning methods specified above.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

#### Response:

The Institute is strongly committed to incorporate innovative teaching-learning methodologies to facilitate effective learning. At the beginning of each semester academic schedule is prepared based on the Academic Calendar. This Academic schedule helps members of faculty to structure their lesson plan comprehensively. This makes the content delivery more impactful. Utmost care is taken by the faculty members to ensure effective teaching learning process in Classrooms and Laboratories by using various IT-enabled tools that are in practice. In all classrooms, projectors are installed and the campus is Wi-fi enabled. This allows faculty to make use of Videos NPTEL /Animations for effective content delivery. This facilitates students to learn and revise concepts at their own pace off the campus. Lecture notes, power point presentations, assignments, question banks etc. prepared by the faculty are uploaded in Google classrooms. The learning management system is facilitated via google classrooms for effective teaching learning exercise. The informative charts /models displayed in the Campus and the labarotories stimulate creativity amongst the students.

ICT (Information and communication tools) helps in student and faculty interaction. This platform helps the student to communicate with faculty about the subject content, course materials, etc. Several ICT based learning tools are adopted such as,

- LCD Projectors
- E-learning- Google classrooms
- Digital Library
- Online Tutorial Classes
- NPTEL Videos
- Power Point Presentations
- Webinars



Support services to facilitate ICT based learning, Laboratories are equipped with sufficient hardware and licensed software to run specific and beyond the programme curriculum.

The following ICT enabled services facilitate self-learning initiatives by the students and staff.

- Internet Browsing, a 61 computer equipped Common Computing Centre is available with Internet facility.
- Project Lab equipped with 35 computers having necessary system and application software is functioning 12 hours per day for students to carry out their project work.
- Wi-Fi facility is 24 X 7 available in the campus with 54 Mbps high speed Internet Connectivity. Wi- facility is available in Conference Halls, Class Rooms and also extends to Library, Food Court and Hostels.
- Central Library has an excellent collection of Books, Journals, Technical Magazines, News Papers, CD-ROMS and non-book materials in Engineering and Technology, Science, Humanities and Management.

The Departments have good internet accessing facilities for the benefit of e- learning. Animated online video links are provided to the students to learn difficult concepts easily. Our members of faculty and students significantly utilize the knowledge network connectivity from the institutes of national importance like Indian Institute of Technology (IIT) of leading professors and academician's lecture video, power point presentation and course materials through National Programme on Technology Enhanced Learning (NPTEL) funded by Ministry of HRD, Government of India. Students are encouraged to use e-learning resources from NPTEL, open access journals, conference proceedings, online reference books, open source materials and video lecture for the knowledge enhancements and better understanding of the subject.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )

**Response:** 14.16

#### 2.3.3.1 Number of mentors

**Response:** 44



File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 57.55

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 18.96

#### 2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
13	17	15	6	8

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

**Response:** 0.08

#### 2.4.3.1 Total experience of full-time teachers

**Response:** 6.1

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

#### **Response:**

The institution adheres to the guidelines prescribed by Anna University regarding mechanism of continuous internal assessment. The regulations clearly specify the criteria to be followed by the affiliated institutions for the conduct of Continuous Internal Assessments for theory papers, practicals and project works. The mechanism is a transparent and robust one in terms of frequency and mode. The details are published by the University vide regulations 2017/2013 and the mechanism is made known to the students well in advance before the commencement of classes. All the students are familiar with the system of continuous internal assessment. The criteria as well as the mechanism of internal assessment are presented below.

#### **UG and PG programmes- 2017 & 2013 regulations**

##### **• THEORY COURSES**

Three tests each carrying 100 marks are conducted during the semester by the College exam cell. The total marks obtained in all tests are put together out of 300 and proportionately reduced for 20 marks (rounded to the nearest integer).

##### **• LABORATORY COURSES**

In case of practical courses, the maximum marks for Internal Assessment is 20. Every practical exercise is evaluated based on conduct of experiment and records maintained. 75 marks are awarded for successful completion of all the prescribed experiments done in the Laboratory and 25 marks for the model examination. The total internal marks for laboratory course are reduced to 20 and rounded to the nearest integer.

#### **UG programme- 2017 & 2013 regulations**

##### **• PROJECT WORK**

Project work is allotted to a group of students not exceeding 4 per group. The Head of concerned

departments constitutes a review committee for project work. Three reviews are conducted during the semester by the review committee. The student makes a presentation on the progress made by him / her before the committee. The total marks obtained in the three reviews are reduced for 20 marks and rounded to the nearest integer.

- **PG programme- 2017 & 2013 regulations**
- **PROJECT WORK**

The project is done individually by the PG students. Three assessments are conducted (each 100 marks) during the Semester by a review committee. The total marks obtained in the three assessments are reduced to 20 marks and rounded to the nearest integer. The continuous internal assessment report is prepared by the concerned course coordinator /instructor after verification by the students and audited by the members of academic audit

committee. The continuous internal assessment marks are uploaded by the course coordinator / instructor in Anna University web portal on the specified dates announced by the University as per the academic calendar after getting approval from Dean (academics)/Principal. The transparency and robustness of the system of internal evaluation are ensured by strictly following the guidelines and academic calendar provided by the University and also by monitoring the teaching- learning-evaluation process with the help of an internal audit committee.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### **2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient**

#### **Response:**

The mechanism to deal with internal examination related grievance of students is fundamentally programme specific. However, the appeal on the outcome, if any, is institution specific.

The grievance of students, if any towards external examinations are referred to Anna University by the principal with appropriate recommendations for redressal. The university considers the recommendation and issues written order to the institution redressing the grievance of the students.

The corrected answer scripts of internal examinations are distributed to the students by the course coordinator/instructor within 3 days of completion of the examination conducted. If there is any grievance in the evaluation process, the concerned student brings it to the knowledge of the course coordinator/instructor for redressal. Generally, the redressal related to internal examination grievances are addressed to the satisfaction of the concerned students at this level itself. However, in case of non-redressal of grievance for the reasons best known to the course coordinator /instructor, the concerned student appeals to the

program coordinator (HoD). The programme coordinator adjudicates and the grievance, if any, is redressed. Normally, it is very rare to find such an occasion in this institution. Further, if the aggrieved student is not satisfied with the redressal given by the course coordinator /programme coordinator, he /she appeals to Principal on the outcome of the said grievance. The appeal would be referred to complaint cum redressal committee and appropriate redressal would be given.

The institution follows an internal evaluation system which is a transparent and robust one and therefore the redressal of the grievances of students are normally cleared at the department level itself. The redressal is a time-bound one, as the decision has to be taken within a week of completion of internal examinations so as to upload the Continuous Internal Marks on the specified dates mentioned in the academic schedule of Anna University.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**

### Response:

The institution focuses on an effective teaching-learning process based on outcome based education. Every department is given the freedom to define /redefine the Vision and Mission statements of the concerned programme which are in agreement to the Vision and Mission of the institution.

Course outcomes are defined for each course in the curriculum framed by Anna University. However, the course coordinator /course instructor is at liberty to formulate the Course Outcomes(COs) as per his/her wisdom. Programme Outcomes(POs) derived from graduate attributes are common for all the programmes. Programme Specific Outcomes (PSOs) are defined/redefined for all the programmes which are relevant to the concerned programme and related to the program outcomes. PSOs differ although POs are the same for various programmes. Course outcomes are measured by the course coordinator/instructor during the course period and at the end of semester examination. POs and PSOs are measured at the end of final year of study. Further, Program Educational Objectives (PEOs) are defined/redefined for each programme and measured after three to four years of graduation.

The stated Vision and Mission of the departments as well as POs, PSOs and PEOs are disseminated to the students and staff through posters at HODs office, classroom and laboratory area, brochure and newsletter. The details namely POs, PSOs and PEOs along with VisionMission statements of the programme and the institution are disseminated to the first year students and their parents every year during the induction programme. For each course, course coordinator/instructor explains the

course outcomes to the students at the beginning of the semester along with the syllabus. The course plan containing these details are given to the students in the first class through google classroom/print mode. COs, POs, PSOs and PEOs are discussed in the class. All COs are effectively communicated to the respective students by the Course coordinator/Instructor during the process of pre-analysis survey for each course at the beginning of the semester. Further, the stated vision-mission, course outcomes for all courses, POs, PSOs and PEOs are furnished in the institute website.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Past link for Additional information	<a href="#">View Document</a>

### 2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

#### Response:

The level of attainment of Course Outcomes (COs), Program Outcomes (POs) and Program Specific Outcomes (PSOs) are measurable. The methods adapted to measure these outcomes are summative (direct assessment) as well as formative (indirect assessment).

The Summative assessment strategies include Continuous Internal Assessments (Internal tests) and end semester examination. The internal tests are conducted at the programme level in the institution and the end semester examination by the university for all courses and project work. The objective of this assessment is to measure the attainment of learning outcomes namely COs and POs. The attainments of POs are then mapped with PSOs.

The formative assessment strategies include quiz during class hours, assignments, group discussion/ viva-voce, industrial visits, workshops/seminars and surveys. The objective of this assessment is to monitor students learning regarding skill enhancement and to provide feedback to course coordinator/instructor regarding his/her teaching so as to take corrective measures, if needed.

The following table illustrates assessment tools used to measure the attainment of COs and POs. The institution adopts these tools in the outcome based educational practice.

Type of assessment	Assessment tool	Assessment Period	Description	Action taken
Direct Assessment	Continuous Internal Assessment	Every Month	Three internal assessment tests are conducted to measure the course outcomes and then mapped to	The continuous internal assessment marks are analysed at micro-level and documented.

			programme outcomes and PSOs.	The performance of the wards based on the marks secured and attendance are communicated to the parents. Parents meeting is arranged to counsel the ward for improving his /her academic performance
	End Semester Examinations	Every semester	End semester examinations are conducted by Anna University. The attainment of course outcomes are measured and mapped to attainment of programme outcomes. POs are then mapped with PSOs.	The results are analysed and documented. The deviation, if any, compared to goal setting is noted and corrective measure, if needed, identified for future work. The parents are informed about the performance of their wards.
Indirect Assessment	Student exit survey	After completion of final year and publication of University results	The attainment of programme outcomes are measured and then mapped with programme specific outcomes.	The response of the students on each questionnaire of the survey analysed and documented. The inferences drawn are documented at the department level and also at the institutional level so as to redefine the outcomes, if needed. Strategic

				planning is done for the next year.
	AlumniSurvey	Every year	The attainment of programme outcomes and programme specific outcomes are measured.	The response of the members of Alumni on each questionnaire of the survey analysed and documented. The inferences drawn are documented at the department level and also at the institutional level so as to redefine the outcomes, if needed. Strategic planning is done for the next year.

Further, Alumni Survey, Employer survey(although sample size is small), Placement and Higher education record are used as assessment tools to measure the attainment of PEOs at the end of three to four years of graduation.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional information	<a href="#">View Document</a>

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 61.75

#### 2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years



2020-21	2019-20	2018-19	2017-18	2016-17
227	109	169	190	360

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

2020-21	2019-20	2018-19	2017-18	2016-17
235	299	379	356	463

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.7

File Description	Document
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of endowments / projects with details of grants	<a href="#">View Document</a>
e-copies of the grant award letters for sponsored research projects / endowments	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

**Response:** 11.11

**3.1.2.1 Number of teachers recognized as research guides**

**Response:** 8

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

**3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years**

**Response:** 0

**3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

### 3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	6	6	6

File Description	Document
List of research projects and funding details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

#### Response:

The institution has created an ecosystem for innovations and has taken initiatives for creation and transfer of knowledge through 'Industrial Empowerment Cell' and 'Entrepreneurship Development Centre'.

Industrial Empowerment Cell is a forum for students and members of faculty for a collaborative development process to build on the industrial environment. The objective of this cell is to empower the students to create truly transformational technologies through student projects and connectivity with local industries. The practices followed in Industry Empowerment Cell to realise the objective involve (1) training of students in cutting edge technologies on a regular basis through centres of excellence setup in the institution in collaboration with industry providing awareness on industry expectations and skill upgradation (2) incubation centre (3) organising faculty interaction with industry for guiding student projects (4) encouraging students to do innovative projects to showcase their core competency to industry and Institution (5) creating awareness on Intellectual Property Rights and (6) helping the students and members of faculty to assess the project reports for enhancing their knowledge. The evidence of success is seen by the number of patents listed through the cell, participation in the National level design challenges organised by the industry, winning of Cash awards/prizes/certificates by the Industry and/or Institution and empowerment of students and members of faculty in product development.

Entrepreneurship Development Cell (EDC) is established in the institution to stimulate Innovation and Entrepreneurship among the students. This cell, after one year of its establishment, has been renamed as Innovation and Entrepreneurship Development Centre (IEDC). The objectives of this centre are to create an environment to promote Entrepreneurship, Innovation, Skill development and Incubation through

entrepreneurship awareness programmes and presentation of start-up incubation concept to the students. IEDC focusses on (1) utilisation of infrastructure and technically trained manpower for the development of non-corporate and unorganised sectors (2) promotion of Industry institute linkage and Research and Development mind-set (3) assistance to students with PreIncubation, start-up and raising funds for projects and (4) PMKVY (Pradhan Mandhri Koushal Vikas Yojama) skill development initiative scheme. This centre not only serves the students of ACET but also involves in skill development of young men and women from the public who aspire for acquiring technical expertise. Further, the organisation of Entrepreneurship awareness camps has promoted start-up units. The evidence of success of IEDC is seen from the moderate receipt of funds from Government and Non-Government organisations for conducting the activities of the centre.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response: 7**

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	2	1	1

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during last 5 years	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

### 3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

**Response: 0.44**

#### 3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

**Response: 4**

**3.3.1.2 Number of teachers recognized as guides during the last five years**

Response: 9

File Description	Document
List of PhD scholars and their details like name of the guide, title of thesis, year of award etc	<a href="#">View Document</a>
URL to the research page on HEI website	<a href="#">View Document</a>

**3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**

Response: 0.36

**3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
07	06	01	03	05

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 0.13

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	3	0	2

File Description	Document
List books and chapters edited volumes/ books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4 Extension Activities

**3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.**

**Response:**

The institution motivates the students' participation in social outreach to achieve its goal of providing technical education so as to develop an equitable society with ethical and human values. The well-being of neighborhood and campus community connection are driven by a number of activities towards community development. The organization and involvement of students in activities related to National Social Service (NSS), Youth Red Cross (YRC), Rotract club and participation in national festivals help the students to practice 'Service to humanity as a service to God'. The public interact with the institution with regard to various social movements / activities such as blood donation camp, election awareness programme, eye-donation camp, women safety and celebration of environmental day, Diwali, Pongal etc....

The activities carried out at our institution by various service units, clubs and cells are enumerated and listed below.

- **NSS activities**
  - Dengue Awareness Program.
  - Tree Plantation Program.
  - Dental Awareness Camp.
  - Swachh Bharat Mission (Campus Cleaning).
  - World Population Day Awareness Rally.
  - Free Eye Screening Camp.
- **YRC activities**
  - Road Safety Week Awareness Rally.
  - Blood Donation Camp.
- **Rotract club activities**
  - World Environment Day Celebration.
  - Swine flu awareness rally.
  - Organ donation awareness camp.
  - Visit to orphanage.
- **Engineering association activities**
  - Seminars, workshops and symposiums.
  - Paper presentations/conferences.
- **Women empowerment cell**
  - Self Defense Training Program.
  - Entrepreneurship for Women.

- Women's Day Celebration.

The students are also actively engaged themselves in the popularization of greenery in and around the campus by conducting tree plantation campaign. The main focus is to bridge the gap between the fortunate and less fortunate through empowerment. The organization of extension activities by the institution complement students' academic learning experience and mould them as useful citizens with the following values and skills.

- Awareness on social issues.
- Commitment to the society.
- Develop self-confidence to handle issues related to common man.
- Inculcate human values.

Further, extension activities help the students to develop technical skill, interpersonal skills, communication skills, leadership quality, team-work, entrepreneurial and managerial skill. The students are able to analyse real life problems of the society critically so as to do the needful for building attitude of love and concern, develop human approach and be sensitive to the needs of the under-privileged sections of society.

The extension activities are mainly funded by the institution and to some extent by Government source wherever applicable. However, it is a challenge to integrate extension activities into engineering curriculum delivery due to the time constraint and examination schedule.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

**Response:** 0

#### 3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

### 3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 16

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	3	6	4

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	<a href="#">View Document</a>

### 3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 42.89

#### 3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	771	343	649	606



File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>

### 3.5 Collaboration

#### 3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 0

##### 3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
e-copies of related Document	<a href="#">View Document</a>
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	<a href="#">View Document</a>

#### 3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 8

##### 3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	0	3	3



File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>

NAAC

## Criterion 4 - 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 equipment etc.**

**Response:**

The policy for creation of Infrastructure and Physical facilities are discussed by the Board of Trustees based on the recommendation from Head of the Institution and head of department. These facilities are aimed to facilitate teaching-learning process with maximum utilisation.

The institute is housed in a campus area of 15.27 acres. The built-up area of the institute is 42,590 sq.m. including boys' and girls' hostels. Separate hygienic hostels for boys and girls are available within the campus. A fleet of 10 buses cater for the transportation of day scholar students and staff. Adequate parking area is also made available. An Amenities centre comprising a spacious food court, reprographic centre, general stores, spa etc... is available within the campus. RO water facility is provided at strategic locations in the college as well as to hostels. The students and staff utilise gym, indoor and outdoor sports and games infrastructure for their physical well-being. The infrastructure and physical facilities are provided to aid teaching-learning and contribute for the holistic development of the students.

The institution has spacious, well ventilated and furnished class rooms, tutorial rooms, drawing halls, well equipped laboratories, seminar halls, conference rooms etc... to facilitate the students with a better learning experience. There are 27 classrooms, 07 tutorial rooms, 02 drawing halls, 05 department seminar halls, 1 conference room, 31 core laboratories, 02 workshops, 01 computer centre, 15 computer laboratories and 01 auditorium to meet the requirements for all the programmes. All the classrooms, seminar halls, 15 computer laboratories, and 01 conference room are equipped with LCD projectors. Green ceramic boards are provided in all the class rooms and tutorial rooms. There are 696 high end computers, 65 printers including laser jet, colour printers, dot matrix printers, multi-printers, 01 plotter and 02 photocopying machines for the usage of students and staff. The computing equipments have a backup source of four UPS, each of 40 kVA capacity. In addition to Electricity supply from Tamilnadu Electricity Board, two backup generators of capacity 180 kVA, 125kVA and a 94.08 kW grid connected solar power plant are provided for giving an uninterrupted power supply on all working days. A 25 kVA generator is also available exclusively for hostel mess and food court service.

Library facilities built up in the institution fully supports the teaching-learning process with the availability of not only text and reference books but also a wide variety of books by Indian and foreign authors, Journals & e-journals (Indian and International), NPTEL material etc.. Technology enabled learning is made possible using google classroom with a net connectivity of 54 Mbps and the availability of gadgets like LCD projectors. A separate Training and Placement cell, Industry Empowerment Cell and Centres of excellence contribute for the development of students to be industry ready and employable. The necessary hardware and software for all the programmes are made available to the students and staff for an effective teaching-learning practice and pursue project work/research.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

##### Response:

The Institution has established the following facilities for various extra-curricular activities.

Sl.No	Description	Details
1	Auditorium area	1594 Sq.m
2	Total Area of the Play Ground	5 Acres
3	Details of the Outdoor games available	Sports and Games ground
		(i) (Athletics, Football, Cricket)
		(ii) Cricket Practicing nets
		(iii) Basketball court
		(iv) Volley Ball Courts
		(v) Hand Ball Court
		(vi) Throw Ball Court
		(vii) Kabadi Field
		(viii) Kho-Kho
		(ix) Tenikoit Court
		(x) Shuttle Badminton
4	Details of the Indoor games available	(xi) Ball Badminton
		(i) Area-60 Sq.m.
		(ii) Table Tennis
		(iii) Chess
		(iv) Carrom
		(i) Area-100 sq.m

5	Details of the Gym available	(ii)	16 multiple station
		(iii)	Leg press
		(iv)	Chest Press
		(v)	Squat
		(vi)	Shoulder press
		(vii)	Butterfly
		(viii)	High lat pulley
		(ix)	Low pulley
		(x)	Bench press
		(xi)	Arm Curl
		(xii)	Wrist Curl
		(xiii)	Chin up Bar

		(xiv)	Dipping
		(xv)	Abdominal Board
		(xvi)	Twister
		(xvii)	back hyper
		(xviii)	stepper
6	Total area for Boxing room	30 Sq.m	
7	Total area for NSS/YRC	25.84 Sq.m	
8	Total area for First aid cum Sick room	93 Sq.m	
9	Fine Arts Club	22.85 Sq.m	

The auditorium is used for conducting cultural activities, annual day events, pre-placement talk for common placement programme, yoga etc... where the number of participants are more than 500. It has a seating capacity of 2000. A fine arts club in the institution is involved in organizing cultural activities. Students utilize indoor and outdoor games facility during evening on working days and during morning and evening on holidays. They utilize Gymnasium on both morning and evening time. The facilities provided for the conduct of co-curricular and extra-curricular activities are adequate and satisfy the stakeholders.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

**Response:** 76.92

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 30

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

#### 4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

**Response:** 390.63

##### 4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
33.5	1.6	2.9	7.7	89.2

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

**Response:**

The central library being a basic learning resource center enables students' knowledge acquisition and intellectual enrichment. The central library not only has traditional resources like books, journals, back volumes etc., but also promote electronic information resources. The library has an area of 720 sq.m with seating capacity of 170. The library works from 8:30 a.m. to 6:30 p.m. on all working days. The library has 20908 books. It subscribes to National and International Journals. The institution is a member of DELNET (Developing Library Network). DELNET provide services for browsing of union catalogues, get required books on loan for a limited period through ILL (Inter Library Loan). Using DELNET and DELNET-IESTC (Infotrac Engineering, Science and Technology Collection), on-line subscription is made to utilise the e-journals facility for all the programmes. Totally 2182 e – journals can be accessed on different subjects. 591 Back volumes of journals are also available for reference. 1423 CDs and DVDs are available on various technical subjects for knowledge enhancement. The library is provided with scanning, printing and reprographic facility. Digital library service is facilitated with help of computer systems exclusively dedicated for the purpose and well supported by a net connectivity of 54 Mbps available in the campus. A closed room is also provided adjacent to the digital library, enabling a small group of students to have discussion amongst themselves without causing disturbance to other people in the library. The surveillance of the area of library is carried out with the help of nine CCTV cameras.

The book lending policy helps the students to have the books of their choice for 15 days initially and further can be renewed for 15 days. Beyond that the student has to return the book to the library. A student can have 3 books maximum at a time. All staff members can have the book of their choice for six months initially and further can be renewed for equal number of months facilitating the faculty member to comfortably prepare their teaching content. A staff can get 6 books maximum at a time.

Library automation is facilitated by the installation of Multi User Library Software- MODERNLIB. The library users can search the entire database to find a book based on different criteria such as Author, Title, Publisher etc....using the OPAC module. Circulation module has books issue, return, renewal and reserve options. It also facilitate reports on these aspects. Library resource abstract is also generated through this module making cumbersome library work simplified, effective and time saving one. It also provides number of transactions carried out through this software academic year wise.

Sakthi Technologies, Chennai has supplied the software. The supplier provides online and offline support for any problem that may arise in using the software, proper backup and maintenance of software.

Name of Software : MODERNLIB-Multi User Library Software

Nature of Automation : Full

Year of Automation : 2009

Year of Updation : 2011(MODERNLIB 2.0)

Year of Updation : 2015(MODERNLIB 2.0)

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

#### 4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

**Response:** C. Any 2 of the above

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	<a href="#">View Document</a>

#### 4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

**Response:** 3.06

##### 4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
1.1	3.4	4.3	2.8	3.7

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### 4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year

**Response:** 1.44

##### 4.2.4.1 Number of teachers and students using library per day over last one year

**Response:** 10

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

#### Response:

The plans for infrastructural development are given priority as the institution realizes correlation between adequate infrastructure and effective teaching – learning. The Institute is Wi-Fi enabled with necessary firewalls and computer labs are connected through LAN with internet facilities. The strategies adopted for ensuring adequate infrastructure are as follows:

- At the beginning of the academic year assessment for replacement / upgradation / addition of the existing infrastructure is carried out based on the suggestions from Heads of the departments after reviewing course requirements, computer – student ratio, budget constraints, working condition of the existing equipment and also students' grievances. The feedback from members of alumni and exit survey are taken into consideration for improvement of IT facility in the campus.

The institute has always been reviewing the current needs and accordingly the internet bandwidth is upgraded from time to time. The institute has a 24X7 Wi-Fi facility in the college campus for the student and faculty members to avail internet connection in the college & hostel. The college is supported by Wireless connectivity (Wi-Fi) of 54 Mbps and has strong backbone of 28 access point links throughout the campus which covers every blocks of the campus including hostels (boys/girls). Currently Airtel internet connection form Wireline solution India Pvt Ltd is used. To protect network routing and to prevent illegal access firewall is used. Earlier cyberroam firewall was used. Now it has been upgraded to cyberroam sophos Firewall.

The college has a well-developed system for providing IT facilities to the users. Some of the facilities are as follows:

- It has 696 desktop computers with system configuration, 67 LCD projectors and 66 printers.
- All the departments are provided with minimum 2 to maximum 4 individual systems (Desktop) with internet facility.
- The Institute has Hi-Tech and fully equipped computer Labs which are fully Air Conditioned. The functioning Laboratories are segregated department wise.
- The corridors, classrooms, staff areas, hostels have CCTV systems in place for complete security.
- All the computers in the building are connected in LAN and provided with the internet facility. All the computer laboratories, faculty and system administrator computers are interconnected and facilitated with internet.
- The college website is monitored and updated from time to time by the system administrator.
- The connection to all the users is secured with the user name and password.

Desktops are bought with 3 years guarantee and updated the same once the guarantee period is terminated and if required. A dedicated computer center with 61 desktops are provided for browsing & accessing e-



resources besides computer labs in each department. The Institute has an internet registered domain name [www.acetcbe.edu.in](http://www.acetcbe.edu.in), which enables its own e-mail facility to staff and students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.3.2 Student - Computer ratio (Data for the latest completed academic year)

**Response:** 0.9

File Description	Document
Student – computer ratio	<a href="#">View Document</a>

#### 4.3.3 Bandwidth of internet connection in the Institution

**Response:** A. 750 MBPS

File Description	Document
Upload any additional Information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

### 4.4 Maintenance of Campus Infrastructure

**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

**Response:** 948.39

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

2020-21	2019-20	2018-19	2017-18	2016-17
32.6	118.1	153.1	162.8	187.6

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

##### Response:

The institution receives fund for the maintenance of physical, academic and support facilities based on budget allocation and expenditure details pertaining to the previous financial year. The systems followed in the institute for maintenance of physical, academic and support facilities are generally scheduled under preventive maintenance. The procedures for preventive maintenance depends upon the type of facility and the frequency of maintenance work. Preventive maintenance schedule is a routine maintenance work carried out on a Daily basis, Weekly basis, Monthly basis, Half-yearly and an Annual one. The following table illustrates the systems and procedures adopted at the institution for maintenance and uploading of physical, academic and support facilities.

S.No	Type of facility	Description of facility	Maintenance frequency	Nature of work		
I	Physical	1. Class rooms, tutorial rooms, Drawing halls	Daily	Cleaning		
		2. Laboratories				
		3. Office area				
		4. Managing Trustee/ Chairman, Trustees, Principal's room; Advisor, HoDs room.	Monthly	Cleaning with detergent		
		5. Staff rooms				
		6. Common area including corridors				
		7. Rest rooms / toilets.	Daily	Cleaning		

II			Weekly	Cleaning with detergent and antibacterial solution		
		8. Seminar Halls, Conference rooms, Auditorium	Weekly	Cleaning		
		9. Air-conditioning units	Monthly	Cleaning, operation		
	Academic	10. Machineries and Equipments	Weekly	Cleaning		
			Half-yearly	Oiling, Operation		
		11. Instruments	Half-yearly	Working		
		12. Library area, Board, Bench and desk in Class rooms,	Daily	Cleaning		
		13. LCD projectors in classrooms, Laboratories, Seminar halls and other areas	Half-yearly	Cleaning workers		

		14. Computers and Printers	Weekly	Cleaning		
			Monthly	Working		
			Yearly	Working		
		15. Sports and games, fitness centre	Weekly	Cleaning		
			Monthly	Working		
III	Support	16. Hostel rooms, Corridors	Daily	Cleaning		
		17. Dining area and cooking	Daily	Cleaning		

	Weekly	Cleaning with detergent		
18. Hostel Rest rooms/ Toilets	Daily	Cleaning		
	Weekly	Cleaning with detergent and antibacterial liquid		
19. Transport Vehicles-Bus	Daily	Fuel, oil, water, brake check		
	Monthly	Inspection		
20. Electrical fittings	Monthly	Working		
21.Plumbing	Daily	Working		N
22. Water Sump	Half-yearly	Cleaning		
	Daily	Fuel, Oil.		

				Water, Lubrication etc... Working	
		23. Generators	Yearly	Complete Check-up	
		24. Solar Power Plant	Monthly	Cleaning	M
			Yearly	Complete Check-up	
		25. Garden	Daily	Watering plants, Cleaning and related works	
			Weekly	Watering trees	

The preventive maintenance works illustrated in the above table are carried out by In-house staff. However, in case of special attention required for certain cases e.g. hard disk, SMPS complaints on computers, the concerned maintenance/ repair works are outsourced. Whereas, in the case of UPS, an annual maintenance contract is entered upon for preventive as well as breakdown maintenance.

The usage of all the facilities namely physical, academic and support facilities is planned to provide maximum utilisation. Class rooms, tutorial rooms and seminar hall are allotted to the concerned departments for effective academic management. Laboratories are maintained by the concerned department and an utilisation chart is prepared for each laboratory. The computer centres and the computer laboratories

are maintained by the system administrator and the concerned staff but the laboratory utilisation is planned by the Head of the departments. The utilisation of common facilities like common seminar hall, auditorium, transport etc... is centralised and the college office is entrusted with the responsibility of allotment based on priority and nature of programme.

A Campus maintenance committee appointed by the principal oversees the maintenance and utilisation of physical, academic and support facilities and also maintains the relevant records.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

**Response:** 63.6

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
446	487	547	790	1167

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	<a href="#">View Document</a>
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	<a href="#">View Document</a>

#### 5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

**Response:** 0

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View Document</a>

### 5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

**Response:** C. 2 of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

**Response:** 3.46

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	81	98	36

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances

including sexual harassment and ragging cases

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

**Response:** B. 3 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

**5.2.1 Average percentage of placement of outgoing students during the last five years**

**Response:** 2.99

**5.2.1.1 Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
8	14	7	8	13

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years (Data Template)	<a href="#">View Document</a>

**5.2.2 Average percentage of students progressing to higher education during the last five years**

**Response:** 18.72

**5.2.2.1 Number of outgoing student progression to higher education during last five years**

Response: 44

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education (Data Template)	<a href="#">View Document</a>

### 5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 44.89

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	2	1	1	0

#### 5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	15	1	9	1

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

**Response: 8**

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	2	2	4

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

**5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)**

**Response:**

Students are given due representation in various bodies for conducting the activities related to Co-curricular and Extra-curricular areas. They are also engaged for an effective and smooth administration of the institution. Students are encouraged to offer suggestions at different levels in the department with mentors, faculty members and head of the department. In the case of academic administration, the student representatives are included in the class committees and course committees as per the guidelines issued by Anna university. They disseminate the information on various aspects to the student community for conducting the affairs of the institution in an effective manner. The representatives from boys' and girls' hostel are included in the hostel management committee. The hostel management committee helps in providing valuable feedback and solutions for providing a healthy living environment and better food in the mess. Further, the students are involved in various committees for conducting Annual day, Sports day, National / International days and festivals.

Every department including Science and Humanities have an association managed by the respective students executive committee under the guidance of faculty advisor and Head of the department. These associations are involved in organizing co-curricular activities namely guest lecture, seminar, workshop, project display etc... The students are also encouraged to participate in these activities in other institutions to gain confidence and

exposure to new areas. National social service (NSS) and Youth Red Cross (YRC) activities are driven by student coordinators with the support of staff coordinators and college management. They organize and participate in Blood donation camp, Tree plantation, Helmet awareness, Voter awareness, Health awareness, Fire safety, Road safety and various other aspects which are relevant to community

development impacting the society.

The students, both boys and girls, have separate teams in various sports and games and participate in large numbers in different events organized by the college. The students who are interested and talented participate in sports and games activities along with a team captain chosen by the respective sports and games team under the guidance of physical director. They are encouraged to participate in regular training on daily basis and engage themselves in zonal tournaments organized by Anna University. They do participate in some of the major tournaments organized by other institutions.

The opportunity given to the students at ACET for participation and engagement in administrative, Co-curricular and Extra-curricular activities promote healthy living and conducive learning environment, develop lateral skills and cultivate discipline.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

Response: 9

#### 5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
00	10	12	12	11

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

**Response:**

The association is managed through an elected body by the members of alumni association in the general body meeting. The elected body consists of President, Vice President, Secretary, Joint Secretary, Treasurer and executive committee members. They work within the bye-laws of the association and in co-ordination with the Head of the Institution. The Alumni Association office (18 sq.m.) is situated in the college premises itself.

As the registration of alumni association is fairly a young one and the graduates are also young, it will take more time for the receipt of funds from them since they themselves have to settle in their career and life. However, the members of alumni association regularly interact with the institution and contribute for the development of junior students. This interaction was a common feature even during the past five years. They deliver special lectures on recent topics of interest, prepare the junior students for placement by conducting mock interviews and sharing their field experience, organise sports and games trophy (Cricket) and also judge the project works displayed on Tech day. The members of Alumni association give their feedback on infrastructure development, academic aspects and support facilities for the overall development of the institution. Alumni feedback provides a source of information for upgradation of facilities and teaching-learning process. It also helps in training and placement activities.

Further the Academic Advisory Committees of the programmes have representation from members of alumni association and they contribute in planning for value added programmes and also review the process related to outcome based education. The college management gives all the support for conducting the activities of Alumni Association. The Alumni Association in the institution is active and acts as a bridge between the members of the association and junior students as well as the college management.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.4.2 Alumni contribution during the last five years (INR in lakhs)**

**Response:** E. <1 Lakhs

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

##### Response:

##### VISION

To develop into a premier institution for disseminating high quality technical education by establishing best practices in teaching, learning and research, capable of making significant contribution to individual and societal empowerment.

##### MISSION

- To achieve academic diligence through effective teaching-learning process.
- To foster cooperation between industry and academia.
- To prepare the graduates for life-long learning by adopting ethical and responsible engineering practices.
- To encourage entrepreneurship and develop sustainable technologies for the benefit of global society.
- To establish State-of-the-art facilities and techniques to facilitate quality education.

The vision and mission statements focus on providing quality technical education which enables the graduates to be competitive, socially responsible and ethically desirable. To achieve these objectives, the institution provides a conducive learning environment aided by an excellent infrastructure (physical, academic and support facilities) and committed teachers who are all qualified and experienced with a mind to serve the student community. All the academic programmes are planned to make the students to cater to the needs of the society. The institution has a well-drawn governing council for its perspective, policy, financial planning and management. The council focuses on continuous improvement and comprehensive development for the steady growth of the institution. The management extends valuable support to the Head of the institution to implement the plan and policy decisions made by the governing council. The management plays the role of a facilitator and provides adequate financial support for the creation and sustenance of an efficient academic and administrative infrastructure. The management executes its commitment to the cause by entrusting the principal and academic heads the shared responsibility. The head of the institution/ principal shoulders the responsibility of ensuring the right ambience for the intellectual pursuits of students and members of faculty. Head of various departments take up the responsibility of guiding the departments. The members of faculty extend their support to Head of the department by taking up the responsibility in effective curriculum delivery and holistic development of the students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>



### 6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

#### Response:

The institution has a governing council whose members are drawn from the board of Trustees, Statutory bodies, Industry, Technical Education, teaching staff and Head of the Institution (Principal). The Governing council is headed by the Managing Trustee. The governing council formulate policies, monitor progress, involve in financial planning and management. The top management consisting of Managing Trustee, Chairman and Secretary of the Trust execute its functions by entrusting the principal and academic Heads the shared responsibility in implementing policies, nurturing stake holder relationship, faculty selection, upgradation of infrastructure, monitoring of teaching-learning process and maintaining discipline in the campus so as to provide a conducive environment for learning.

Principal leads the academic structure of the institution. Principal ensures planning and implementation of a well-planned academic activity in co-ordination with head of the department and senior members of faculty. The heads of the departments take on the overall responsibility of functions of the departments. The head of the department functions through the course coordinators/ instructors and mentors to provide academic support, guidance and counseling. They plan the activities to bridge the knowledge gap through industry oriented value added courses, guest lecture by experts from industry and academia and arranging industrial visits. Head of the department are given the responsibility to budget, plan and execute the activities at the department level. The members of faculty have the freedom to express requirement for laboratories, library books, additional infrastructure, curriculum enrichment research etc.... Their role as faculty coordinators of extension activities related to NSS, YRC, various clubs and engineering associations contribute for the holistic development of the students.

The institution promotes participative management in keeping with the system of decentralized governance. The representatives of teaching staff participate in governing council meetings and involve in decision making. Suggestions given by various committees to the principal as well as input drawn from parents, alumni and students are considered while preparing the agenda for governing council meetings. The practices of decentralized governance in curricular, co-curricular and extracurricular activities and participative management in administrative bodies have established an effective leadership at the department and institution level.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:



The Institution has a formally stated quality policy as defined below. It is in conformity with the vision and mission of the institution.

### **Quality Policy**

Akshaya is committed to provide quality education and inculcate ethical values in students and faculty to achieve global standards in academics and research through self evaluation and continuous improvement. The Quality policy of the institution ensures quality in teaching-learning process and services, optimum utilization of resources, development of students and staff to nurture societal values and academic excellence. Systematic execution of the policy is carried out through academic and administrative bodies. Evaluation and continuous improvement is achieved through Quality assessment techniques like internal audits and feedback from stakeholders.

The Quality improvement strategies deployed are addressed to teaching-learning, community engagement, Human Resource Management and Industry Interaction.

The Strategy deployed for teaching-learning involves outcome based educational practice oriented towards measurements/ attainment of outcomes (COs, POs, PSOs) and objectives (PEOs). A notable thrust on laboratory practice, project works, e-learning initiatives, content beyond syllabus, seminars, Quiz and tutorials/assignments support the quality improvement strategies for effective teaching-learning process. The community engagement strategies include NSS and YRC activities, organization of blood donation camps, voter awareness campaign etc.... to inculcate social responsibility among the students and members of faculty. The strategy deployed for Human Resource Management include norm based recruitment and care shown towards them by providing welfare measures like group insurance, on-duty, free transport, maternity leave etc.. Industry Interaction Strategy involves organization of industrial visit, inplant training, Internship, guest lecture by experts from industry and sponsored projects to the students. The feedback from students exit survey, alumni and parents are analyzed and the report is made available to the top management to review the strategies deployed.

The management encourages and supports the involvement of the staff in improving the effectiveness of the institutional processes. The staff are permitted to attend Faculty Development Programmes (FDPs) for enhancement of technical knowledge and development of additional skills. They are also permitted to attend/organize seminars, workshops and conferences which provide an additional exposure. The members of faculty take up positions in various committees, academic and administrative bodies of the institution in an efficient manner.

The Institution has a perspective plan for development on short term and long term basis. The various aspects considered for inclusion in the short term plan are augmentation of infrastructure, laboratories, transport, hostel facilities, support facilities, MoUs, Training and Placement activities, research and development, Centre of excellence, review of academic performance, introduction of new courses, increase/decrease in intake, Accreditation, Academic autonomy etc... NIRF ranking, research grants, industrial consultancy, to promote the status to renowned institution / University etc.... are certain aspects considered as a long-term plan. The perspective plan are discussed in the governing council meetings to keep track on the performance of the institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### **6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.**

#### **Response:**

The Institutional bodies involved in the institution are Governing council, Principal, Head of the departments and various committees constituted by the Head of the institution. The administrative set-up is headed by the Principal at institution level and guided by Board of Trustees represented by Managing Trustee and Chairman. Principal plans, organises, directs, co-ordinates and controls the activities of the institution with the help of heads of department and active participation by the members of faculty and supporting staff.

They function focussing on the vision, mission and quality policy of the institution for an effective and efficient administration. The governing council is involved in planning for comprehensive development, establish policies, financial planning and management. The Top Management consisting of Managing Trustee, Chairman, Secretary and Trustees extend valuable support to the principal to implement the plans and policies of the institution.

The top management entrusts the Principal and heads of the department the shared responsibility to implement policies, improve infrastructure, nurture stakeholders' relationship, select candidates to suit designated posts and facilitate the attainment of goals and objectives as stated in quality policy.

Principal, as the Head of the Institution, ensures well planned academic activity in coordination with heads of the department and Senior members of faculty to enhance the reputation of the institution. The institution has well framed policies on recruitment, leave, salary, welfare, promotion, code of conduct and service rules and regulations. These policies are formulated by the top management in consultation with Head of the Institution and amended from time to time.

Head of the Departments are entrusted with the overall responsibility of functioning of the departments. They work through the members of faculty and supporting staff to provide quality education, develop infrastructure, address grievances and maintain database. Principal offer academic and research support to the Head of the departments and members of faculty. The members of faculty take the responsibility in knowledge transfer, mentoring and holistic development of the students.

Various committees like Anti-Ragging Committee, Campus Maintenance Committee, Class Committee, Course Committee, Project Review Committee, Complaint cum redressal committee, library committee, Training and Placement Cell, Syllabus Formation Committee for VAP etc... provide necessary support to the Head of the Institution to bring out effective and efficient administration for meeting the aspirations of all stakeholders. The students' council consisting of class representatives help the administration in

maintaining academic standard and discipline. The effectiveness and the efficiency of the functioning of institutional bodies are well illustrated by the administrative set-up as referred above and the policies formulated for various aspects.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

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

**Response:** C. 2 of the above

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

**Response:**

The top management of the institution cares for the well-being of its employees. Apart from the statutory measures of the scale of pay, EPF and ESI to all the eligible staff, the institution employees are given certain welfare benefits. The welfare measures, in a broader sense, are the same for both the teaching and non-teaching staff. The welfare measures implemented in the institution for teaching and non-teaching staff are furnished below.

#### WELFARE MEASURES FOR TEACHING STAFF

- Free Accidental Group Insurance to all the teaching staff.
  - Sum Insured for Accidental Death / Permanent total disability Rs.1,50,000/-

- Accidental Medical Expenses – In-patient Rs.50,000/- & Out-patient Rs.10,000/- per incident.
- Weekly benefit @ Max. 52 weeks - Rs.1,500/-
- Transport facility for all the teaching staff at concessional rate.
- Tea and Snacks at free of cost to all the teaching staff on all working days.
- Common mobile facility under CUG to all the head of the departments.
- Free accommodation and boarding in the hostels for deputy wardens and members of faculty.

### WELFARE MEASURES FOR NON-TEACHING STAFF

- Free Accidental Group Insurance to all the Non-teaching staff.
  - Sum Insured for Accidental Death / Permanent total disability Rs.1,20,000/-
  - Accidental Medical Expenses – In-patient Rs.50,000/- & Out-patient Rs.10,000/- per incident.
  - Weekly benefit @ Max. 52 weeks - Rs.1,200/-
- Free transport facility for all the non-teaching staff.
- Tea and snacks for all the non-teaching staff at free of cost on all working days.
- Common mobile facility under CUG for essential administrative staff.
- Free Mid-day meals for administrative staff on all working days.
- Uniforms at free of cost for maintenance staff during Diwali and Pongal festivals.

In addition to the above mentioned welfare measures, the management extends cash gift to the marriage of staff or their children.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

Response: 4.63

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	4	2	1	4

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	<a href="#">View Document</a>

### 6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

**Response: 1**

#### 6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	1	2

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	<a href="#">View Document</a>

### 6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).

**Response: 45.68**

#### 6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
10	48	35	23	22

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of teachers attending professional development programmes during the last five years	<a href="#">View Document</a>

### 6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

#### Response:

Performance Appraisal System is in place for teaching staff. As the institution is ten years old, the impact of the system can be assessed now. Various aspects are given due weightage in the performance appraisal and accordingly the assessment parameters arrived at. This assessment is carried out at the end of the academic year for the purpose of evaluating the faculty members in terms of their academic and administrative capability. Assessment criteria for performance appraisal system, in border terms, include Research Activities, Professional Upgradation, Service and Academic Achievement. Each of these criterion is subdivided into a number of attributes and there is no minimum or maximum limit on the score earned by the teaching staff. The appraisal system is department specific one.

The attributes considered for Academic Achievement are student feedback, mentoring, handling of refresher courses /arrear coaching, pass percentage in theory and analytical courses, setting up of new laboratories and new experiments, student project guidance and awards. The services include MoU with industries/institutions, Industrial Visits, In-plant training/Internship arranged to students, role in admission of students, value-added programmes conducted, academic and administrative responsibilities at department and institution.

The attributes relevant to professional upgradation are guest lecture delivered in other institution/ industry, short term training programme attended, conference/seminar/workshop attended an organised, on-line courses completed, professional society membership, meetings attended in professional bodies and membership in other bodies. The activities considered for performance appraisal under Research head include publication of papers in referred journals, conference proceedings, books published, Laboratory/ Technical manuals published, proposals submitted to funding agencies for research projects, proposals for organising technical events, consultancy work, other revenue generation activity, patent applications filed, published and granted, registered for Ph.D. completion and submission of thesis. Through the process of Academic Performance Indicator (API), a benchmark is arrived for a department (programme) by taking the average of scores obtained but after detecting the highest and lowest score in the spectrum.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>



## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

The Top Management consisting of Managing Trustee, Chairman and Secretary have assigned the auditing of Accounts to private auditors namely Mohan and Venkataraman, Chartered Accountants F.R.No.0073215. The interim audit and external financial audit are carried out by them. The interim audit team send by auditors verify the financial transactions including sources of income, borrowings and bills of payments once in two or three months. The discrepancies, if any, are set right by the Accountant and office Manager during interim auditing itself. The External financial audit is carried out by auditors Mohan and Venkataraman, Chartered Accountants and they seek clarification / correction wherever required. Audit objections have not been raised with the institution till date. The Annual income-expenditure statement of the institution vide balance sheet is prepared and certified by the auditors on completion of auditing every financial year. The schedules to Income and Expenditure account are broadly listed under fees received as direct income and other receipts as indirect income whereas establishment expenses, academic expenses, administration expenses and financial charges taken as expenditure.

The mechanism for settling audit objection, if any, is left to the Accountant and Office Manager. One of the Trustee, who is active also involve himself in the financial management of the institution. Head of the institution derives audit reports from the auditors for the purpose of financial planning for the future. There is no other mechanism available in the institution for internal and external financial audit.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

#### Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

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

##### Response:

The major source of funds for the institution is through collection of tuition fees. In case of deficit, funds are derived from the Trust by means of donations to the Trust and loans from financial institutions, Trustees and other sources. The trust has cleared all borrowings as on date.

Institute Budget is prepared based on the budget requirements from the departments and other sections. The funds are released periodically by the top management for the recurring and non-recurring expenditure depending upon their priority. Salary to all the employees is paid on or before fifth date of every month during the calendar year. During the last five calendar years, salary to all the employees was paid on or before first date of every month. The essential services like water, electricity, transport, hostel mess and maintenance are given top priority along with salary payment to all its employees on time. The financial planning and utilisation is carried out by the top leadership of the Trust consisting of Managing Trustee,

Chairman, Secretary and one of the Active Trustee after discussions with other members of the Trust.

Financial Monitoring mechanism involves

1. Institution budget based on department level budgeting and periodical review.
2. Major purchases based on the receipt of quotations from different vendors.
3. Major payment done through bank.
4. Cash transactions at single point only through the Accountant.
5. Internal audit and External audit is done periodically and annually by Auditors Mohan & Venkataraman, Chartered Accountants, Coimbatore and Income-Expenditure statements vide balance sheet prepared.

No Major audit objections have been raised till the last financial year.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>



## 6.5 Internal Quality Assurance System

### 6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

#### Response:

The institution has established an Internal Quality Assurance Cell (IQAC). The Institution follows the norms laid down by the regulatory authorities namely AICTE and Anna University. Four meetings of the IQAC are conducted in an academic year to review various points related to the academic programme, other initiatives and its improvement. The minutes and action taken are notified to the members of faculty through Heads of the department.

IQAC has significantly contributed for quality improvement. The two initiatives that can be considered to be part of academic process are (1) Academic Audit on teaching-learning process (2) Question paper audit for Continuous Internal Assessment and evaluation process. These audits are done three times in a semester.

Academic audit ensures the progress of the teaching –learning process carried out by the faculty member. It gives a feed back to the faculty member on his/her completion of the required quantity of academic work.

Question papers prepared for the continuous internal assessment test is an important input to the assessment process of the student. Hence auditing on question papers ensures the proper questions are being asked.

Apart from this with significant contribution from IQAC, **two major initiatives that have been institutionalized** at ACET are,

(1) Implementation of “Google Classroom” for all courses

(2) “Earn while you learn scholarship scheme” to recognise and encourage meritorious students for excellence in academics

“Google Classroom (GCR)” is a universal API (Application Programming Interface) and easy to use tool that helps teachers manage their academic work for their courses. Teachers can create classes, upload the class work content under various categories such as class notes, question bank, assignment, quiz, additional materials etc., through GCR. The platform is customized to have a structured appearance which permits the teachers to upload the necessary details for all the courses in the same way. This facilitates both teacher and students to see everything in one place and allows 24 x7 access. As GCR is a transparent platform, the teacher who actually teaches the course can invite other teachers, head of the department and Principal as co-teach. This helps the academic hierarchy to verify whether the intended task has been carried out both by the teacher and the students. It also supports mobile application.

“Earn while you learn scholarship scheme” is a novel initiative which promotes healthy competitive learning among the students through the period of study. This scheme recognizes those students who score outstanding grades in every semester examinations conducted by the University. In this scheme, the students who score a CGPA of 9 and above are provided a scholarship of Rs.2000/- per month, 8.5 and above but below 9 with a scholarship of Rs.1000/- per month and 8 and above but below 8.5 given a

scholarship of Rs.500/- per month. This scheme is extended to all the students across all programmes in all semesters. This scheme helps in encouraging the students to study well and attain academic excellence thereby improving quality of the academic programme.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

Internal Quality Assurance Cell (IQAC) has a structure for Review of Teaching – learning process and learning outcomes with respect to Quality. The structure has a separate committee called Academic Audit Committee (AAC) which reviews the teaching-learning process under the supervision of IQAC. The quality initiatives, learning outcomes are reviewed by IQAC during its meeting.

IQAC has a structure consisting of a Chairperson, Co-ordinator, Head of Department, Management Representative, Senior Administrative Officers, Nominee from local society, Nominee from Industry, a representative each from students, Alumni, Employer and Parents. Currently, Principal is the Chairperson of IQAC. IQAC Co-ordinator is the executive head of the cell. IQAC meetings are conducted four times in an academic year preferably one at the beginning of Odd and Even semesters and one at the end of the semesters to review the strategies and methodologies of operations. The internal members who also the heads of departments often meet under the Principal during a semester to assess and review the quality metrics i.e., the progress in all the aspects of Teaching-Learning process and learning outcomes.

The Academic Audit committee is headed by the Principal now and earlier by Dean(Academic) and members drawn from various departments. The Academic Audit committee prepares a checklist for the review of Teaching – Learning Process and verifies them for each course. The members of the committee inspect the course plan, coverage of syllabus, session plan, course materials, attendance, question bank and answers, Anna University question of previous examinations, log book entries, tests/assignments conducted and Continuous Internal Assessment (CIA). The question papers for CIAs are audited by IQAC. This audit is carried out for each course three times in a semester before the commencement of CIAs. This audit and review ensures the following: appropriate syllabus coverage, Adherence to RBT cognitive level, identifying any missing data, ensuring fair and uniform distribution of marks for the portion covered.

The two examples where the reviews and implementation of Teaching –Learning reforms are effective are implementation of Google Classroom as the teaching and learning platform and Outcome based education practice.

Google Classroom is a platform used for Teaching – Learning Process offered free by Google. Most of the activities of Teaching – Learning process can be executed with much ease. Google Classroom is a transparent platform, the faculty member who handles a particular course can invite other faculty members, head of the department, Principal etc., as Co-teach. This provides for a very good monitoring process that helps to verify easily whether the intended task has been carried out by both the faculty and the students. Google Classroom at the institution has a well-established structure for content uploading that was created during the IQAC meetings with deliberations from the members. Right from the creation of Google Classroom to the development of proper structure for content uploading were incremental and done through the outcome of the discussion made in the meetings. The content for a particular course is uploaded by a faculty member as per the structure. All the content are grouped under 5 units namely, Unit 0, Unit 1, Unit 2, Unit 3, Unit 4 and Unit 5. Unit 0 will have all common contents pertaining to that course, i.e. syllabus, course plan, pre analysis survey, student attendance details, Question papers of all CIAs, Mark details, Previous years' university question papers and post analysis survey report.

The GCR committee monitors periodically the content uploading as per the structure. Google meet the video communication service and the Google Classroom played a very important role during the lockdown due to Covid 19 pandemic, as the classes were conducted through online.

Outcome Based Education (OBE) process is implemented for the various programmes to reform the teaching – learning process. It is programme specific. The course co-ordinator as well as the programme co-ordinator play an important role in defining and measuring the outcomes and objectives.

The role of course co-ordinator are as follows:

- Study the regulation, curriculum and syllabus
- Identify the course pre-requisites
- Prepare the course pre-analysis report and asses
- Identify course objectives (may be given in University syllabus)
- Define course outcomes(COs)

Course outcomes are framed as per the content of all the units and POs (Programme outcomes) PSOs (programme specific outcomes) and PEOs (Programme Educational objectives) are listed.

- Prepare the course plan before the commencement of class.
- Prepare CO-PO mapping
- Setting up of internal test questions (by marking COs and cognitive levels)
- Measure attainment of COs
- Prepare Course Post-Analysis report
- Compare course post and pre-analysis reports to assess the knowledge level of students

The role of programme co-ordinator are as follows:

- Prepare the graduate survey (exit survey) and collect the response from final year students.
- Assess the attainment of programme outcomes (POs) at the end of fourth year through direct and indirect methods.
- Assess the attainment of programme specific outcomes(PSOs)

- IQAC framed the google sheet for an effective implementation of OBE as a part of reforming teaching-learning exercise.

Implementation of outcome based education is followed with the help of google spread sheet for all the courses. In this spread sheet, different modules are developed with reference to the assessment. The eight modules comprise of mapping of course outcomes with program outcomes, course pre-analysis, attendance for each period as specified by Anna university, assessment conducted in each period, calculation of direct course outcome attainment, course end survey, assessment of direct program outcome attainment and performance of each student. The performance is analysed (Slow, average, Fast) based on the assessment conducted. Overall direct attainment is assessed on 3-point scale (Substantial, Moderate, Slight).

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
- 2.Collaborative quality initiatives with other institution(s)
- 3.Participation in NIRF
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

**Response:** A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Upload details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

## Criterion 7 - 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 last five years.

##### Response:

Gender Equity is very well reflected in the institution in academic and other managerial functions. Further, ECE, EEE and Science & Humanities departments are headed by lady professors. Gender sensitization is a regular feature in curricular and co-curricular activities where women are given due representation in various committees. The girl students in every class are given representation in class committees and course committees to review the teaching learning process and the issues related to academics. They are also represented in various organizing committees of the department associations to arrange co-curricular activities like guest lecture, seminar, symposium etc...

Women Empowerment Cell organizes various activities exclusively for women staff and girl students of the college. The various programmes organized over the past few years include health issues of women, child rights, self defence, entrepreneurship, women hygiene, mother feeding, stress management, safety and security of women in public places and breast cancer awareness. A sizeable section of women are given the opportunity to attend these programmes. Cultural activities are also arranged exclusively for women through the Women Empowerment Cell. The top management makes all measures to promote gender equity.

The facilities provided for women serve the purpose of ensuring safety and security, counseling, common room for taking rest and women mentors for their secured participation in sports & games activities. The service of woman mentor builds the confidence level among the girl students and promote gender equity in sports & games and other extracurricular activities. Further, the location of CCTV cameras in strategic locations throughout the campus promotes the safety and security of women in the campus. A committee for women grievance redressal is also put in place for addressing their grievances, if any. This committee also helps in arranging counseling for women who are in need of such a service.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Link for annual gender sensitization action plan	<a href="#">View Document</a>

#### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant

- 3. Wheeling to the Grid
- 4. Sensor-based energy conservation
- 5. Use of LED bulbs/ power efficient equipment

**Response:** B. 3 of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

**Response:**

The waste management practice in the campus is facilitated by identifying the sources of waste and using the mechanism available.

The degradable and non-degradable waste materials are segregated using bins located at strategic points. Green colour bins are used to collect degradable waste. Pink/Red colour bins are used to collect non-degradable waste. These bins are kept in hostels, canteen, dining hall, washing area and main building. The degradable solid waste materials in the campus generally include food waste, vegetable waste, paper waste and leaves. All the other kind of solid waste like plastics, man-made clothes etc... are the non-degradable waste materials collected in the campus. Food waste is used to generate bio-gas as fuel for cooking. Tree leaves are distributed in green vegetation (Trees and plants) area and allowed to regenerate as natural fertilizer for trees and plants. The solid waste collection is done by panchayat cleaning workers regularly. The night soil along with liquid wastes from specific tanks are removed periodically through an external private party.

The liquid waste management is handled by the internal cleaning workers. The liquid waste generated from utensil cleaning in hostel mess, canteen, hand washing and cloth washing is collected in a collection tank through pipelines and pumped from there to water trees and plants.

E-waste collected in the form of worn out and discharged batteries, condemned electronic units circuit components etc... are disposed off through an agency.

Biomedical waste and radioactive waste are not present in the campus and hence the mechanism for the management of such waste is not required. The waste recycling systems is not provided in the campus.

Hazardous chemicals are also not used in the Institution.

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

#### 7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

**Response:** C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

**Response:** B. 3 of the above

File Description	Document
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:



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

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

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>

#### 7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Divyangjan friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

**Response:** C. 2 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

**Response:**

Akshaya College of Engineering and Technology (ACET) promotes national integration by creating and inclusive environment for all the sections of students irrespective of their statehood, region, language and culture. The inclusive environment involves recognition of socio-economic- regional-cultural identity of the students keeping in mind the cardinal principle of 'Equality'. They study and stay together in an atmosphere of mutual love and respect to each other. The institution provides a platform for all to establish friendship and fellowship among the student community.



The students are seated in the classroom without any distinctive identity related to their state, region, language, culture or social status. The hostel inmates are allotted rooms so that they get mixed and make a living in the hostel, thereby creating a suitable climate and environment for better learning and healthy living. There is no distinction made in the hostel living environment for any social diversity. The students live together, eat food in the mess together and spend time together irrespective of their regional, linguistic, communal, economic and social diversity. ACET gives scope for cultivating leadership qualities among these students with representation in various committees. Further, the public festivals of Tamilnadu and Kerala i.e Pongal and Onam are celebrated with much fun fare within the campus so as to foster friendship and fellowship among them. The cultural activities are also encouraged in this situation so that the respective group of students perform on stage in their own mother tongue during annual day. It is better said that the mind of youth of India in schools and colleges are not corrupted by caste, creed or religion.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

#### **7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

##### **Response:**

Akshaya College of Engineering and Technology organises sensitisation of students on constitutional rights, duties and responsibilities in the form of invited talk on women's rights, general legal awareness, safety & security etc., by renowned advocates/Judges, experts and police officials. Every year the events are conducted in certain areas to create awareness among the student community so as to perform as useful citizens of this country.

A talk on 'women's rights and welfare in India' was delivered by Deputy Director, Director General of Central Excise Intelligence, Coimbatore for the benefit of girl students. A campaign on 'General Legal Awareness' has been organised for the students by Principal District Sessions Judge, Coimbatore. Further, there was a greater emphasis on 'Safety and Security' related programmes. Police officials in the rank of Additional Director General of Police and Sub-Inspector have delivered talk on safety aspects especially for women. 'Self defence' training programmes for women have also been arranged with the help of Exdefence personnel. However, the above mentioned programmes are limited in number due to constraint on allotment of time schedule for the same in the calendar of activities.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1.The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

**Response:** B. 3 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>

**7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

The Institution organises celebration of National days and festivals within the campus. Some of the International days are also celebrated in the college campus every year.

Celebration of National Days :	Independence Day Republic Day Engineers' Day Teachers' Day Science Day Voter's Day Women's Day
Celebration of International Days :	Yoga Day Environment Day
Celebration of National Festivals :	Onam Festival Pongal Festival

Our Independence Day and Republic Day are celebrated on 15 August and 26 January respectively every year with National Flag hoisting, oath taking followed by a speech by Head of the Institution who presides over the ceremony. Engineer's Day is celebrated on 14 September every year as a mark of respect to 'Sri Mokshagundam Visveswaraiya' by organising Tech Day at the institution with Project Competition in which all the students

participate. The practice of organising project display by all the students who join in a group of maximum four members from the same discipline or inter-discipline with a combination not confined to the same class is considered as a best practice. This practice fosters fellowship and group dynamics among the students; promotes innovative mind and improves potential for placement. Teachers' day is celebrated every year on 05 September as a remembrance of 'Teacher and ex-president of India Dr.Sarvapalli Radhakrishnan'. Students extend their good wishes to the teachers on this day and the top Management greets the teachers with sweets. Science Day is conducted every year on 28 February by organising special lecture/ Quiz/Project exhibition by first year BE students. The students and staff remember Dr.A.P.J Abdul Kalam on this day. National Voter's Day is organised on 25 January generally by an awareness rally.

International Women's Day is celebrated every year on 08 March by organising awareness programmes on their rights and cultural events exclusively for women staff and girl students. World environment day is celebrated on 05 June every year with tree plantation initiatives in nearby areas, special lecture related to climate change and environment protection. Yoga Day is celebrated on 21 June by organising a common yoga practice programme under the influence of a renowned yoga teacher.

The national festivals celebrated in the campus include Onam and Pongal. Onam Festival is a Kerala state festival celebrated by Malayalam speaking people. Malayalee students studying in the institution organise themselves and perform their popular dance and fine arts events in front of all the students and staff. They do come in traditional dress and distribute their popular eatables to all in the campus. Pongal festival is a harvest festival celebrated by Tamil speaking people in Tamilnadu during mid-January. Tamilians in the institution organise themselves, come in traditional dress and perform various events which reflect tamil culture. They exchange pleasantries with all the staff and students from other states. They do distribute sweets to all the members of the institution. These festivals bring in togetherness among the people of different culture, different religion, different caste, different state and promote communal harmony among the citizens of our great country.

File Description	Document
Link for Geotagged photographs of some of the events	<a href="#">View Document</a>
Link for Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:****BEST PRACTICE- I**

1.	Title of the Practice	:	<b>VALUE ADDED PROGRAMMES FOR ALL S</b>
2.	Objectives of the Practice	:	<p>The objectives of this practice are</p> <ul style="list-style-type: none"> <li>• To bridge the gap between Institution and Industry</li> <li>• To enrich the knowledge of students beyond the curriculum</li> <li>• To prepare the students for placement</li> <li>• To inculcate life –long learning among the students for career growth</li> <li>• To facilitate the students to get certificates from renowned agencies</li> </ul>
3.	Context	:	<p>As the institution is affiliated to Anna University, the students have to follow the curriculum prescribed by the University for various courses. The Rapid advancement in Technology have put forth the demand for more flexibility in the curriculum. However, the institution has no control over the curriculum based on the industry requirements. The university revises the regulations every four years only. Further, the industry requires more graduates. Therefore, Value Added Courses /Value Added Programmes are introduced to bridge the gap between the university curriculum and the industry requirements. Resource persons/Experts from industry and renowned agencies provide the students with the state of the art technology and also improve their skills. This enhances the knowledge of students and develops their personality. The value addition through these programmes provide confidence to the students to face challenging interview questions and well as plan their career.</p>
4.	The Practice	:	<p>A committee consisting of qualified professors and experts from the institution and External Resource persons and Internal staff who are specialised in the respective fields are assigned to handle these programmes. The sessions for value added courses are conducted on a regular timetable itself without any loss of class hours for regular classes. If necessary, extra class hours or working time period are given to accommodate value-added programme subjects. Hands on training and/or practical sessions are encouraged. The practice is followed for all the students from semester III to semester VI.</p>
5.	Evidence of success	:	<ul style="list-style-type: none"> <li>• All the students gain knowledge beyond the curriculum and meet the specific requirements. This has increased and sustained the interest of students.</li> <li>• The students acquire sound technical skills demanded by the industry and gain the confidence to do quality project by all the students.</li> <li>• The students are able to participate in project contest and win awards.</li> <li>• The number of patents filed by the students and project guided by the faculty.</li> <li>• The students are able to appear for certificate programmes and get certificates from NPTEL</li> </ul>
6.	Problems encountered and Resources required	:	<ul style="list-style-type: none"> <li>• The identification of Resource persons from Industries is quite difficult.</li> <li>• Time management is a necessary problem to balance the regular classes and Value Added courses.</li> <li>• Slow learners find difficulty in managing the regular subjects and value added courses.</li> </ul>

			Curriculum.	
			<ul style="list-style-type: none"> <li>• As it is necessary to work beyond college working hours, da especially girls find tough to reach home late.</li> <li>• It is also a challenging task to arrange transport.</li> <li>• There is a need to establish centre of excellence in collabora</li> </ul>	
7.	Notes(optional)	:	The curriculum based syllabus under Choice Based Credit System extends the scope of learning to some extent but value addition is necessary. The university should have a plan to include Industry Sp as a part of the curriculum in future.	

NAAC

NAAC

**BEST PRACTICE-II**

1.	Title of the Practice	:	<b>TECH DAY IN-HOUSE PROJECT DISPLAY</b>
2.	Objectives of the Practice	:	<ul style="list-style-type: none"> <li>• Students will be able to apply the knowledge acquired through education to work on a project useful to the society</li> <li>• Students will be able to refer published literature over and over and apply the concept to design and develop a product by working</li> <li>• Students will be able to work in a team of the same discipline areas and develop group dynamics.</li> <li>• Students will be able to think and apply innovative ideas in a project which exposes the creativity among them.</li> <li>• Students will be able to work in a competitive environment and acquire self-confidence.</li> <li>• To recognise the competitiveness and quality of projects through motivates all the students to participate in the project contest</li> </ul>
3.	Context	:	<p>The institution provides a platform to show case the talents and skills that the basic knowledge gained through regular course work (best practice) along with an innovative mind will improve the placement especially in core industries. Although the main context is placement promote entrepreneurship among the students. The challenge in implementing this practice is allocation of project guides specialised. A challenging issue is to arrange total participation of students in the have to spend money for the project which is not a part of the curriculum</p>
4.	The Practice	:	<ul style="list-style-type: none"> <li>• The uniqueness of the practice – all the students from second participate in the contest with teams chosen by themselves in study and discipline (programme/branch of study). Further, in the odd semester and also in the even semester independent students participate in this practice during the even semester</li> <li>• The project teams are chosen by the students themselves with four members drawn from second, third and final year of the interdisciplinary. The majority of the teams are from the same from the same year or different year of study.</li> <li>• Head of the department allocates the guide depending upon expertise to supervise the project chosen by the students.</li> <li>• The project teams present the title of Project and a brief Abstract</li> <li>• The project teams work after regular working hours upto 6.30</li> <li>• The project(product) demonstration is given to the HoD by completion.</li> </ul>

			<ul style="list-style-type: none"> <li>• The project(product)is displayed and report presented by the Engineer's Day(Tech day) during odd semester. Projects(pr completed during even semester by the students are presented authorities.</li> <li>• During both semesters, Judges for each discipline from Indu upon their specialisation, inspect and evaluate the projects i on innovation, concept and societal value and declare the pr department.</li> <li>• During the even semester, the Judges after finalisation of wi department, inspect jointly the prize winning projects and d winners 1,2 and 3.</li> <li>• Cash prizes of Rs.5000/-, Rs.3000/- and Rs.2000/- are awar from each department during the odd semester.</li> <li>• Overall prize winners are taken for a trip to Malaysia and th Bangalore on flight Journey , fully sponsored by the institut semester.</li> </ul>
5.	Evidence of success	:	<ul style="list-style-type: none"> <li>• Some of the projects are taken up for regular final year proj curriculum.</li> <li>• Patents are filed for some of the selected projects(products) patents published]</li> <li>• Some of the project works gave scope for placement in Indu industries have improved.</li> <li>• Students could participate in project competitions conducted Institutions/Industries.</li> <li>• The students have participated in Texas InstrumentsInnovat Webench, DrishTI and MSP430 contests at all India level d 2018-2019 and won prizes/awards.</li> <li>• They have participated in Mitsubishi Electric Cup during 20 won prizes/awards.</li> <li>• The students have participated in FAER(Foundation of Adv Research) scholarship award 2015-2016 to 2018-2019 and v</li> <li>• They have participated in Tamilnadu Science city award co Government and won prizes.</li> <li>• Two students have participated in Quest Global Ltd project well as placement in the company.</li> </ul>
6.	Problems encountered and Resources required	:	<p>The problems encountered in organising Tech Day Project display by the students for doing Tech Day Project in addition to time programme (b) some Projects not giving expected results/output (c present well through the project work may be good (d) Absence during project presentation (e) lack of concentration by students in</p> <p>The resources required for organising Tech Day Project display benches, electric power including back-up generator etc... are avail</p>
7.	Notes(optional)	:	<p>The Tech Day project scheme envisaged by the institution is aime of students irrespective of year of study and promote innovation. affiliating University (Anna University) places this subject in the I programmes and include this practice in the curriculum so as to pro product development.</p>



File Description	Document
Link for Best practices in the Institutional web site	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

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

##### Response:

Placement of students is an area identified as a distinctive one based on its priority and thrust. Ultimately, the success rate of students in securing placement reflects on the performance of the institution. A separate facility for Training and Placement is provided in the institution. It is headed by Placement Officer and assisted by a Training Officer. Every department also has a Placement Co-ordinator who liaison with the Placement Officer. The facility consists of a conference room, discussion rooms and other requirements like LCD projector, computers etc.... Placement of students depends upon a number of factors such as an effective teaching-learning process, academic performance, value added courses relevant to specific areas, skill development, aptitude and attitude of the students. The focus is placement in core industries, IT (Information Technology) and IT enabled services (ITES). These factors are given due importance in the institution and accordingly the students are prepared from third semester onwards.

Although the national economy has slowed down during the past two to three years and the opportunity for employment of engineers coming down in this period, the institution faced the challenge and secured placement to the students consistently all these years. The Training and Placement Cell focussed on feedback from industry and structured is value added training programmes and skill development initiatives whereas the departments provided necessary support in addition to imparting sound technical knowledge to the students. The final year BE students are given opportunity to appear for on-campus and off campus placement drive. Centres of excellence established under Memorandum of understanding with T & VS and

eNoah isolation industries trained our students in the core area of VLSI design. These two organisations employed a good number of candidates from undergraduate engineering programmes of ECE, CSE, mechatronics and EEE discipline. Value added training is also offered in appropriate technologies for the undergraduate students of Civil, Mechanical and Mechatronics engineering discipline. Computer Science and Engineering students are given domain specific training to improve their programming skills, software applications and analytical skills so as to secure placement in software Industries. The placement statistics for the past four years including the current academic year at Akshaya College of Engineering and Technology show maximum placement in core industries followed by IT industries and IT enabled service.

#### DEPARTMENT WISE STATISTICS-ACADEMIC YEAR (2020-2021)

S.No	B.E & M.E. Degree Programme	Students Strength	No of Students opted for higher studies	No of Students opted for Private business(or) Self employment	No of students eligible for placement	No of students placed
1.	Civil Engineering	27	0	0	7	5
2.	Computer Science and Engineering	44	0	0	14	10
3.	Electronics and Communication Engineering	43	4	0	19	10
4.	Electrical and Electronics Engineering	13	0	0	2	2
5.	Mechanical Engineering	73	0	0	13	7
6.	Mechatronics Engineering	35	0	0	11	7
<b>Grand total</b>		235	4	0	66	41

**DEPARTMENT WISE STATISTICS-ACADEMIC YEAR (2019-2020)**

S.No	B.E & M.E. Degree Programme	Students Strength	No of Students opted for higher studies	No of Students opted for Private business(or) Self employment	No of students eligible for placement	No of students placed

1.	Civil Engineering	31	0	0	20	11
2.	Computer Science and Engineering	44	3	0	34	25
3.	Electronics and Communication Engineering	58	4	0	41	26
4.	Electrical and Electronics Engineering	18	1	0	07	06
5.	Mechanical Engineering	114	0	0	75	64
6.	Mechatronics Engineering	34	2	0	20	16
<b>Grand total</b>		299	10	0	197	148

**DEPARTMENT WISE STATISTICS-ACADEMIC YEAR (2018-2019)**

S.No	B.E & M.E. Degree Programme	Students Strength	No of Students opted for higher studies	No of Students opted for business(or) employment	No of students eligible for Self placement	No of students for stud plac
1.	Civil Engineering	61	2	0	35	31

2.	Computer Science and Engineering	42	1	0	33	20
3.	Electronics and Communication Engineering	55	4	0	42	25
4	Electrical and Electronics Engineering	29	0	0	18	11
5	Mechanical Engineering	162	2	0	98	80
6	Mechatronics Engineering	30	1	0	24	4
<b>Grand total</b>		379	10	0	250	171

**DEPARTMENT WISE STATISTICS-ACADEMIC YEAR (2017-2018)**

S.No	B.E & M.E. Degree Programme	Students Strength	No of Students opted for higher studies	No of business(or) employment	No of Students opted for Private Self placement	No of students eligible for study abroad
1.	Civil Engineering	67	2	0	49	36
2.	Computer Science and Engineering	34	1	1	26	14
3.	Electronics and Communication Engineering	43	3	0	23	20

4.	Electrical and Electronics Engineering	17	0	0	13	6
5.	Mechanical Engineering	181	4	1	129	43
6.	Mechatronics Engineering	14	3	1	12	11
<b>Grand total</b>		356	13	3	252	130
<b>DEPARTMENT WISE STATISTICS-ACADEMIC YEAR (2016-2017)</b>						
S.No	B.E & M.E. Degree Programme	Students Strength	No of Students opted for higher studies	No Students opted for business(or) employment	No of students eligible for Private Self placement	No of students for study abroad
1.	Civil Engineering	108	5	0	81	42
2.	Computer Science and Engineering	52	5	0	38	19
3.	Electronics and Communication Engineering	77	1	0	67	47
4.	Electrical and Electronics Engineering	35	0	0	33	26

5.	Mechanical Engineering	161	6	0	141		61
6.	Mechatronics Engineering	30	2	0	22		16
<b>Grand total</b>		463	19	0	382		211

File Description		Document
Link for appropriate web in the Institutional website	<a href="#">View Document</a>	
Link for any other relevant information	<a href="#">View Document</a>	

## 5. CONCLUSION

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### Additional Information :

The college is placed at top 17% in Anna University academic ranking published recently.

The best practices other than listed under criterion 7 are as follows:

1. Tuition Fee Waiver / Concession given by Management to needy and also to meritorious students.
2. Rain water harvesting is practiced.
3. Effective Teaching –learning system is provided through Google classroom and practice of outcome based education.
4. Project based learning is encouraged.
5. Effective Industry Empowerment cell helps in knowledge developement.
6. Monthly scholarship is given to meritorious students.
7. Energy conservation measures are practiced through use of Renewable energy, efforts for carbon neutrality, tree plantation and proper maintenance.

### Concluding Remarks :

Akshaya College of Engineering and Technology (ACET) is a decade old institution and is well managed by a Trust with Philanthropists as its members with an aim to provide quality technical education for needy students particularly from rural background. The Trust has been in supportive of the students, providing fee waiver and scholarships. Many alumni are still in good rapport with the Trust members.

The institution has an excellent serene campus. With its impressive infrastructure, facilities, qualified and experienced faculty members, the institution provides an ideal atmosphere for effectively driving teaching-learning activities.

All the students are well taken care of through various efforts and measures. Being an affiliated institution to Anna University, Chennai, the institution meticulously follows the syllabi and regulation of the University and deliver the academics to the students in the best possible way. Apart from regular academic activities, opportunities are provided for the students to enhance their other technical skills which has evidently reflected in the placements favourably.

Even though the trend in the technical education is very sluggish, ACET wants to make an impact and fly high in the near future with its constant efforts towards continuously improving the teaching – learning process. Accreditation by NAAC will provide an impetus to the institution so as to be competitive in the present environment in which technical education face major challenges.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p><b>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</b></p> <p>1. <b>Academic council/BoS of Affiliating university</b> 2. <b>Setting of question papers for UG/PG programs</b> 3. <b>Design and Development of Curriculum for Add on/ certificate/ Diploma Courses</b> 4. <b>Assessment /evaluation process of the affiliating University</b></p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : Observation accepted, Input edited accordingly.</p>																				
1.2.2	<p><b>Number of Add on /Certificate programs offered during the last five years</b></p> <p>1.2.2.1. <b>How many Add on /Certificate programs are offered within the last 5 years.</b> Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>3</td><td>8</td><td>5</td><td>12</td><td>5</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>7</td><td>4</td><td>9</td><td>3</td></tr></table> <p>Remark : Observation accepted, Input edited accordingly.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	3	8	5	12	5	2020-21	2019-20	2018-19	2017-18	2016-17	0	7	4	9	3
2020-21	2019-20	2018-19	2017-18	2016-17																	
3	8	5	12	5																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	7	4	9	3																	
1.2.3	<p><b>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</b></p> <p>1.2.3.1. <b>Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</b> Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>215</td><td>263</td><td>237</td><td>481</td><td>262</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>263</td><td>296</td><td>621</td><td>240</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	215	263	237	481	262	2020-21	2019-20	2018-19	2017-18	2016-17	0	263	296	621	240
2020-21	2019-20	2018-19	2017-18	2016-17																	
215	263	237	481	262																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	263	296	621	240																	



Remark : Observation accepted, Input edited accordingly.

**1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years**

**1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
421	430	430	428	435

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8	8	8	8	8

Remark : Observation accepted, Input edited accordingly.

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

**1.3.3.1. Number of students undertaking project work/field work / internships**

Answer before DVV Verification : 338

Answer after DVV Verification: 235

Remark : Observation accepted, Input edited accordingly.

**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders**

**1) Students**

**2) Teachers**

**3) Employers**

**4) Alumni**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : Observation accepted, Input edited accordingly.

**1.4.2 Feedback process of the Institution may be classified as follows:**

**Options:**

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: E. Feedback not collected

Remark : Observation accepted, Input edited accordingly.

2.1.1

### **Average Enrolment percentage (Average of last five years)**

#### **2.1.1.1. Number of students admitted year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
140	150	170	280	364

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
120	143	156	273	355

#### **2.1.1.2. Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
339	423	522	552	732

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
339	423	522	552	732

Remark : Observation accepted, Input edited accordingly.

2.1.2

### **Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)**

2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
132	132	141	241	301

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
131	132	138	240	300

2.4.3 **Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

2.4.3.1. **Total experience of full-time teachers**

Answer before DVV Verification : 455.5

Answer after DVV Verification: 6.1

Remark : Observation accepted, Input edited accordingly.

2.6.3 **Average pass percentage of Students during last five years**

2.6.3.1. **Number of final year students who passed the university examination year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
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2.6.3.2. **Number of final year students who appeared for the university examination year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
235	299	380	356	463

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
235	299	379	356	463

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5.8	2.7	4.6	6.2	8.7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
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0	0	0	0	0
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Remark : Observation accepted, Input edited accordingly.

### 3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

#### 3.1.2.1. Number of teachers recognized as research guides

Answer before DVV Verification : 7

Answer after DVV Verification: 8

### 3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

#### 3.1.3.1. Number of departments having Research projects funded by government and non-government agencies during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	2	1	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

#### 3.1.3.2. Number of departments offering academic programmes

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	6	6	6

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	6	6	6

Remark : Observation accepted, Input edited accordingly.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
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1	1	3	2	1
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Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	2	1	1

3.3.2 **Number of research papers per teachers in the Journals notified on UGC website during the last five years**

3.3.2.1. **Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
8	18	4	6	12

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
07	06	01	03	05

Remark : Observation accepted, Input edited accordingly.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	40	16	22	26

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	3	0	2

Remark : Observation accepted, Input edited accordingly.

3.4.2 **Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**

**3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	5	4	2	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : Observation accepted, Input edited accordingly.

**3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years****3.4.3.1. Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	5	5	7	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	3	6	4

Remark : Observation accepted, Input edited accordingly.

**3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years****3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
110	750	483	658	598

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

0	771	343	649	606
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Remark : Observation accepted, Input edited accordingly.

**3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**

**3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
8	48	101	133	19

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : Observation accepted, Input edited accordingly.

**3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**

**3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
13	13	11	11	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	0	3	3

Remark : Observation accepted, Input edited accordingly.

**4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

**4.1.3.1. Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 39

Answer after DVV Verification: 30

Remark : Observation accepted, Input edited accordingly.

4.2.2	<p><b>The institution has subscription for the following e-resources</b></p> <p>1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources</p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : Observation accepted, Input edited accordingly.</p>																				
5.1.2	<p><b>Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years</b></p> <p>5.1.2.1. Number of students benefitted by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>201</td><td>159</td><td>137</td><td>195</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Remark : Observation accepted, Input edited accordingly.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	0	201	159	137	195	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	201	159	137	195																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	0	0	0	0																	
5.1.3	<p><b>Capacity building and skills enhancement initiatives taken by the institution include the following</b></p> <p>1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. ICT/computing skills</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : Observation accepted, Input edited accordingly.</p>																				
5.1.4	<p><b>Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years</b></p>																				



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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
119	112	221	256	36

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	81	98	36

Remark : Observation accepted, Input edited accordingly.

**5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Observation accepted, Input edited accordingly.

**5.2.1 Average percentage of placement of outgoing students during the last five years****5.2.1.1. Number of outgoing students placed year - wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
41	149	151	130	211

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8	14	7	8	13

Remark : Observation accepted, Input edited accordingly.

**5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	1	0	0	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	2	1	1	0

**5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	4	7	11	16

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	2	2	4

Remark : Observation accepted, Input edited accordingly.

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

**5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	26	19	22	17

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	10	12	12	11

6.2.3	<b>Implementation of e-governance in areas of operation</b>  <b>1. Administration</b> <b>2. Finance and Accounts</b> <b>3. Student Admission and Support</b> <b>4. Examination</b>  Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : Observation accepted, Input edited accordingly.																				
6.3.2	<b>Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</b>  <b>6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years</b> Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>3</td><td>4</td><td>2</td><td>1</td><td>3</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>3</td><td>4</td><td>2</td><td>1</td><td>4</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	3	4	2	1	3	2020-21	2019-20	2018-19	2017-18	2016-17	3	4	2	1	4
2020-21	2019-20	2018-19	2017-18	2016-17																	
3	4	2	1	3																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
3	4	2	1	4																	
6.3.3	<b>Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years</b>  <b>6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years</b> Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>6</td><td>4</td><td>2</td><td>1</td><td>18</td></tr></table> Answer After DVV Verification : <table><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	6	4	2	1	18										
2020-21	2019-20	2018-19	2017-18	2016-17																	
6	4	2	1	18																	

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	1	2

Remark : Observation accepted, Input edited accordingly.

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
21	48	35	23	22

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
10	48	35	23	22

Remark : Observation accepted, Input edited accordingly.

**6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)**

**6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0.9	0	0.1	0.3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : Observation accepted, Input edited accordingly.

**7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures**

1. Solar energy
2. Biogas plant

	<p>3. <b>Wheeling to the Grid</b></p> <p>4. <b>Sensor-based energy conservation</b></p> <p>5. <b>Use of LED bulbs/ power efficient equipment</b></p> <p>Answer before DVV Verification : A. 4 or All of the above          Answer After DVV Verification: B. 3 of the above          Remark : Observation accepted, Input edited accordingly.</p>
7.1.4	<p><b>Water conservation facilities available in the Institution:</b></p> <p>1. <b>Rain water harvesting</b></p> <p>2. <b>Borewell /Open well recharge</b></p> <p>3. <b>Construction of tanks and bunds</b></p> <p>4. <b>Waste water recycling</b></p> <p>5. <b>Maintenance of water bodies and distribution system in the campus</b></p> <p>Answer before DVV Verification : A. Any 4 or all of the above          Answer After DVV Verification: C. 2 of the above          Remark : Observation accepted, Input edited accordingly.</p>
7.1.5	<p><b>Green campus initiatives include:</b></p> <p>1. <b>Restricted entry of automobiles</b></p> <p>2. <b>Use of Bicycles/ Battery powered vehicles</b></p> <p>3. <b>Pedestrian Friendly pathways</b></p> <p>4. <b>Ban on use of Plastic</b></p> <p>5. <b>landscaping with trees and plants</b></p> <p>Answer before DVV Verification : A. Any 4 or All of the above          Answer After DVV Verification: B. 3 of the above          Remark : Observation accepted, Input edited accordingly.</p>
7.1.7	<p><b>The Institution has disabled-friendly, barrier free environment</b></p> <p>1. <b>Built environment with ramps/lifts for easy access to classrooms.</b></p> <p>2. <b>Divyangjan friendly washrooms</b></p> <p>3. <b>Signage including tactile path, lights, display boards and signposts</b></p> <p>4. <b>Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment</b></p> <p>5. <b>Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</b></p> <p>Answer before DVV Verification : B. 3 of the above          Answer After DVV Verification: C. 2 of the above          Remark : Observation accepted, Input edited accordingly.</p>
7.1.10	<p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</b></p>

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Observation accepted, Input edited accordingly.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of courses offered by the Institution across all programs during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>444</td><td>449</td><td>449</td><td>442</td><td>451</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>77</td><td>125</td><td>122</td><td>141</td><td>83</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	444	449	449	442	451	2020-21	2019-20	2018-19	2017-18	2016-17	77	125	122	141	83
2020-21	2019-20	2018-19	2017-18	2016-17																	
444	449	449	442	451																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
77	125	122	141	83																	
1.2	<p><b>Number of programs offered year-wise for last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>9</td><td>9</td><td>10</td><td>10</td><td>10</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>9</td><td>10</td><td>10</td><td>10</td><td>10</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	9	9	10	10	10	2020-21	2019-20	2018-19	2017-18	2016-17	9	10	10	10	10
2020-21	2019-20	2018-19	2017-18	2016-17																	
9	9	10	10	10																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
9	10	10	10	10																	
2.1	<p><b>Number of students year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>636</td><td>826</td><td>1094</td><td>1300</td><td>1522</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>623</td><td>826</td><td>1094</td><td>1300</td><td>1522</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	636	826	1094	1300	1522	2020-21	2019-20	2018-19	2017-18	2016-17	623	826	1094	1300	1522
2020-21	2019-20	2018-19	2017-18	2016-17																	
636	826	1094	1300	1522																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
623	826	1094	1300	1522																	

2.2	<p><b>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>234</td><td>292</td><td>360</td><td>381</td><td>505</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>234</td><td>293</td><td>361</td><td>381</td><td>505</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	234	292	360	381	505	2020-21	2019-20	2018-19	2017-18	2016-17	234	293	361	381	505
2020-21	2019-20	2018-19	2017-18	2016-17																	
234	292	360	381	505																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
234	293	361	381	505																	
2.3	<p><b>Number of outgoing / final year students year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>235</td><td>299</td><td>379</td><td>356</td><td>463</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>235</td><td>299</td><td>382</td><td>356</td><td>463</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	235	299	379	356	463	2020-21	2019-20	2018-19	2017-18	2016-17	235	299	382	356	463
2020-21	2019-20	2018-19	2017-18	2016-17																	
235	299	379	356	463																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
235	299	382	356	463																	
3.1	<p><b>Number of full time teachers year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>81</td><td>98</td><td>124</td><td>160</td><td>184</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>72</td><td>69</td><td>60</td><td>54</td><td>50</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	81	98	124	160	184	2020-21	2019-20	2018-19	2017-18	2016-17	72	69	60	54	50
2020-21	2019-20	2018-19	2017-18	2016-17																	
81	98	124	160	184																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
72	69	60	54	50																	
4.2	<p><b>Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>386.3</td><td>615.1</td><td>723.3</td><td>693</td><td>892.7</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>26.8936</td><td>48.1987</td><td>57.1732</td><td>52.4039</td><td>4.94040</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	386.3	615.1	723.3	693	892.7	2020-21	2019-20	2018-19	2017-18	2016-17	26.8936	48.1987	57.1732	52.4039	4.94040
2020-21	2019-20	2018-19	2017-18	2016-17																	
386.3	615.1	723.3	693	892.7																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
26.8936	48.1987	57.1732	52.4039	4.94040																	