SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ADHI COLLEGE OF ENGINEERING AND TECHNOLOGY

NO. 6, MUNU ADHI NAGAR, SANKARAPURAM, PULIAMBAKKAM POST,
NEAR WALAJABAD, KANCHIPURAM- 631605
631605
www.adhi.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Adhi College of Engineering and Technology (ACET) was established in the year 2008, is a non profitable, and non-minority institution. The trust comprises a team of highly respected and recognized professionals in the field of academics, management and industry, dedicated to creating an institution imparting quality technical education. ACET is a self -financing college approved by the AICTE, New Delhi, affiliated to Anna University and Accredited by NAAC, is located near to the industrial town Oragadam, which has close proximity to Chennai, Tamil Nadu. The college offers 6 Undergraduate Programmes in the fields of Artificial intelligence and Data science, Computer Science and Engineering, Information Technology, Mechanical Engineering, Electrical and Electronics Engineering and Electronics and Communication Engineering and a PhD programme. ACET is continuously striving towards achieving its goal of imparting skill oriented value base quality education to its students with rural and semi urban background that constitute the major part of its students to strength.

Vision

To become a benchmark of excellence in thrust areas of higher education in a global context.

Mission

To impact knowledge through quality education.

To create a sustainable teaching-learning ambience for honing skills to achieve in a global scenario.

To prepare young minds for the challenges of an aspirational society through a holistic education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Management having a strong vision, desire and commitment towards developing the physical and human infrastructure of the Institute.
- Decentralization and participative hierarchy in administration, academics and finance
- Devoted and well retained dedicated faculty members.
- Effective Teaching and Learning Process.
- World class infrastructure, spacious laboratories equipped with ultra modern instruments, ultra modern ICT facilities.
- Library has large number of books, journals, magazines, e journals of national and international repute.
- Students clubs for Cultural, Environmental, Sports, English, Mathematics, Physics, NSS, NCC, YRC, Yoga, Anti ragging, Placement Cell and IAS Academy.
- Community Service: NSS organizes various community service activities such as blood donation

camps, cleanliness drives, tree plantation, health and hygiene awareness programs, and visits to orphanages and old age homes.
- Participation of Students and laurels won at International and National level.

Institutional Weakness

- Constraints in updating curriculum being an affiliated Institute.
- Being in rural area, extreme efforts needs to be put to call companies for placements.
- The demand and rush towards IT Sector has caused aim balance in admissions of core engineering branches.

Institutional Opportunity

- Achieving higher grades and achieve autonomous status
- Collaboration with reputed national/international universities and institutes.
- Apply for Schemes funded by organizations like, DBATU, AICTE, UGC and DST

Institutional Challenge

- Attraction of Metro Cities in students' community.
- Financial capacity related issues of students in paying their annual college fee.
- Increasing the percentage of placing students.
- Counseling and increasing the number of students appearing for competitive examinations.
- Counseling and attracting students for admissions in core branches.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Institute is dedicated to providing the right learning opportunities for its students to prepare them as industry-ready engineers. This commitment is crucial in ensuring that students not only acquire theoretical knowledge but also develop practical skills that are in demand in the professional world. The College is being affiliated to Anna University, Chennai and follows the Curriculum and Syllabi Prescribed by the University. The Academic calendar is framed by the institute reflects University's academic calendar and includes curricular, co-curricular, extracurricular activities. Academic-Calendar and Teaching-plans and internal assessment exams are strictly followed and are audited regularly. Well defined mechanism for planning, execution and monitoring of curriculum and value added courses to enhance the skills of students towards industry expectations and competitive examinations. The curriculum imparts transferrable and life skills through subjects such as Human Values and Professional Ethics, advancement courses, Skills Development courses - Soft skills, Communication skills and Technical skills, Economics and Finance and co-curricular activities which train students in all aspects, striving towards technological and human excellence. The curriculum also includes, Vertical courses in different domains, Theory cum practical courses, Mini projects, laboratory and project work, technical report writing, and training in latest software's and technologies which is offered under technical skills. The core subjects in the curriculum provide technical knowledge in the chosen program. The success of

curriculum design and development through tangible outcomes related to employability and academic progression. The increase in net selections in placements is a direct indicator of the effectiveness of the curriculum in preparing students for the workforce. Gradual improvement in the average pay-package is another measurable outcome that reflects the perceived value of the education provided. This holistic approach aims at developing not only technical proficiency but also ethical awareness, communication skills, and a broader understanding of the industry and society. The feedback system is executed through online by IQAC. The curriculum proposals feedback received from various stack holders such as students, teachers, alumni, employer, are reviewed and supports to improve the teaching learning process.

Teaching-learning and Evaluation

Teaching involves the intentional facilitation of **Learning,** and **Evaluation** is the process of assessing the effectiveness of both teaching and learning. The dynamic interplay between these elements is crucial for creating a successful educational experience.

The faculty at Adhi College of Engineering & Technology skilfully harmonizes the roles of teaching and research. Particularly noteworthy is their commitment to prioritizing teaching in departments with a substantial representation of students from socially weaker sections, a distinctive practice setting the college apart from others.

Recognizing the linguistic challenges faced by students educated in regional mediums, the college takes a proactive approach by offering complimentary coaching to enhance both written and spoken English skills. Faculties seamlessly integrate traditional teaching methods with modern aids, adopting an engaging and dynamic learning environment. The commitment to effective teaching is evident through the precise preparation of lecture plans and maintenance of weekly logs, providing a comprehensive record of classroom transactions.

Faculty members actively engage in professional development through Orientation and Refresher courses. The college places a premium on student feedback, ensuring that teaching remains student-centric and aligns with evolving educational needs. The Internal Quality Assurance Cell plays a vital role in conducting quality audits and implementing targeted programs to elevate the overall quality of teaching.

Adhi College recognizes and addresses the diverse learning needs of its students through organized remedial classes for those facing challenges in coping with coursework. The strategic use of Information and Communication Technology (ICT) ensures a 24x7 learning environment, promoting accessibility to educational resources.

Under the Choice Based Credit System (CBCS), students benefit from a surplus of optional courses within their respective departments and across disciplines. This not only enriches their academic journey but also fosters a broad intellectual outlook. To further encourage this holistic perspective, students are mandated to enrol in at least one course unrelated to their major area of study every semester.

The evaluation process is characterized by transparency, featuring a continuous assessment system comprising written examinations, class seminars, and assignments. This commitment to excellence, inclusivity, and continual improvement underscores Adhi College's dedication to providing a comprehensive and enriching educational experience.

Research, Innovations and Extension

Staff of the institute regularly participates in research development and consultancy activities. Good amount of grants are received to institute from Government and non-governmental agencies for consultancy / research projects/ endowments during the last five years and many more. The Institute has Research Labs for Mechanical and Electronics & Telecommunication engineering, also it has state of art, under which different activities related to Innovations are being carried out. Institute regularly conducts workshop/ FDPs and Expert lectures, Innovation and Ideation. Students have participated in different international and National competitions and won the laurels too. Staff member regularly publishes papers and participates in FDP, workshop and conferences. Faculties are having patents and copyrights registered against their name Institute member of National Digital Library of India (NDLI) Club and conducted events for faculties and students. Institute's NPTEL Local chapter encourages enrolment of students in courses related to Innovation, Intellectual Property Rights and Entrepreneurship. Students are participating in various Hackathon. Institute regularly arranges outreach activities to make the best possible effort to bring about social and economic transformation of neighborhood community and sensitize the students to social issues for their holistic development. Many prestigious organizations have conferred awards on institute as well as staff members of the institute for extraordinary contribution in technical, administrative, environmental and social fields. Institute is working hard for holistic development of students by signing MoUs and making linkages with institutions and industries.

Infrastructure and Learning Resources

Institute comprises of spacious *building* facilities for each department, administration, amenities and well planned beautiful landscaping that are utilized to assist the students to innovate, impart team spirit and have competence to face the global challenges and become the contributing members of modern society. The college firmly believes that the adequate infrastructure facilities will afford ample of opportunities for both the faculty and the students' academic development. The facilities are more available than the requirement prescribed by AICTE and Anna University. The instructional (classrooms, laboratories, library, seminar halls, auditorium, computer centers, etc.,) facilities are surplus. The institute has **laboratories** are fully equipped with latest equipments. The computing facilities of the college cater to the needs of faculty and students to foster an effective Teaching Learning Process. The main **library** with an area of 620 Square meters with a seating capacity of 150 is maintained. The digital library is equipped with personal computers that are connected with Wi-Fi and LAN for fast access of the Internet for streaming NPTEL lectures and using e-Resources for the benefit of its users. The institute has thirty-eight class rooms. The **classrooms** are spacious and fully ventilated. LCD projectors, smart class rooms with internet facility, well-equipped laboratories Seminar Hall, Auditorium, Department Library, Reading Room and Main Library are asserted. The institute is equipped within door and outdoor sports facilities. Twenty four hours power backup is provided with Dedicated HV Line and enough generators for uninterrupted power supply throughout the seasons. The Institute conducts various co-curricular and extracurricular activities. Open amphitheatre and closed auditorium with Modern facilities is also there. Infrastructure and Learning Resources are well maintained.

Student Support and Progression

Excellent students support mechanism is continuously provided by the institute. Eligible students are supported with different government and non-government scholarships as per state and central government norms. Capacity development and skills enhancement activities in the areas of Soft skills, Language and

communication skills, Life skills (Yoga, physical fitness, health-hygiene and self employment and entrepreneurship) and Latest trends in Technology. Fully functional Training, placement and entrepreneurship cell regularly holds activities to guide students about competitive examinations and career counseling. Many students are benefitted by these activities. Startups are initiated by students. Students are constantly motivated to participate in sports and cultural activity. Transparent mechanism is there for addressing of student grievances including sexual harassment and ragging cases. Anti Ragging, Internal Complaint and women grievance Committees are formed and effectively functional. Women's Development Cell regularly arranges activities to address various issues related to female staff and students. Good volume of students has found their career path through the efforts of Training, placement and entrepreneurship cell. Cell has given ample placement opportunities, trainings and incubated many ideas. The alumni association was registered. Institute regularly arranges activities through alumni cell to pave an opportunity for the alumni to meet other alumni and cherish their past experiences and moments with existing students.

Governance, Leadership and Management

Adhi College of Engineering and Technology has a well-defined Vision and Mission that discourses the requirements of all its stakeholders. Adhi College of Engineering and Technology was established with a prime objective of providing quality education . The governance and management of the institute is decentralized, democratic and the leadership is participatory. The institute has various committees for disseminating the power and authorities. The functions of the institution and its academic and administrative units are governed by the principles of Decentralization and Participative management Teachers, students and other stakeholders of the institute are involved in the decision making and policy implementation process through various platforms and committees. The institute has implemented e-governance in areas of admission, administration, finance and accounts and examination etc. Effective deployment of the institute perspective plan can be seen from the overall growth of the institute during previous years. The organizational structure of the institution is headed by the Management. The Governing Body is constituted as per the guidelines of competent authorities. As per the guidelines are given by the management, academic and administrative departments are led by the Principal, and Head of Departments. Internal Quality Assurance cell (IQAC) chaired by the Principal works to monitor the quality of education in the institution. Regular meetings of IQAC were held. Internal and external academic audits are done. The institution has effective welfare measures for teaching and nonteaching staff like gratuity, group insurance, maternity leaves etc and avenues for career development/progression. Financial support is provided to staff to attend conferences/workshops. Members of teaching and non-teaching staff regularly participate in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs. Institution has strategies for mobilization and optimal utilization of resources and funds and it also conducts regular financial audits.

Institutional Values and Best Practices

The institute conducts regular gender equity promotion programs. Guest speakers from prominent fields are invited to speak on the various topics, which highlights the importance and contribution of women in society. Adhi College of Engineering and Technology has constituted a Women's Grievance Cell. Institute is keen on providing equal opportunities to all individuals irrespective of gender, religion, national or social origin, birth or other status. Equal opportunity is given to girls students in all sorts of programs and activities arranged at the Institute. women staff members are there on different committees handling the important responsibilities in the

Institute. The institute has adopted various measures to maintain a green campus through plantation. Categorization of plantation is also done and signage is displayed. Clean and filtered drinking water facility is available in the campus. Institute is having ground water recharging pits for terrace water and surface water. Rain water of terrace is diverted to the ground water recharge pits. The institute every year organizes a number of functions in the campus to boost tolerance and build cultural, regional, linguistic, and communal socio economic harmony. The institute is recognized for its distinctiveness in creating a miyawaki forest inside the college campus.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ADHI COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	No. 6, Munu Adhi Nagar, Sankarapuram, Puliambakkam Post, Near walajabad, Kanchipuram-631605
City	Kanchipuram
State	Tamil Nadu
Pin	631605
Website	www.adhi.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	DEVARAJU A	044-27290096	9789133629	044-2729009 6	principal@adhi.edu .in
IQAC / CIQA coordinator	Paranthaman	044-27290097	9952971485	044-2729009 7	vp@adhi.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 minroity institution	No

Establishment Details

State	University name	Document
Tamil Nadu	Anna University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	10-08-2018	View Document
12B of UGC	10-08-2018	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	11-06-2023	12	
AICTE	View Document	11-06-2023	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	No. 6, Munu Adhi Nagar, Sankarapuram, Puliambakkam Post, Near walajabad, Kanchipuram- 631605	Rural	10.43	21996

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	BTech,Computer Science Engineering,Information Technology	48	HSC	English	60	60
UG	BTech,Computer Science Engineering, Artificial intelligence and Data Science	48	HSC	English	60	60
UG	BE,Computer Science Engineering,Computer Science and Engineering	48	HSC	English	60	60
UG	BE,Electronics And Communication Engineering,Electronics and Communication Engineering	48	HSC	English	60	58
UG	BE,Electrical And Electronics Engineering,Electrical and Electronics Engineering	48	HSC	English	60	32
UG	BE,Mechanical Engineering,Mechanical Engineering	48	HSC	English	60	19
Doctoral	PhD or DPhil	48	HSC	English	6	4

| (Ph.D) | ,Mechanical Engineering, Mechanical Engineering | | | | | | | | | | | |

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	9				17				52			
Recruited	6	3	0	9	6	1	0	7	31	21	0	52
Yet to Recruit	0				10				0			
Sanctioned by the Management/Society or Other Authorized Bodies	9				17				71			
Recruited	6	3	0	9	6	1	0	7	42	29	0	71
Yet to Recruit	0				10				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				73
Recruited	43	30	0	73
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				78
Recruited	43	30	0	73
Yet to Recruit				5

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				12
Recruited	10	2	0	12
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	10	2	0	12
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/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	6	3	0	6	1	0	0	0	0	16
M.Phil.	0	0	0	0	0	0	9	3	0	12
PG	0	0	0	0	0	0	31	28	0	59
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	2	0	0	0	0	4
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	7	5	0	12

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	195	0	0	0	195
	Female	94	0	0	0	94
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	4	0	0	0	4
	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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	20	32	20	5
	Female	17	16	16	9
	Others	0	0	0	0
ST	Male	2	2	0	0
	Female	0	2	0	0
	Others	0	0	0	0
OBC	Male	176	182	103	76
	Female	74	123	64	84
	Others	0	0	0	0
General	Male	5	14	8	21
	Female	4	8	3	10
	Others	0	0	0	0
Others	Male	0	1	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		298	380	214	205

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution aims to be forward-thinking, anticipating and preparing for future trends and challenges. This could involve staying abreast of technological advancements, adapting curriculum to meet future industry needs, and fostering a culture of innovation. CBCS allows student to choose interdisciplinary, multidisciplinary, advancement, interdisciplinary courses and skill oriented papers like emerging technology PMKVY according to learning of interest. The provision of these courses encourages a culture of lifelong learning among students. It instills the idea that education is a continuous process, and individuals should be proactive in acquiring new skills throughout their careers A multidisciplinary approach combines knowledge and skills from several academic disciplines to address complex issues and difficulties. Rather than studying each academic topic separately, a multidisciplinary approach focuses on connecting them.
2. Academic bank of credits (ABC):	YES. Institution having account in ABC. An Academic Bank of Credits typically refers to a system where academic credits earned by students are stored in a centralized repository. These credits are usually transferable and can be accumulated overtime. The Concept aligns with the broader philosophy of credit accumulation and transfer systems or credit bank systems
3. Skill development:	The curriculum under the 2021 regulation seems to have a well rounded approach that includes courses addressing not only technical aspects but also the development of humanistic, ethical values, life skills, and legal considerations. Training programs and guest lectures can be designed to focus on fostering a positive mindset. Positive psychology principles, motivational talks, workshops, PMKVY and various programs can contribute to building a positive and optimistic outlook among students. There is an active Skill Development Club and many activities are conducted on enhancing the technical and non-technical skills of students. NSS & NCC social activities can contribute to helps in acquiring leadership qualities and democratic attitude among students. It develops a sense of involvement in the task of nation building. Naan Mudhalvan Scheme also can be designed . The main purpose of the Naan

	Mudhalvan scheme is to provide free skill development training to unemployed youth in Tamil Nadu and create a skilled workforce in the state. NPTEL course aims to cause a basic awareness about the significance of soft skills in professional and inter-personal communications and facilitate an all-round development of personality. Hard or technical skills help securing a basic position in one's life and career. But only soft skills can ensure a person retain it, climb further, reach a pinnacle, achieve excellence, and derive fulfilment and supreme joy. Soft skills comprise pleasant and appealing personality traits as self-confidence, positive attitude, emotional intelligence, social grace, flexibility, friendliness and effective communication skills. Java can be designed to students for use Java to construct applications in laptops, data centres, game consoles, scientific supercomputers, cell phones, and other devices. NDT course can be designed to students for use of Non-Destructive Testing plays a vital role in numerous Industries, including manufacturing, aerospace, oil and gas, and construction. It ensures that materials, components, and structures meet required quality and safety standards without causing any damage.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Students are encouraged to apply for internships and projects based on Indian Knowledge System. Heritage of Tamils & Tamils and Technology can be taught to students. Both the courses will provide an insight into the rich culture and heritage of the State, the brilliant engineering techniques used by our ancestors to construct architectural wonders, and the scientific progress made by ancient Tamils. Both the subjects are compulsory for all engineering students, irrespective of their streams. Heritage of Tamils will be taught in the first semester, Tamils and Technology will be taught in the second semester. Students along with Faculty went to Dakshinachitra heritage museum at yearly once. The museum is a center for living traditions of art, folk performing arts, and crafts set up with the objective of preserving and promoting South India's heritage traditions of art, folk performing arts, and crafts set up with the objective of preserving and promoting South India's heritage and culture. Special programmes feature dances, crafting of necklaces, basket weaving, and puppet shows. It gives more ideas to students about their culture and culture. Special programmes feature

	dances, crafting of necklaces, basket weaving, and puppet shows. It gives more ideas to students about their culture.
5. Focus on Outcome based education (OBE):	The institution recognizes the importance of both direct and indirect assessment methods. Direct methods may include exams, projects, or presentations directly aligned with learning outcomes, while indirect methods could involve surveys, feedback, or observations to gauge overall student development in ACET. Mapping is highlighted as a crucial aspect of OBE, particularly for calculating attainment percentages. This involves aligning instructional activities, assessments, and feedback mechanisms with the intended course outcomes. Outcome-based education (OBE) is education in which an emphasis is placed on a clearly articulated idea of what students are expected to know and be able to do, that is, what skills and knowledge they need to have, when they leave the college system. The kinds of activities like Course committee meeting, seminars, Group discussion and Quiz which gave multi knowledge among students. The main Purpose of Class committee meeting is resolving difficulties experienced by students in the classroom and in the laboratories. Evaluating the performance of the students of the class after each test and finding the ways and means of improvement. The purpose of a seminar is to enable students to improve their knowledge and understanding of a topic by engaging with key issues. Leading a discussion group is not the same as running a meeting. It's much closer to acting as a facilitator, but not exactly the same as that either. A quiz is a quick and informal assessment of student knowledge.
6. Distance education/online education:	The institution could not conduct the distance education. In covid time the institution conducted the online class for students welfare. Through online courses, students can gain the knowledge. Online courses like Naan Mudhalvan Scheme & NPTEL program conducted. MACHINE LEARNING ELECTRIC VEHICLE SMART GRID CLOUD ESSENTIALS AND FULL STACK

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, students co-coordinator (Generally from 3rd year) are appointed every year and they act as the coordinator for the particular academic year. Two senior faculty members such as NSS Programme Officer and NCC officer acting as faculty coordinators.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The college ELC is actively involving in various innovative programmes (which was guided by the district election administration) such as conducting various competitions to the student's community like elocution, slogan writing, awareness painting, essay and poem writing (through both the online and offline mode) that, make them to understand the different stages and the process involved in our election machinery. The ELC members along with NSS volunteers support the district election administration (Friend of Police duty) to conduct the election in smooth and peaceful manner during the election day.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Our college ELC along with NSS volunteers actively involved in promoting electoral literacy among the student's community as well as the society, so that there is good voter turnout in the public elections including parliament, legislative and local body elections. College ELC conducts election awareness rally every year with placards and pamphlets which motivate the public to casting their votes with honest and without fail. ELC members and the students are taking pledge every year to ensure a fair election.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	With the effect of college ELC, student have enrolled in "Special Registration Drive" with in the college campus with the District Election Administration (Electoral Registration Officer) this will facilitate the students to register Form 6 which is needed to attain the voter ID and casting their franchise.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1008	978	938	1004	1049

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 157

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
86	87	91	97	108

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
322.60	181.36	141.02	387.72	452.60

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

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

Response:

The ADHI College of Engineering and Technology started in 2008, situated in the Industrial area of Oragadam, Walajabad, Kanchipuram Dt. Our College is affiliated to Anna University, Chennai, and approved by AICTE, New Delhi. Currently, we offer six Undergraduate Programmes such as B.E. Computer Science Engineering, B.E. Electrical and Electronics Engineering, B.E. Electronics and Communication Engineering, B.E. Mechanical Engineering, BTech Artificial Intelligence and Data Science, BTech Information Technology Also, we offer one Post graduate programme such as M.E. Engineering Design, which comprises of well experienced teaching and non-teaching staff members. Our enthusiastic faculty members keep themselves up to date with current technology and trends by attending national and international conferences, workshops, Skill development Programmes, and seminars. Our faculty motivates the students to take up online courses, add-on courses, and Value Added Courses to make them more competitive in the current scenario. The faculty also motivates our students to participate in technical events such as paper presentations, project presentations, quizzes, design challenges, and hackathons which gives our students a happy learning environment in our college. Our Institution strictly adapts the curriculum and syllabi prescribed by Anna University, Chennai. With the help of the academic schedule prescribed by Anna University, the various academic activities were planned by the academic council members of our college and it will be published as an institution's academic calendar. This academic calendar comprises of various activities such as the schedule of internal assessment tests, class committee meetings, and completion of the syllabus so that faculty can plan their co-curricular work accordingly. Faculty are allotted theory and practical courses based on their qualification, expertise, and willingness. Faculty once allotted theory and practical subjects will be preparing the course plan adhering to the institution's academic calendar and class timetable, faculty attending one-to-one meetings before the class begins. Our institution follows a well-systematic examination process, where standard question papers setting incorporated using Bloom's taxonomy, which will be prepared by the subject-handled faculty, Verified by heads of the department well-planned hall arrangements for internal assessment tests, circulation of attendance sheets during the test, well prompt evaluation process by the subject handled faculty and dispatch of evaluated answer sheet to students, we have verification committee to verify the evaluated internal assessment papers and test report to parents were followed. For every subject handled faculty will be maintaining the Log-Book for attendance, Course file for theory subject which includes, the Students name list duly signed by the class

in charge, HOD and Principal, Syllabus copy, Course Objectives, Course Outcomes, CO-PO mapping, Course delivery plan, content beyond the syllabus, Time Table (Class Timetable, Individual Faculty Timetable), Internal Assessment question paper, Internal Assessment Test Mark Analysis, GAP analysis, Question Bank, Previous year question papers, end semester question paper, QP feedback. Then, the course file for the laboratory course includes the log Book for attendance, the Student name list duly signed by the class in charge, HoD and Principal, Syllabus copy, Batch Details, and Practical plan.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 32

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 59.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
669	789	483	518	519

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

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

Response:

Professional Ethics:

The Anna University inclusion of courses on Professional Ethics and Human Values in the curriculum reflects a commitment to developing well-rounded and responsible individuals in addition to technically skilled professionals. Though it is a part of curriculum, College takes tremendous efforts to integrate moral and human value based topics and conducts various skill development programs through placement cell for enhancing and improving their personality traits.

The curriculum may include case studies and discussions to help students develop the skills to make ethical decisions in complex situations. This is particularly important in professions where ethical considerations play a significant role. Courses on professional ethics help students become aware of ethical issues and dilemmas they may encounter in their professional lives. This includes understanding the ethical implications of decision-making in various situations. Students learn about the professional codes of conduct and ethical standards specific to their field. This knowledge is crucial for maintaining integrity and accountability in their professional roles.

Human values education often emphasizes interpersonal skills, effective communication, and teamwork. These skills are essential for a collaborative and harmonious work environment.

The Women Empowerment:

Gender equality is a fundamental principle that advocates for equal rights, opportunities, and treatment regardless of gender. In the context of our educational institution ADHI COLLEGE OF ENGINEERING AND TECHNOLOGY created Women's Grievance committee for promoting gender equality is essential for creating a fair and inclusive learning environment. In connection with Ensure that both male and female students have equal access to educational resources, facilities, and opportunities.

Our College CEO is a woman and she is committed to promoting gender equality within the organization, there are several strategies she can employ to foster an inclusive and equitable workplace. Encourage and mentor women within the organization to take on leadership roles. Always our CEO encourage open communication and provide a platform for employees to voice concerns or suggestions related to gender equality. Every Year College celebrates International women's day with active students and faculty participation.

Environment & Sustainability:

Adhi College of Engineering and Technology is committed to environmental sustainability and fostering a green campus ethos. To enhance biodiversity and create green spaces, the college established Miyawaki Forests, with one featuring 1000 saplings within the ACET Campus. These forests serve as vibrant ecosystems, promoting biodiversity, improving air quality, and enhancing the overall aesthetic appeal of the campus.

By incorporating nature-centric initiatives like Miyawaki Forests, ACET demonstrates its dedication to preserving natural resources and cultivating a conducive learning environment that prioritizes sustainability and the well-being of its students and staff.Rain water harvesting system is implemented to recharge the ground water collecting by ground and roof top. RO system is used in our campus to provide clean drinking water. ACET is a green campus, focuses on energy efficiency by preserving natural recourses for healthy living and a good learning environment.

National Service Scheme:

Adhi College of Engineering and Technology boasts an active National Service Scheme (NSS), fostering a culture of community service and social responsibility. Through various initiatives and projects, NSS engages students in meaningful service activities, promoting personal development and societal impact while instilling values of empathy and civic engagement.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 52.38

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

Response: 528

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 61.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
298	380	214	205	234

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

2022-23	2021-22	2020-21	2019-20	2018-19
414	438	438	438	438

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 65.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
219	249	171	156	181

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

2022-23	2021-22	2020-21	2019-20	2018-19
286	302	302	302	302

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 11.72

2.3 Teaching- Learning Process

2.3.1

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

Response:

Adhi College of Engineering and Technology provides a cutting-edge learning environment for its students. The institution has 38 classrooms equipped with projectors and high-speed internet, ensuring a technologically enriched educational experience. In addition, three seminar halls, each furnished with state-of-the-art ICT tools. These facilities are designed to accommodate and enhance a diverse range of events, including seminars, workshops, symposiums, and conferences.

Experimental Learning: The institution places a strong emphasis on experiential learning to equip students with the latest industry knowledge. Internships are actively encouraged at the end of each semester, providing students with practical exposure. Industrial visits are organized during the semester, exposing students to real-world industrial environments and keeping them informed about market trends. State-of-the-art lab equipment is provided to enable students to understand and apply the latest trends in the industry.

Participative Learning: Adhi College promotes participative learning by encouraging students to participate in international conferences and symposiums, fostering an understanding of the latest developments in research. Moreover, students are motivated to organize seminars, symposiums, and conferences, enhancing their leadership qualities. The institution goes beyond the curriculum, allowing students to engage in activities such as NSS, NCC, and life skills like Yoga, promoting societal responsibility.

Problem Solving Methodologies: Faculty members actively engage students in mini-projects and projects to address gaps in their respective fields. Special courses, as value-added additions to the curriculum, are offered to prepare students for the competitive job market. Special attention is given to challenging subjects through tutorials, enhancing students' problem-solving methodologies to develop essential skills, leadership qualities, and a sense of societal responsibility, preparing them for success in their future endeavours.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
86	87	91	97	108

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

2.4.2

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

Response: 18.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	18	15	17	23

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Adhi College of Engineering and Technology places a strong emphasis on an open and comprehensive evaluation process to ensure the academic progress and development of its students.

Under the guidance of the head of the department, frequent department meetings are conducted with faculty members to streamline and effectively carry out the evaluation process. This collaborative approach ensures that the evaluation methods align with the academic goals and standards set by the institution. Regular internal assessments are conducted to gauge students' understanding of the coursework. Periodic slip tests are administered to assess students' grasp of specific topics and their ability to apply acquired knowledge in a focused manner.

Internal Assessment Test / Model Examination

Adhi College of Engineering and Technology places a significant emphasis on the Internal Assessment Test/Model Examination as part of its comprehensive evaluation process. The college is committed to maintaining transparency and reliability in this process. The schedule for internal exams is communicated well in advance and is prominently displayed on notice boards. This ensures that students are informed and adequately prepared for upcoming assessments. After the internal exams, students receive timely feedback on their performance. If a student scores low marks, counselling sessions are organized to understand the challenges they may be facing and to provide necessary support for improvement. In cases where students' performance is a concern, parents are promptly informed. This open line of communication helps keep parents involved in their child's academic progress and facilitates collaborative efforts to address any academic or behavioural issues. Regular class committee meetings are conducted to discuss a wide range of academic and non-academic issues. resolution of challenges and issues, contributing to the overall well-being and academic success of the students.

University Theory Examinations:

For conducting Anna University Theory Examinations, the Exam Cell accepts responsibility for critical tasks such as invigilation duties, meticulous seating arrangements within the examination hall, and the efficient distribution of hall tickets. The seamless execution of these duties is ensured to adhere to the standards set forth by the university. The Chief Superintendent meticulously delivers sealed covers to the Zonal Office through the University Representative, maintaining the integrity of the examination process.

Students' Grievances:

In the aftermath of result announcements, the students who concerns about the appropriateness of the grades awarded, they are afforded a structured recourse. A formal request for reprints can be made, allowing students to obtain photocopies of their evaluated answer sheets within a stipulated timeframe. In the event that dissatisfaction persists even after reviewing the photocopies, students retain the option to request reassessment. This application is then forwarded to the University for careful reconsideration.

Furthermore, students possess the option to initiate a challenge valuation, presenting an additional avenue for addressing concerns post-revaluation. The Controller of Examinations (COE) at Anna

University serves as the arbiter for addressing complaints related to the Anna University Examination. This encompasses handling requests for photocopies, revaluation processes, and reviews of the results received, ensuring a fair and transparent mechanism for resolving student grievances.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Adhi College of Engineering and Technology stands as a hub of academic excellence, offering six dynamic undergraduate courses: Computer Science Engineering, Artificial Intelligence and Data Science, Information Technology, Electrical and Electronics Engineering, Electronics and Communication Engineering, and Mechanical Engineering. Additionally, the institution houses a cutting-edge research centre dedicated to Mechanical Engineering. Aligning with Anna University, Chennai, the college upholds a commitment to academic progress by precisely adhering to the university's curriculum and syllabus.

The educational framework at Adhi College is distinguished by its meticulous definition of Program Specific Outcomes (PSOs), Course Outcomes (COs), and Program Outcomes (POs). These elements are thoughtfully crafted in harmony with the unique vision and mission of each department, along with the guiding principles of Bloom's Taxonomy—an educational framework aimed at achieving complete learning goals.

In the realm of COs, the basics of engineering, enduring discipline-specific knowledge, requisite abilities, and the anticipated level of learning at the culmination of each course are clearly articulated. The university provides Course Outcomes, forming the bedrock upon which PSOs and POs are developed. Remarkably, every program boasts five to six course outcomes, meticulously communicated and discussed in meetings before receiving approval.

Ensuring transparency and informed engagement, the college shares the entire syllabus, learning goals, and assessment schedules with its students. Recognizing the importance of skills beyond academics, the institution places special emphasis on job-oriented, skill-oriented, and entrepreneurship-oriented skill development training courses.

The commitment to outcomes is not confined within the academic walls. The college proudly showcases its Program Outcomes, Program Specific Outcomes, and Course Outcomes on its website, ensuring

accessibility to instructors and students alike. Further, these outcomes are prominently displayed throughout the campus, fostering awareness, and understanding among professors, students, and the general public.

Adhi College employs diverse channels, including student/employer/alumni feedback forms and survey forms, to disseminate outcomes information. Additionally, this valuable data is integrated into essential documents such as the Academic Calendar, Class Committee Meeting records, Parents-Teachers Meetings, Tutorials, Assignments, Observations, and Record and Test Notebooks.

Faculty members actively engage with students to cultivate awareness about COs, POs, and PSOs during interactions. The leadership, including the HOD, faculty members, class in charge, tutors, and course coordinators, collectively reinforces the significance of achieving outcomes, underscoring their commitment to moulding graduates equipped with broad professional accomplishments—embodied in the Program Outcomes. These outcomes encapsulate the interconnected knowledge, skills, and personality traits that students must acquire, ensuring a comprehensive and transformative educational journey at Adhi College of Engineering and Technology.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The achievement of Program Outcomes (POs) and Program Specific Outcomes (PSOs) is intricately woven into the fabric of our academic curriculum. Every course is meticulously structured with clearly defined Course Outcomes (COs), and these are strategically aligned with the overarching POs and PSOs. Each CO serves as a specific, measurable objective designed to contribute to the fulfilment of broader program goals.

To ensure a comprehensive understanding of our students' performance, we employ a set of rigorous performance evaluation criteria. These criteria, finely tuned for quantitative assessment, enable us to objectively measure the success of each Course Outcome. The implementation of these evaluation standards not only provides a nuanced insight into the proficiency of individual courses but also serves as compelling evidence of the successful achievement of the overarching Program Outcomes and Program Specific Outcomes.

In essence, the attainment of Course Outcomes serves as a tangible manifestation of our commitment to delivering a holistic and impactful educational experience. It underscores the direct link between the

micro-level achievements within each course and the macro-level objectives encapsulated in our broader Program and Program Specific Outcomes. This holistic approach not only enriches the educational journey of our students but also reinforces our dedication to producing well-rounded graduates equipped with the knowledge, skills, and attributes outlined in our educational outcomes.

Direct Assessment methods:

Continuous Assessment: COs are rigorously evaluated through Sessional & Assignment Examinations, Home Assignments, and Lab records. Faculty meticulously map COs against each question, conducting a detailed CO analysis documented in the Faculty Course Assessment Report (FCAR). The contribution of COs is assessed at varying levels (high, moderate, low) in relation to the attainment of POs/PSOs.

Semester-end Theory Examinations: Questions in these examinations comprehensively cover all COs, spanning varying levels of Bloom's Taxonomy.

Laboratory Records: Both continuous and semester-end examinations are employed to assess the attainment of COs in practical settings.

Indirect Assessment Methods:

Programme – Exit Survey: Conducted among final-year students upon completing their B.Tech program, this survey serves as a holistic feedback mechanism for assessing POs/PSOs.

Alumni Survey: Annually conducted through Google links or email, this survey gathers inputs and suggestions from alumni regarding the attainment of POs in real-time societal environments.

Employer Survey: Feedback from employers is solicited to measure the attainment of POs, ensuring alignment with industry expectations.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 93.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
192	212	326	252	182

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

2022-23	2021-22	2020-21	2019-20	2018-19
205	221	334	268	217

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 10.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.4	2.73	0	5.5	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Adhi College of Engineering and Technology is committed to fostering innovation and practical application of knowledge. To achieve this, we offer extensive facilities for both students and faculty members to engage in projects that contribute to the betterment of society. Adhi College of Engineering and Technology (ACET) has established a research environment to promote research projects, innovation, knowledge creation, knowledge transfer, and skill development among the students and faculty members. The primary objective of the research centre is to foster academic excellence and develop industrial skills through innovative learning programs. It provides a platform for bridging the gaps between academia and industry, allowing both parties to benefit from each other's expertise, resources, and knowledge.

The programs related to Research and Development (R&D), Intellectual Property Rights (IPR), and Entrepreneurship were conducted to create awareness among the students and faculty members. The

ACET has signed MOUs with numerous businesses and organizations to conduct a variety of skill-development initiatives targeted at encouraging student entrepreneurship.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.2.2

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

Response: 64

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	7	17	12	14

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 1.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	40	50	31	38

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

3.3.2

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

Response: 0.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	6	4	2

05-03-2024 06:51:10

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

3.4 Extension Activities

3.4.1

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

Response:

The NSS team of ACET aims to bring youth face-to-face with the community and make efforts to improve their life. The NSS volunteers are to devote about few hours to Regular Activities for the development of the nearby villages like Sankarapuram, Devariyampakkam, Avalur and Arasur village. The team actively engaged in the welfare activities for the people of neighborhood villages. The NSS volunteers took initiatives for the improvement of their health and environment conditions.

ECO related activities

Eco-friendly programmes conducted by ACET are as follows:

- **Tree Plantation & Preservation:**

The NSS and YRC volunteers of Adhi College of Engineering and Technology create a lot of awareness on the importance of tree plantation in surrounding areas. In addition to this, awareness rallies and tree plantation programs are conducted in villages. We created an herbal garden consisting of Tulsi, thootuvalai, Neem, and other important medicinal plants in our campus which will be nourished and maintained by our students. Our NSS team has planned to participate in mass tree plantation at Mahindra city, Chengalpattu (30-09-2018). Nearly 130 volunteers are participated in this program. Nearly 1.5 lakh trees are plantation by us. With the aim of 1 lakh palm seed plantation, we conducted 12th-week palm seed plantation program with VITHAIGAL TEAM on 14.11.2021 at Deveriyambakkam. Our ACET NSS and VITHAIGAL team had done one lakh palm seeds inauguration function in Nathanallur on 17th September 2022. The team conducted a palm seeding program on 9th October 2022. In the aim of 1 lakh palm seeding festival, we conducted 3rd week at Ullavur; on 16th October 2022 at Vedanthangal, and on 11th December 22 at Naayakkankuppam. More than 5000 palm seeds were seeded by our NSS volunteers in each function respectively.

The NSS team of ACET aims to bring youth face to face with the community and make efforts to improve their life. The NSS volunteers are to devote about few hours in Regular Activities for the development of the nearby villages like sankarapuram, Devariyampakkam, Avalur and Arasur village. The team actively engaged in the welfare activities for the people of neighbourhood villages. The NSS volunteers took initiatives for the improvement of their health and environment condition.

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File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

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

Response:

ACET appreciates societal values and engagement activities, evident in community health initiatives, cleanliness drives, NSS activities, and awareness events.

1. Diverse Range of Activities: ACET has been actively involved in various extension outreach activities, including free health screening camps, vaccination camps, health awareness programs, blood donation camps, cleanliness drives, community adoption programs, NSS/YRC activities, and rallies & walkathons. These initiatives reflect the institution's commitment and involvement to societal well-being.

2. Disaster Response: ACET has consistently demonstrated its responsiveness by conducting free health

camps, providing relief materials and free medicines for affected communities during natural calamities such as Cyclone Gaja and covid19 pandemic showcasing a sense of duty to help those in need during times of crisis.

3. Community Engagement: For the past 5 years, ACET has organized many impressive community-based extension activities, by actively involving both staff and students in these initiatives.

4. Recognition and Awards:

• ACET received the prestigious Best NSS Team Award 2021 by Anna University and Love Charitable Trust, Chennai.This accolades college's contribution to society.

• ACET's NSS Programme Officer was awarded Dr.Radhakrishnan Best Teacher's Award 2021 by Lion's Club, Walajabad in recognition of community-based extension and outreach activities conducted.

• Pasumai Padhukavalar award by Vithaigal Thannarva Amaippu was awarded to our NSS Programme Officer for the academic year 2022-23 for successfully setting up and implementing one lakh seed plantation drive. Where in the team planted more than 13,000 trees in the last 6 years and nearly 1,0000 Palm seeded.

 • ACET's NSS Programme Officer and NCC team were awarded with Best NSS Activity award by Vissoor panchayat.

• Best NSS Team 2020-2021 was received by our NSS Team which was given by the Vidhaigal team for our team contribution towards the society.

• Exemplary performance by our ACET National Service scheme officer was appreciated by the Ayaan Foundation by awarding the Best Social Service Award.

• Various non-government organizations such as Sasthas Helping Hands, Lovable Charitable Trust, and many other organizations have appreciated the institution's tremendous work in the field of community health, Environmental, and awareness activities.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

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

Response: 57

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	15	05	09	14

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

3.5 Collaboration

3.5.1

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

Response: 40

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Adhi College of Engineering and Technology (ACET) sits on 10.43 acre land with a built up area of 21996 Square meters. The institution since its inception in 2008 has never compromised with the complete facilities. The facilities are utilized to assist the students to innovate, impart team spirit and have competence to face the global challenges and become the contributing members of modern society. The college firmly believes that the adequate infrastructure facilities will afford ample of opportunities for both the faculty and the students' academic development.

The facilities are more available than the requirement prescribed by AICTE and Anna University. As the institution is affiliated to Anna University, all the courses and academic programs are framed well by Anna University taking suggestions from the college, industry and other stakeholders. The requirements of various industries, current developments in the domains of science, engineering and technology and the specific needs of the society, decide the contemporary courses to be included in the curriculum.

ACADEMIC FACILITIES

The instructional (classrooms, laboratories, library, seminar halls, auditorium, computer centers, etc.,) facilities are surplus. The institute has thirty-two laboratories. All **laboratories** are fully equipped with latest equipments. The computing facilities of the college cater to the needs of faculty and students to foster an effective Teaching Learning Process. A health computing ratio of 1:2 computers to student against the prescribed ratio of 1:6 is being maintained. The main **library** with an area of 620 Square meters with a seating capacity of 150 is maintained. The digital library is equipped with personal computers that are connected with Wi-Fi and LAN for fast access of the Internet for streaming NPTEL lectures and using e-Resources for the benefit of its users. The institute has thirty-eight class rooms. The **classrooms** are spacious and fully ventilated. LCD projectors, smart class rooms with internet facility, well -equipped laboratories Seminar Hall, Auditorium, Department Library, Reading Room and Main Library are asserted.

ADDITIONAL INFRASTRUCTURE

The Generators with a capacity of 63 KVA and 48 KVA, 24-hour internet in the campus with a band width of 100 Mbps, Medical Aid along with van and car facility, Transport facility, NSS, NCC, Yoga, RO Plant, Hygienic Canteen, Reprography, Sewage Treatment, Hostel and Mess are well retained.

SPORTS AND OTHER FACILITIES

Sports activities, Yoga training, and Gym facilities are well maintained in shaping the students to be healthy mentally and physically. The college has excellent infrastructure for sports and provides professional coaching to the students. Regarding sports and games, *Adhi College of Engineering and Technology* is equipped with the required facilities for facilitating the students to actively take up and practice the indoor and the outdoor games.

EXTRA-CURRICULAR ACTIVITIES

To encourage the Extra-Curricular activities ,the students are very much encouraged to participate in Science day Projects , Elocution (Tamil and English), Drawing, Art from Waste, Multimedia Presentation, Collage Making, Poetry Recitation, Slogan writing, Essay Writing, Poster Making, Video Making, Dance, Music, Photography, and Debate.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

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

Response: 25.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
83.48	55.67	11.45	116.17	106.35

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

An Integrated Library Management System (ILMS) is a comprehensive software solution designed to automate and streamline various tasks and processes within a library environment. It serves as a centralized platform for managing library resources, services, and operations efficiently.

LIBRARY FACILITIES:

The benefits availed by the faculty and student are as follows: Internet Access e-reference Service Competitive Examination Books, previous years Question Papers from University Digital Library, E-Journals. All the books are bar-coded in the library & barcode label scanners are used in the issue counter for book transaction. Apart from the central library, every department has a library with adequate collection of text and reference books and journals. The central Library has around 17739 volume soft books and journals (including online journals). It caters to the needs of all courses with open access to the students.

The key features of the ILMS are:

CATALOGING AND CLASSIFICATION:

ILMS allows librarians to catalog and classify library materials such as books, journals, multimedia, and digital resources using standardized systems like MARC (Machine-Readable Cataloging) or AACR2 (Anglo-American Cataloguing Rules).

CIRCULATION MANAGEMENT:

ILMS automates circulation tasks such as check-in, check-out, renewals, holds, and fines. It maintains

patron records, including borrower information, borrowing history, and overdue notices, ensuring efficient management of library materials.

RESOURCE DISCOVERY:

ILMS offers tools for patrons to search and discover library resources easily. It provides various search options, including keyword, author, title, subject, and advanced search functionalities to locate materials within the library's collection.

ELECTRONIC RESOURCE MANAGEMENT:

With the proliferation of electronic resources, ILMS supports the management of e-books, e-journals, databases, and other digital content. It facilitates access control, license management, and usage statistics tracking for electronic resources.

REPORTING AND ANALYTICS:

ILMS generates reports and analytics on various library operations, including circulation statistics, collection usage, budget analysis.. These insights help librarian make data-driven decisions to improve library services and resource allocation.

INTEGRATION WITH OTHER SYSTEMS:

ILMS often integrates with other library systems and third-party services, such as discovery layers, authentication systems, self-checkout stations, and integrated library consortia like DELNET to enhance functionality and provide a seamless user experience.

ACCESSIBILITY AND USER EXPERIENCE:

ILMS prioritizes accessibility features to ensure that all patrons, including those with disabilities, can access and use library services effectively. It offers user-friendly interfaces and customizable options to meet diverse user needs.

SECURITY AND PRIVACY:

ILMS implements robust security measures to protect sensitive library data, including patron records and circulation history. It complies with privacy regulations and standards to safeguard patron confidentiality and data integrity.

Overall, an Integrated Library Management System plays a crucial role in modernizing library operations, enhancing patron services, and facilitating effective resource management in libraries of all types and sizes. It empowers librarians to focus on delivering quality services and enriching the library experience for their communities.

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File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

The Adhi college of Engineering has well-structured IT infrastructure with updated hardware and software to support all the teaching & learning processes. The institution has over 450 Personal Computers and laptops that cater to the needs of the students, and faculty.

The details of computing facilities are as under:

Number of systems and configuration systems of which 1008 are for students and for faculty/staff with following configuration:

The college has a total of **469**

Desktops LCD 15.6" Inch Benq LCD 18.5" Inch/Motherboard Intel 945 chip set, Intel DG31 chipset/Processor (Intel Dual core, Inter Core 2Duo/Hard disk (120GB,160GB) Keyboard(Logitech) Mouse(Logitech-optical) Printer (Canon IR330/ Online UPS (Rainbow 15KVA(with 30Quanta batteries) . Laptops (Intel i5-5200U/i3-4030U 1.90GHZ/Core2duo 2.4Ghz,2-4GB RAM, 250-500GB HDD)

Dedicated computing facilities

Internet connectivity in all for Principal / COEs / faculty rooms Wi-Fi in entire campus including all hostels and residential area through **optical fibber** LCD Projectors in all Classrooms / COEs / Seminar Halls Audio Visual facility in all Classrooms / COEs / Seminar Halls

LAN facility

The institute has a network that uses **Cat-6 cabling** and **CISCO switches** to facilitate high speed internet connectivity of **100Mbps** for data transfer across the campus and access various e learning resources.

E-Services

ERP is effectively used as a Learning Management System by the faculty and the students for learning process. Attendance is properly maintained in ERP. For all the faculty members and the students, a unique mail id is created in college domain. The college web site provides all the essential information for the stakeholders, Updates in technology is shared by the faculty in the web site. Google Classroom is also used for teaching learning process. SMS facility is also available to communicate important messages to all the students and the faculty. Training programmers are periodically conducted to upgrade the programming skills of students and faculty. To organize Webinars and alumni talk series in collaborative and comprehensive manner,

Software Tools

The desktops run on the windows 7 and windows 10 operating systems. Office automation packages like MS Office and Antivirus have been purchased by the college and updated regularly. The college provides all standard econometrics, statistical, computational and scientific typesetting packages such as Lab view, STAAD Pro, Auto CAD, Turbo-C++, Oracle/my SQL, ORCAD, EDWIN XP, MATLAB, Xilinx, TANNER, Etap, Ansys, IBM SPSS which are either open access or licensed software. College is completely equipped with surveillance cameras for effective monitoring and security purpose. Updating the IT facilities Based on the gradual increase in the intake of the students, the number of systems in all the laboratories is updated. As per the AICTE norms, the student to computer ratio is maintained as 2.55: 1.

To carry out research and project activities, highly configured systems are maintained. Based on the requirements, necessary software and hardware devices, computer systems and its peripheral devices have been purchased. To nurture the students learn the advanced technologies, the students are permitted to utilize the systems with internet facility in college central library.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 2.55

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 395

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 27.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
103.51	50.29	40.00	108.75	107.95

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

05-03-2024 06:51:10

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 79.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
736	719	759	861	905

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 41.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
400	400	430	450	400

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 82.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
176	206	275	207	168

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

2022-23	2021-22	2020-21	2019-20	2018-19
205	221	334	268	217

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

5.2.2

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

Response: 12.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	05	06	00	00

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

5.3 Student Participation and Activities

5.3.1

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

Response: 31

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	03	00	08	06

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 31

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	11	21	31	41

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Our alumni association is always ready to promote a platform for the students to encourage knowledge contribution, sharing of ideas, and helping each other. Former students share their experiences with current students and explain what steps should be taken to achieve success. The alumni are involved in the institution's activities in different ways. The most visible involvement of the alumni is by contributing their time to participate in activities of the institution, mentoring students, leveraging their contacts to support institution administration, faculty, and students in their various endeavors, etc. The alumni directly participate in the activities at the institution campus as well as through participation in activities of alumni chapters at their place of residence/work outside the institution premises Another major visible activity of the alumni is by providing donations to the institution. The donations can be of any size and can be either directed towards a specific activity or to support a range of activities. Structured alumni involvement is important and can go a long way in assisting with student placements and internships. The alumni can provide opportunities to the students in their organization, or/and are also able to leverage their contacts to provide opportunities in other organizations known to them, and our Alumni have participated actively for the betterment of our institution. Alumni meetings were conducted virtually and students participated effectively to share their memories. Alumni's Association contributed as they can significantly. Alumni's experience helps the students to enhance their career goals. Financial aid that comes from alumni organizations is usually appreciated by college staff and students.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Our governance body is so reflective and the prime focus is on the vision and mission of the institute.

The College aims to impart quality education combined with ethical values, the two qualities that are in resemblance with the nation's development. The vision of the college is to produce high quality Engineers who prepared themselves with their academic excellence and research oriented ambience to meet the global needs

Mission:

Our mission as an institution provides quality education through excellent teaching, learning activities, research pursuits, and the continuous assessment of the academic, co-curricular and extra-curricular activities to empower individual student to develop as self-reliant member of the global village who would support human welfare and sustainability

The following strategic characteristics and aspirations enable the College to realize its vision:

- Modern and precise educational experiences that develope the Engineers.
- An atmosphere that facilitates personal commitment to the educational success of students in an environment that values multiplicity and society.
- Education and research partnerships with Universities, colleges and industries.
- Highly successful alumni who contribute to the profession in the global society.
- Undergraduate and Post graduate programs that integrate global awareness, communication skills and team building across the curriculum.
- Practical and responsible resource management.
- Training that prepares students for interdisciplinary Engineering research and advanced problem solving Leadership and service to meet society needs.

The policy and planning are carried out according to consultation with stake holders. Top management with the help of the department wise committees formulates quality policy and integrates the same in the strategic plan.

Perspective Plans:

The Principal of the Institute discusses the components of the Perspective Plan with the Managing Committee of the Institution and it is then finalized in consultation with the Governing Body

of ADHI College of Engineering and Technology.

Decentralization and participative management

The College follows the policy of decentralization. The Governing Body delegates all the academic and non-academic decisions based on policy to the college Committee headed by the Principal.

The college Committee formulates common working procedures and entrusts the implementation through departments.While all the HODs and some of the faculties are members of the IQAC, most of the faculties are also members of various other Committees viz., Anti Ragging, Grievances Redressal, anti Sexual harassment committee etc. which have been constituted with specific functions and responsibilities.

The department coordinator manages the day to day activities of the department and keeps a track of co-curricular and extra-curricular activities in the College. Other units of the college like sports, libraries etc. have operational autonomy under the guidance of the various committees/clubs/associations and students are involved from various departments in the decision-taking process.

The minutes of the meetings of the IQAC are posted on the Institute Website, the minutes of the meeting of other meetings are recorded and circulated to the concerned. Faculties are also the members of the Program Assessment Committee and Department Advisory Committee.

The development and adherence to short-term and long-term Institutional Perspective Plans ensure that the institution moves progressively towards its vision.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Liberal Freedom and Flexibility: Granting autonomy to the Principal and department committees is a positive step, allowing them to efficiently manage academic activities.

1. **Strategic Planning:** Regular meetings to formulate and implement strategic plans show a proactive approach towards institutional development.
2. **Mentorship:** The introduction of mentorship across all departments, overseen by the CEO and Principal, indicates a focus on supporting professional and academic growth among staff.
3. **Feedback System:** Regular feedback from various stakeholders, including students, alumni, and staff, is essential for identifying areas of improvement and ensuring a holistic evaluation.
4. **Academic Audit:** Conducting periodic academic audits through team visits to departments ensures quality standards are maintained.
5. **Monitoring by Heads of Departments:** Regular monitoring by department heads indicates a commitment to maintaining the quality and efficiency of academic systems.
6. **Annual Evaluation:** Annual evaluations and presentations by department and program committee coordinators allow for a comprehensive overview of each unit's activities.
7. **Focus on Research:** Strengthening research departments, promoting specialized research, and encouraging patents and publications contribute to the academic and intellectual growth of both faculty and students.
8. **Industry Collaboration:** Enhancing collaborations with industries can improve job opportunities for graduates, fostering a practical and industry-relevant education.
9. **Community Engagement:** Research on the local community and outreach programs demonstrate a commitment to social responsibility, contributing to the holistic development of students and the community.

Organizational structure of the institution including governing body, administrative setup, and functions

Governing Council

Governing Council in inclusion of Chairman and CEO has been constituted and the foremost decisions regarding developmental plans of the college like construction of new building,introduction of new courses at UG and PG level, providing additional facilities to staff and students etc. are discussed in the Governing Council Meetings.

Academic Council

Principal, Heads of the Department and Senior professors act as the members of the academic council to evaluate classroom teaching. Feedbacks from Council are submitted to the Head of the Institution for improvements. The Council ensures that the regular day-to-day operations are properly conducted, takes any decision related to academic and non-academic activities. Strives to mould the students with the State-of-the-art technology to make them excel in their profession, to achieve high ethical and professional standards through effective teaching- learning processes, to offer good placements to students, to maintain strict discipline and collect the feedback about studies of the students with the help of other academic committee members.

Effectiveness of various bodies/cells/committees and implementation of their resolutions

1. Open Discussion with Staff.
2. Encouraging Staff Involvement.
3. Regular Meetings.
4. Representation in Governing Council.
5. Participative Role at Different Levels.
6. Involvement in Various Councils and Committees.
7. Permission for Organizing Activities..
8. Committee and Council Diversity.

The establishment of institutional bodies is to accomplish better academic practices and procedures. It choice for good quality students and competent faculty to develop the smart campus.

Overall, the institution appears to prioritize collaborative decision-making, professional development, and a holistic approach to the growth and well-being of both staff and students.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

6.3 Faculty Empowerment Strategies

6.3.1 The Institution has Performance appraisal System

Faculty Self-Appraisal:

At the end of each academic year, the faculty shall evaluate themselves using prescribed Faculty Self-Appraisal filled and submit it to the Principal which may taken into consideration at the time of

Incentives and Awards:

Incentives and Awards are instituted for the faculty as well as supporting staff members. In case of faculty members, variables considered are academic performance measured by student feedback, Hod remarks,student pass percentage, publications.

Feedback Evaluation:

Twice in every year,the students evaluate the teachers handling their respective subjects covering various aspects of student-teacher interaction through a prescribed format.

The form pertains to teaching process dimensions viz: punctuality and regularity of the teachers, teacher's discussion coverage of class tests,tutorial & assignments and syllabus.

Absolute privacy and confidentiality is maintained so as to avoid the individual student assessor's identity. After the evaluation process is ,member is found to be deficient, he/she is counselled, advised and trained to improve through an Advisory committee consists of Professors and Head concerned.

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

The Institution makes sincere efforts to enhance and enrich the professional development to fits

teaching and non-teaching staff. Some of them are as follows:

1. **Organizing Faculty/Staff Motivational Programmes once in six months:**
   - Regular motivational programs can boost morale and foster a positive work environment.
2. **Sponsoring/Deputing Faculty to Faculty Development Programmes:**
   - Supporting faculty members in attending external development programs enhances their skills and knowledge.
3. **Encouraging Research Paper Publications:**
   - Incentives for research paper publications motivate faculty to contribute to the academic community.
4. **Sanctioning On-Duty Leave for Conferences/Workshops:**
   - Allowing on-duty leave for external events promotes networking and exposure to the latest developments in the field.
5. **Continuous Wi-Fi Internet Connectivity:**
   - Access to Wi-Fi supports self-learning and research activities for faculty and staff.
6. **Encouraging Higher Education/Training:**
   - Motivating faculty to pursue higher education contributes to their professional growth.
7. **Improvement in Teaching and Learning Facilities:**
   - Establishing digitalized facilities enhances the overall learning experience for students.
8. **Training for Using Latest Facilities and Equipment:**
   - Regular training ensures that faculty are proficient in using the latest technologies and equipment.
9. **Group Insurance for Teaching and Non-Teaching Staff:**
   - Providing insurance coverage offers financial protection for staff members.
10. **Vacation Leave for Teaching and Non-Teaching Staff:**
    - Offering vacation leave ensures work-life balance and employee well-being.
11. **On-Duty Facility for Training Programmes:**
    - Supporting on-duty attendance for training programs aligns with professional development goals.
12. **Maternity Leave Scheme:**
    - Providing maternity leave supports female staff during pregnancy and childbirth.
13. **Quarters and Hostel Facilities:**
    - Accommodation facilities contribute to the well-being of both teaching and non-teaching staff.
14. **Safety Measures through Security Cameras and Personnel:**
    - Ensuring a secure environment with surveillance and personnel enhances safety.
15. **Canteen Facilities:**
    - On-site canteen facilities offer convenience for faculty and staff during work hours.

Implementing and consistently reviewing these initiatives will contribute to a positive and supportive

work environment in the educational institution. Regular feedback from faculty and staff can help refine and enhance these programs over time.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.3.2

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

Response: 69.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
58	66	68	61	75

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

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative

training programs during the last five years

Response: 76.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
109	78	95	65	84

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	15	17	15	17

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Our Institution has a well-described economic gadget and techniques in vicinity for mobilizing and utilizing finances from diverse assets.

1. **Economic Gadget and Techniques**: The institution has established methods and techniques for mobilizing and utilizing finances from various sources, with the primary source of income being fee collection.

2. **Budgeting System**: Financial resources are planned and allocated at the beginning of each academic year. A budgeting system is used to allocate and effectively utilize these resources.

3. **Record Keeping**: Every financial transaction is recorded and updated in a centralized accounting system, ensuring transparency and accuracy in financial management.

4. **Financial Audit**: Regular financial audits are conducted to provide assurance to management and relevant stakeholders that financial statements are accurate and complete. These audits are performed internally by designated officials from the Trust, who review fee payments, vouchers, expenditure statements, and other financial records. The internal auditor prepares detailed reports highlighting any discrepancies or areas for improvement, which are then forwarded to management for follow-up actions.

5. **Scope of Internal Audits**: Internal audits cover various aspects including income statements, attendance registers, expenses, expenditure related to events such as seminars and workshops, remuneration and gifts, as well as purchases of equipment and supplies.

6. **Follow-up Activities**: Management reviews the internal auditor's reports and takes necessary actions to address any identified issues or deficiencies in the financial management processes.

7. **Documentation**: Detailed reports and records related to internal audits are preserved for reference and perusal, ensuring accountability and transparency in financial management practices.

8. **Maintenance of Accounts**: The institution maintains accounts for various expenses including construction, laptops, lab equipment, landscaping, hostel mess, transportation, and others.

9. **Annual Financial Reporting**: At the end of each financial year, the institution submits annual accounts, statements, balance sheets, receipts and expenses, and income and expenditure reports to an external auditor for review.

10. **Audited Financial Statements**: After the external audit, audited financial statements are made public by posting them on the institution's portal. This ensures transparency and accountability to stakeholders.

11. **Compliance**: The institution submits annual returns to the income tax authorities on time, demonstrating compliance with regulatory requirements.

12. **Funding Sources and Transparency**: Although the institution hasn't received funding or grants from non-governmental bodies, individuals, or philanthropies in the past five years, it maintains transparency in its financial system.

13. **Encouragement of Online Payments**: The institution encourages fee payments through online mode, which likely enhances efficiency and transparency in financial transactions.

14. **Internal and External Audits**: Internal audits are conducted once every three months by designated officials. Observations and deficiencies identified during internal audits are discussed with the accounts department and management for resolution. External audits are conducted annually, providing an independent assessment of the institution's financial statements and practices.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Response:

Yes, the Institution has established the Internal Quality Assurance Cell (IQAC).

Quality Policy:

"Despite the constraints inevitable and inherent in the scenario of an affiliated institution,

Adhi College of Engineering and Technology seeks to remain quality and improvementoriented all the time rather than just compliance-oriented by continuously striving to sustain a research-informed, experiential, practice-based teaching-learning environment and ambience in tune with the expectations of employers and other stakeholders."

The Institution strives to achieve Academic excellence by futuristic outlook in the fields of

Engineering and Technology in a well-disciplined environment through

- Commitment to continual improvement in all areas
- Involvement of people at all levels
- Up gradation of Infrastructure and human resources

In accordance with the above policy, the Institution has created the IQAC and came out with well defined responsibilities to contribute the Quality assurance processes. College has developed several quality assurance mechanisms within the existing academic and administrative system. The responsibilities of the IQAC are,

- Development and application of Quality benchmarks / parameters for the various

  academic and administrative activities of the Institution

- Dissemination of information on various Quality parameters of the higher education

  Organization of workshops, seminar on Quality related themes and promotion of Quality

  services

- Documentation of the various programmes / activities leading to Quality improvement
- Acting as a nodal agency of the institution for Quality related activities
- Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC

  based on the Quality parameters

- Facilitating the creation of centric-learning environment conductive for Quality education

and faculty to enhance the required knowledge and latest technology for participatory

Teaching and Learning process

- Arrangement for feedback responses from students, parents and other stakeholders on

Quality related Institutional processes

- Development and maintenance of Institutional database for the purpose of enhancing

the Institution Quality

- Development of Quality culture
- Documentation and record keeping
- Establish procedure and modalities to collect data and information on various aspects of

Institutional functioning

Plan of Actions:

- To facilitate the students chapter of Managerial and Personality development programme

  for students

- To motivate faculties for research work and participating to the National and International seminars and conferences
- To provide platform with inspiring faculties for joining FDPs and doing Ph.D. in their areas of work / interest
- To conduct various academic, socio-cultural and other programmes for overall growth of

  students

- To emphasize on students counseling and assistance programming like, Career Guidance and assisting for Career Planning.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Adhi College of Engineering and Technology's Women Empowerment Cell (WEC) is a pivotal initiative aimed at fostering an environment where female students and faculty members are provided with equal opportunities, support, and resources to thrive in their academic and professional pursuits. Through inclusive technical workshops and seminars, Adhi College of Engineering and Technology endeavors to break down gender barriers and create a level playing field for all students.

1. Inclusive Technical Workshops and Seminars

Adhi College of Engineering and Technology ensures that technical workshops, seminars, and events are open to all students regardless of gender. By removing any discriminatory practices, the institution fosters an environment where female students feel encouraged and empowered to participate actively in technical learning experiences. These workshops and seminars not only provide valuable skill development opportunities but also contribute to breaking stereotypes and biases in technical fields.

2. Equal Opportunities for Skill Development

The focus on providing equal opportunities for skill development ensures that female students have access to the same resources and support systems as their male counterparts. This commitment to equality helps in bridging the gender gap in technical fields by empowering women with the necessary knowledge and skills to excel in their chosen domains.

3. Representation of Female Faculty

Adhi College of Engineering and Technology recognizes the importance of representation and ensures the presence of female faculty members in key positions and clubs. By having women in leadership roles within the institution, female students have role models to look up to and aspire towards. Moreover, involving women faculty members in various clubs and activities ensures diverse perspectives and inclusive decision-making processes.

4. Empowerment Activities

The Women Empowerment Cell at Adhi College of Engineering and Technology conducts a variety of programs such as guest lectures, seminars, and awareness activities to empower female students and faculty. These activities address issues related to gender equality, career advancement, leadership development, and personal well-being. By creating a supportive and empowering environment, the institution equips women with the knowledge, skills, and confidence to overcome challenges and succeed in their endeavors.

5. In-House Counselor

The provision of a separate woman in-house counselor underscores Adhi College of Engineering and Technology's commitment to creating a safe and supportive environment for all students. Female students can seek guidance and support from the counselor to address any issues or challenges they may face, whether academic, personal, or professional.

Cultural and National Celebrations:

1. **National Festivals and Birth Anniversaries**

   - The institution actively celebrates national festivals and the birth anniversaries of great Indian personalities to instill a sense of nationalism.

2. **Gandhi Jayanthi:**

   - Celebration of Mahatma Gandhi's birth anniversary to promote his ideologies among students.

3. **International Yoga Day:**

   - Annual celebration of International Yoga Day through camps or workshops emphasizing the unity of mind and body.

4. **Independence Day:**

   - Celebration of Independence Day on 15th August, fostering patriotic sentiments through songs and speeches.

5. **Engineers Day:**

   - Celebration of Engineers Day on 15th September in tribute to Sir Visvesvaraya, recognizing the contributions of Indian engineers.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

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

Various National and international commemorative days are celebrated in our college campus. Speeches by NCC, NSS officers and Principal on National festivals- Independence and Republic Day and reading of the preamble to the Constitution recapitulate and enhance National pride. There are also many cultural events including dance, skits and songs which reflect our national pride

We are having students from the urban, rural and other states. To eliminate linguistic difference we are maintaining English speaking environment in our institution. All the students will be accommodated in the common hostel without any difference. Our institution ensures the participation belongs to everyone.

The institute is proactively taking efforts in providing an inclusive environment. The initiatives are to promote better education, economic upliftment of the needy, and set communal harmony. Institute has conducted lectures in the villages for increasing their environmental and ethicalawareness. Institute has also tested the quality of drinking water available in these villages. The extension activities are targeted towards enabling a holistic environment for student development. Institution has always been at the forefront of sensitizing students to the cultural, regional, linguistic, communal, and socio-economic diversities of the state and the nation.

In Adhi College of Engineering & Technology celebrates cultural and regional festivals like Youth Festival, Constitution Day,etc. to teach tolerance and harmony to the students. The Gender Equality

Policy focuses on equalaccess, opportunities, and rights for women and men.

Policy for the Differently abled ensuresthat every single member of the department is aware of the care to be shown to the differently-abled people. By providing a barrier-free environment, needed facilities, and human and technological assistance, the department takes continuous efforts to make the differently-abled feel included in every part of the activity of the college. The department has revised the curriculum with the inclusion of topics related to human rights, peace, tolerance, love, compassion, harmony, promotion of social values, awareness of environmental protection, andethics. The institute promotes the secular, democratic and inclusive values enshrined in our Constitution. Students are encouraged to exercise their fundamental freedoms with a clear understanding of duties too. The Student Body Government is formed by the will of students through elections where all students are equally eligible to be represented or elected as a head of the student body without any discrimination. All other student clubs and bodies are founded on similar democratic values and participation and membership is open to all. Within the classroom, students are sensitized to present their views through reasoned argument and in a language that does not offend class, caste, religious or ethnic sensibilities.

Students are encouraged to be mindful of the dignity of labour and treat all those working within the campus as staff and help with kindness and respect. They are also encouraged to participate in cleanliness and campus hygiene drives as part of an education in basic civic responsibilities.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice-I

Title of the Practice:

To Provide Coaching for Competitive Examinations and IAS to Students - Free of Cost

Objectives of the Practice:

The main objective is to provide free training and coaching classes to students for attending IAS and other competitive Examinations. Adhi IAS Academy offer structured courses, study materials, mock tests, and guidance from experienced faculty to help aspirants prepare effectively for the exam with free

of cost. ACET often have a track record of successful candidates who have cleared the exam and can provide valuable insights and strategies for tackling it.

The Context:

The Duties provided to students from Adhi IAS Academy:

· **Structured Preparation:**

Adhi IAS Academy provide a well-structured and organized approach to preparing for the Civil Services Examination and other competitive Examinations. They offer a curriculum that covers all the subjects and topics required for the exam, helping students navigate the vast syllabus efficiently.

· **Expert Guidance:**

Experienced faculty members in academies have in-depth knowledge of the exam pattern, question trends, and marking schemes. Their guidance can be invaluable in helping students understand the intricacies of each subject and develop effective strategies for the exam.

· **Comprehensive Coverage**:

Adhi IAS Academy cover all three stages of the Preliminary Examination, Main Examination, and Personality Test. They provide coaching for both the compulsory and optional subjects, ensuring that students are well-prepared for all components of the exam.

· **Current Affairs Updates:**

Keeping abreast of current affairs is crucial for success in the CSE. IAS academies regularly update students on current events, national and international news, and relevant issues, helping them stay informed and write well-informed answers.

· **Study Material:**

Adhi Academy provide comprehensive study material, including textbooks, notes, and reference materials. This material is curated to cover the entire syllabus, making it easier for students to focus on the key topics and concepts.

The Practice:

· **Mock Tests and Practice Sessions:**

Adhi Academy conduct regular mock tests and practice sessions. These simulated exams help students assess their preparedness, identify weaknesses, and improve time management skills. Practicing under exam-like conditions also helps reduce anxiety.

Evidence of Success:

Placement Rate:

One of the primary indicators of success for an IAS academy is the rate at which its students are placed in the civil services and other Services.

Success Stories:

Collecting testimonials and success stories from past students who have cleared the UPSC exams after attending the academy can provide tangible evidence of its success.

Alumini Acheivements:

Students from Adhi IAS Academy cleared the competitive Examinations.

Problem Encountered and Resources:

Financial Constraints:

Some students may face financial constraints that hinder their ability to afford coaching fees or study materials.

Tehnology Infra Structure:

In the digital age, having access to technology is crucial for effective learning. The academy requires resources such as computer labs, high-speed internet connectivity, multimedia classrooms, and e-learning platforms to facilitate interactive learning experiences and online study sessions.

Best Practice II

Title of the Practice:

Encourage Students to do Industrial and Research Project

Objectives of the Practice:

The Main Objective of this Practice is to encourage and contribute students in Research and application Projects.

Adhi College Encouraging students to innovate is crucial for fostering creativity, problem-solving skills, and a mindset of continuous improvement.

The Context:

The Main Duties of the Practice are:

Create a supportive environment:

Foster an atmosphere where students feel comfortable taking risks, sharing ideas, and exploring new concepts without fear of failure. Encourage collaboration and open communication among peers.

Provide resources and tools:

Make sure students have access to the necessary resources, such as books, internet access, laboratories, and equipment, to explore their ideas and bring them to fruition.

Challenge assumptions:

Encourage students to question conventional wisdom and think critically about existing problems or processes. Encourage them to consider alternative perspectives and approaches.

Set open-ended tasks:

Instead of giving students prescriptive assignments, provide open-ended challenges that allow for creativity and multiple solutions. This encourages students to think outside the box and explore different possibilities.

Celebrate creativity:

Recognize and celebrate innovative ideas and projects. Highlight examples of innovation in various fields to inspire students and show them what's possible.

Encourage curiosity:

Foster a love of learning by encouraging students to explore their interests and passions. Provide opportunities for independent research and self-directed learning.

Provide mentorship:

Pair students with mentors who can provide guidance, support, and feedback on their projects. Mentors can be teachers, professionals in relevant fields, or older students with experience in innovation.

Emphasize the process:

Encourage students to focus on the process of innovation rather than just the end result. Help them understand that failure is a natural part of the innovation process and an opportunity for learning and growth.

Encourage reflection:

Encourage students to reflect on their experiences, successes, and failures throughout the innovation process. Help them identify lessons learned and areas for improvement.

The Practice:

Connect to real-world problems:

Encourage students to tackle real-world problems or challenges relevant to their lives or communities. This can increase their motivation and sense of purpose.

Problem Solving

Encourage students to Identify the problem in real time and how to solve the problems.

Evidence of Success:

· Students from Adhi College of Engineering proposed a new methodology to develop a new hybrid vehicle which runs with the help of both Fuel and Electricity. For that implementation purpose, we have taken hero honda cd100 bike to modify.

· Students from Adhi College of Engineering proposed new automation software for house usage. Home automation using the Internet of Things (IoT) refers to the integration of smart devices and appliances in a house to automate and control various systems such as lighting, heating, ventilation, security, and entertainment.

Problem Encountered and Resources:

Financial Constraints:

Some students may face financial constraints that hinder their ability to afford Reasearch Expenses.

Technology Infra Structure:

The College resources such as computer labs, high-speed internet connectivity, multimedia classrooms, and e-learning platforms are lack.

Academic Stress:

The syllabus are tough and Some students not able to concentrate both the Academic and Research.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Response:

The distinctive initiative taken by Adhi College in creating a forest at Adhi College of Engineering and Technology. Establishing a forest within an educational institution not only enhances the aesthetic appeal but also promotes environmental awareness and biodiversity conservation. This endeavor signifies a commitment to sustainability and ecosystem preservation, providing students with a living laboratory for hands-on learning experiences. Through the diligent efforts of Adhi College, the forest serves as a testament to the power of community action and the potential for positive change. This project not only beautifies the campus but also contributes to mitigating climate change by sequestering carbon dioxide and supporting local wildlife habitats. Overall, the creation of a forest at Adhi College of Engineering and Technology by Adhi College exemplifies the spirit of environmental stewardship and sets an inspiring example for other institutions to follow.

Here are some additional points to further elaborate on the significance of the forest created at Adhi College of Engineering and Technology:

1. Educational Opportunities:* The forest provides ample opportunities for interdisciplinary research and educational activities. Students across various disciplines can conduct experiments, study ecosystems, and analyze biodiversity, enriching their academic experience.

2. Ecosystem Services:* By planting native tree species, the forest enhances ecosystem services such as soil stabilization, water filtration, and air purification. This not only benefits the campus but also contributes to the larger environmental health of the region.

3. Community Engagement:* The project fosters community engagement by involving students, faculty, and staff in tree planting events, maintenance activities, and educational workshops. It promotes a sense of ownership and responsibility towards the environment among the college community.

4. Climate Resilience:* As climate change continues to impact ecosystems worldwide, the forest serves as a resilience measure by increasing green cover, providing shade, and creating microclimates that support diverse plant and animal life.

5. Wildlife Habitat:* The forest creates habitats for birds, insects, and small mammals, promoting urban biodiversity and creating opportunities for wildlife observation and conservation efforts.

6. Carbon Sequestration:* Trees are effective carbon sinks, absorbing and storing carbon dioxide from the atmosphere. The forest at Adhi College plays a crucial role in carbon sequestration, helping to mitigate the effects of climate change.

7. Long-Term Impact:* The establishment of the forest sets a precedent for sustainable campus development and long-term environmental stewardship. It demonstrates the institution's commitment to environmental sustainability and inspires future generations to take similar initiatives.

8. Partnerships and Collaboration:* The project may have involved partnerships with local environmental organizations, government agencies, or corporate sponsors, showcasing the power of collaboration in achieving shared environmental goals.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

From a very humble beginning in 2008, our college has now evolved and got ready for being renewal by reputed accreditation agencies like NAAC so that it is able to fulfil the dreams of our students and all stakeholders in all aspects for the forthcoming years. Adhi College of Engineering and Technology (ACET) has introduced the Conceive, Design, Implement and Operate (CDIO) approach in the engineering education for undergraduate students. The CDIO initiative aims to produce more effective engineers and the next generation of engineers. The primary reason for using CDIO in engineering education is to expose students to work methods used in industry, while the secondary reason is to provide a useful tool for assessing students' skills.College has organized number of national and international conferences, seminars, workshops in association with and active participation of industries, national and international academics and research institutions. We are encouraging our students to participate in project-based learning with the outside companies and also, we motivate them to engage themselves in internships. Our college is conducting Alumni tournaments every year between Alumni and the current students to maintain a cordial relationship. We have a good number of transport facilities. Water level is monitored in each hostel to check its water consumption. Reverse Osmosis (RO) filter has been placed in our college building to serve the students.

Concluding Remarks :

Adhi College of Engineering and Technology is affiliated college by Anna university, Ordinances and guidelines of apex bodies. The governance and management of the college is democratic, decentralized and leadership is participatory. All stakeholders are involved in decision making process through various provisions. Senate is the principal authority for financial estimates and budgetary appropriations and for providing social feedback to college. Management Council reviews and deliberates on short and long term reforms in academic, research and development activities, finance, management and governance. Academic Council is the principal authority responsible for regulating and maintaining the standard of teaching, research, and evaluation. Board of Examination and Evaluation deals with matters related with examination and evaluation. Finance and Accounts Committee plans, coordinates and oversees the financial operations. Purchase Committee deals with matters pertaining to all purchases. Building and Works Committee carries out infrastructure development activities. Board of Information Technology manages selection, deployment and use of application software and technology in academic, finances and administration.. The IQAC has been actively involved in leading and assisting the quality initiatives in academics, research, extension activities and industry-academia collaborations.. Teachers are encouraged to stay abreast with the latest developments in their fields. Many professional development/administrative training programmes have been organized for teaching and administrative staff.