



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

A K T MEMORIAL COLLEGE OF ENGINEERING AND TECHNOLOGY

AKT NAGAR, NEELAMANGALAM POST, KALLAKURICHI.

606213

www.aktmcet.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

A.K.T Group of institutions was established by A.K.T Noble Cause Volunteers Trust for the uplift of society through value education in the name of famous philanthropist, Late Thiru.A.K.Thagapillai. The management has experience in academia for more than 2 decades. The institute started in 2009 with an intake of 240 students with 4 UG programmes. Subsequently, in 2010, the intake of the institute was increased to 360 by doubling the intake in Mechanical Engineering and Electronics & Communication Engineering programmes. The Computer science and Engineering programmes were introduced in 2012. The institute signed 10 MOUs with the industry in 2018 and two new UG Programmes namely B.Tech(Artificial intelligence & Data science) and B.Tech(Information Technology) were introduced during the academic year 2023–24. The institute was certified by ISO in 2019, and an ISTE chapter was installed during the academic year 2012–2013. The faculty members are received grants in seminar and workshops from SERB, DRDO, TNSCST and ICSSR. The extension activities are conducted in around villages and received appreciation certificates from the local bodies. The institute has successfully implemented the NAAN Mudhalvan and Naliya Thiran schemes to train the students in cutting edge technologies

The institution is approved by AICTE, New Delhi, and affiliated with Anna University, Chennai. The institution is located at Neelamangalam Village, 2 km east of Kallakurichi town on the Chennai-Salem National Highway. The main motto of the institute is to set up a core culture through the process of continual progress in teaching-learning, infrastructure, and other educational services, with a focus on co-curricular and extracurricular commitments to equip the students to meet the needs of the job scenario in a globalized environment.

Vision

To be recognized globally as a leading institute that produces visionary and socially responsible engineers who make significant contributions on startups and towards the advancement of knowledge, technology, and society.

Mission

M1: To empower and inspire the next generation of engineers to excel in their entrepreneurship, professional pursuits, contribute to global technological advancements, and address societal challenges.

M2: To provide a rigorous and comprehensive engineering education that equips students with theoretical knowledge, practical skills, and a mindset for continuous learning.

M3: To facilitate advanced learning and industry related projects

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Proactive Management.
- Management has over 20 years of academic experience.
- Good relationship between the Management and stakeholders.
- Systems for welfare, empowerment, and involvement of teachers and students.
- Financial Assistance to needy students.
- ISO to determine the overall quality of the institution.
- Scope for improving the industry and alumni engagement for institutional growth.
- Use of Innovative teaching.
- Seminar grants worth of 2.5 lakhs were received from DST-SERB, DRDO, and ICSSR
- Numerous programs designed to assist individuals from a variety of backgrounds and slow learners.
- Emphasis on holistic development of students and teachers.
- Improvement in Research attitude
- Institute is well connected with national highways.
- Green campus.

Institutional Weakness

- To apply in various research funded projects and improve in journal publications
- Students admitted lack of competencies in English language.
- Less no. of faculty members in doctorates.

Institutional Opportunity

- To become an autonomous institute.
- MOUs with industries and premier institute for skill development and value added courses.
- Organizing FDP to meet the continuous training needs of HoDs and Professors

Institutional Challenge

- The influence of social media
- Extensive use of mobile phones by students
- Preserving the aspirations of both teachers and students.
- Students with a range of needs and backgrounds.
- A higher percentage of students choosing to pursue entrepreneurship.
- Recruiting highly experienced faculty
- Attracting students for admission from other states/countries.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

A.K.T Memorial College of Engineering and Technology is affiliated to Anna University Chennai. The Institution takes utmost care in effective curricular planning and implementation as prescribed by the Anna University Chennai. Adhering rigorously to the Academic Calendar, the college emphasizes continuous academic monitoring to ensure the quality of teaching and learning. The college actively collects structured feedback on the Curriculum from various stakeholders like students, teachers, alumni, Industry person/employer. Feedback collected is analyzed and action taken report is made available on college website. Our college provides conducive learning environment for the students, as well as harmonious working culture for the faculty members. Each year, the institute offers certificate and add-on courses to students and seeks feedback from various stakeholders to enhance the curriculum. On the basis of feedback collected from the various stakeholders, give suggestions for curriculum enrichment. To address curriculum gaps, the college employs co-curricular activities such as bridge courses, guest lectures and experimental learning activities. Academic flexibility is provided to the students by offering elective courses prescribed by the Anna University. In addition to the prescribed curriculum, the institute places a significant focus on enrichment, providing skill-oriented programs like value-added courses, industrial visits, internships and field projects. Over the last five years, a comprehensive total of 65 value-added courses were provided to 2872 students and industrial visits were arranged for each department. Additionally, 156 internships were successfully completed in the last year. The institution prioritizes the overall development of students, fostering better job opportunities. Courses addressing issues like gender equality, environment and sustainability, human values and professional ethics are incorporated in the curriculum of Anna University Chennai. Gender equality, ethical values and social responsibilities are instilled among faculty members and students through various activities.

Teaching-learning and Evaluation

The institution has garnered a significant number of admissions since its inception, which is evidence of its

public perception. The Tamil Nadu Engineering Admissions (TNEA) organizes a single-window counselling system for students' admission. For admissions, we follow the Tamil Nadu government reservation policy. Advanced learners are guided to achieve high levels of proficiency by participating in internships, field visits, and earning credits through online platforms like NPTEL, etc. Students register themselves for the NPTEL courses. The majority of faculty members are adopting ICT-enabled tools for effective teaching. A total of 20 class rooms are ICT-enabled class rooms. Student-centered approaches, including experiential learning, project-based learning, and participatory learning, are given priority in addition to traditional classroom teaching. These methods are embedded in the lesson plan. The library is embedded with well-equipped systems that constitute a digital library with online subscriptions to e-journals to enrich the knowledge of students with recent advancements. The institution's faculty strength is approximately 72, and the teacher-student ratio is 1:13.6. Faculty members are encouraged to enhance their qualifications and get involved in research endeavors. There are 15 faculty members with Ph.D. degrees. Our college follows program outcomes (POs), program-specific outcomes (PSOs), and course outcomes (Cos) that are approved by our affiliating university, Anna University-Chennai. The achievement level of Course Outcomes (Cos), Program Outcomes (POs), and Program Specific Outcomes (PSOs) is evaluated by the faculty members. Corrective measures are carried out COs, POs, and PSOs attainment levels. Students' academic feedback is recorded twice a semester through the class representatives.

Research, Innovations and Extension

A.K.T Memorial College of Engineering and Technology has built an ecosystem for students & faculty members related to innovation & start-up. Institution Innovation Council (IIC), Entrepreneurship Development & Intellectual Property Rights Cell (ED & IPR Cell) and Research & Development Cell (R&D) are established to promote the activities. IIC is a platform developed by Ministry of Education, Government of India to showcase our best ideas to the world, our ED&IPR cell assists Students & Teachers in protecting their Intellectual Property Rights. R & D Cell foster the research ecosystem in the Institution. Totally 51 research papers & 49 Seminars/Workshops was conducted in the last 5 years (18 in last academic year alone). There are 26 MOUs signed in the last 5 years, with various Institution/Industries, our students get numerous opportunities to hone and showcase their skills via Internship and Project work.

Apart from Academics, we also strive to make our students socially responsible by involving them in various Extension Activities via National Service Scheme (NSS), Youth Red Cross (YRC) & RRC. Totally 45 awareness program conducted on environmental protection, human rights, gender equality & financial literacy to the local community to improve the quality of their lives. Through these activities the students sensitized to social issues. The following extension activities were conducted at different villages in the following topics such as Tree Plantation, World TB day Awareness program, Dengue Awareness program, Eye check-up camp, Covid 19-Awareness Program, International Yoga Day, Blood Donation Camp, Road Safety Awareness Program, International Literacy Day, Food Safety Awareness program, Awareness Program on Kavalan SoS App etc., NSS team received recognition for the Campaign Clean India programme under Swatch Bharat Abhiya activity conducted in Model Government Higher Secondary School, Virugavoor. We organized a program named SAHAYATHA donation camp for the poor and needy students of Aadhi special school (For Intellectual Disabled Children), Kallakurichi on 15th August 2022. In addition, we are proud to have received recognition and award from Government Primary Health Centre, Melur, Kallakurichi for donating 60 Units of Blood in the Blood Donation Drive conducted in partnership with Lions club, Kallakurichi.

Infrastructure and Learning Resources

A.K.T Memorial College of Engineering and Technology is located on 10 acres campus with good infrastructure with well-equipped classrooms, seminar halls, conference hall, laboratories, ICT enabled class rooms, administrative area, etc. to fulfill the academic needs of the students and also provides transportation facilities to all rural area in and around kallakurichi. The campus is enabled with Wi-Fi and under CCTV surveillance. We have hostel facilities for boys and girls are separately provided in our campus. We have good indoor and outdoor facilities for the students to engage in sports activities. The institute provides internet connectivity of bandwidth 100 Mbps with sufficient desktops, printers, scanners and servers for academic related purposes and well supported by UPS backup. The institute has a cafeteria, green campus, rainwater harvesting system, solar plant and RO plant. We have lift to facilitate access to all the floors of the building. A yoga Centre, Gym facilities and Common rooms for separate boys and girls are available in our college premises. Auditorium has a nearly 500 seating capacity with good ambience facilitates, students to exhibit the cultural talents.

Our central library has good infrastructure and has collections of academic books, journals, magazines/newspapers with Integrated Library Management System (ILMS) software. The library also has DELNET facilities to access e- books and e-journals and has provision of OPAC for searching books.

Student Support and Progression

The Institution established a platform for the development of academic, personal and technical skills for the students. The institution has a student council which empowers students to participate in various academic and non-academic events. The institute organizes various capability enhancement programs for personality development, ICT skills, language communication skill and life skills. Students have been motivated for progress to higher education and for qualifying competitive examinations by providing guidance to them. Institution has four committee, such as the Anti- Sexual Harassment Committee, Anti-Ragging and Discipline committee, Feedback committee and, Grievance Redressal Committee, to resolve student's issues and challenges.

The institution also has NSS, Sports, and Cultural Committee. Student's performance in sports is peaking with higher participation of students at the National level, state level, and University level. Students have won State level prizes and participated in them. The Carrier guidance, Competitive Exam and Placement cell actively promotes the development of the personality and career prospects of the students.

The institution has an alumni association to networks with alumni's. The scholarships and free ships are timely distributed to SC/ST/OBC and others reserved category students. The Institution provides concession in the fees and installment facility to the students who are economically deprived.

Governance, Leadership and Management

The institute maintains a well-defined organizational structure, with policies set by the management committee and Governing Council, overseen by the Principal, Vice Principal, Heads of Departments, and various committees dedicated to specific purposes. Faculty members are represented in the Governing Council, Academic Advisory, and other committees to promote participative management. Decentralization is encouraged, with faculty, non-teaching staff, and students participating in various institutional committees. E-governance is implemented for admissions, finance, library and examination processes. The college provides welfare measures such as medical leave, maternity leave, and provident funds for faculty and staff members'

personal and professional growth. Faculty are supported to attend development programs, workshops, conferences, and seminars, with financial assistance provided for travel and registration fees. Professional development programs are conducted for teaching faculty and administrative staff. Faculty are encouraged to enhance their qualifications through workload adjustments and academic leave.

A performance appraisal system is in place for faculty and non-teaching staff. Budgeting and audit policies, including internal and external auditing, are well-defined. An Internal Quality Assurance Cell (IQAC) oversees quality aspects, regularly reviewing teaching-learning processes, evaluations, and assessments. New courses are introduced to enhance placements and develop students' knowledge, skills, and personality. A strategic plan guides the institute's overall development, which is continuously implemented and reviewed for effectiveness.

Institutional Values and Best Practices

AKTMCET has a strong precedence to safe and secure environment for all the staff and students irrespective of the gender by rendering all sorts of requirements. The institution has conducted gender equality programs under the women empowerment cell every year to ensure their well-being, safety, and security. They are being counseled for their specific problems by internal mentors. The institution has adopted an eco-friendly approach to maintain the green campus with continuous attention towards tree plantation, implementing water harvesting methods, commissioning renewable energy resources for street light, LED lamps, pertaining waste management system etc. For the differently abled students, facilities like ramps, washrooms, separate class rooms, screen reading software, and user manuals have been provided. AKTMCET has a notable contribution in creating a responsible citizen always by conducting most of regional celebration such as Swatch Bharat activities, blood donation camps through National Service Scheme (NSS). In addition, the students are introduced to the managerial skills, ethical behavior and being sustainable towards the environment via the curricular subjects. The Governing Council exercises its responsibilities and empowers various committees for the smooth running of the institution, through decentralization. The institution has best practices in all its activities to ensure overall development, and promote quality education. The two best practices successfully implemented by the institution include Mentoring system to encourage the students to achieve their goals and Green campus initiatives promote awareness on ecological balance, various activities are initiated to conserve natural resources. The performance of the institution in one area distinctive to its priority and thrust includes the Holistic Development, Academic development, societal development, Physical development, and Emotional development.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	A K T MEMORIAL COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	AKT NAGAR, NEELAMANGALAM POST, KALLAKURICHI.
City	Kallakurichi
State	Tamil Nadu
Pin	606213
Website	www.aktmcet.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Thanigaivelan R	04151-223577	9524742999	-	iqac.aktmcet@gmail.com
IQAC / CIQA coordinator	Manikannan P	-	9786658571	-	hodeee.aktmcet@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority 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		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-06-2023	12	Applied for Renewal of next academic year

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	AKT NAGAR, NEELAMANGALAM POST, KALLAKURICHI.	Rural	10.02	14760

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Civil Engineering,Civil Engineering	48	HSC	English	30	18
UG	BE,Computer Science And Engineering,Computer Science and Engineering	48	HSC	English	60	58
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	50
UG	BE,Mechanical Engineering,Mechanical Engineering	48	HSC	English	60	47
UG	BTech,Artificial Intelligence And Data Science,Artificial Intelligence and Data Science	48	HSC	English	30	29
UG	BTech,Infor	48	HSC	English	60	60

Information Technology, Information Technology					
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Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	5				10				71			
Recruited	4	1	0	5	8	2	0	10	42	29	0	71
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						12
Recruited	9		3		0	12
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	1	0	8	2	0	0	0	0	15
M.Phil.	0	0	0	0	0	0	10	6	0	16
PG	0	0	0	0	0	0	32	23	0	55
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	729	1	0	0	730
	Female	364	0	0	0	364
	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	85	75	58	49
	Female	49	51	46	26
	Others	0	0	0	0
ST	Male	1	0	1	1
	Female	1	2	1	1
	Others	0	0	0	0
OBC	Male	103	136	60	52
	Female	53	41	36	27
	Others	0	0	0	0
General	Male	1	1	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		293	306	202	156

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	According to the National Education Policy, 2020 (NEP), "an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant
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knowledge society, by providing high quality education to all, thereby making India a global knowledge superpower" will bring about a significant transformation in education. Access, Equity, Quality, Affordability, and Accountability are the five guiding pillars upon which NEP 2020 is built. Our youngsters will be better equipped to handle the various domestic and international issues of the modern and future thanks to it. The Institute is affiliated to Anna University, Chennai, currently the institute follows Regulation 2021 for the students admitted to B.E./B.Tech. Programmes. Each B.E./B. Tech. program will have a curriculum with syllabi made up of theory and practical courses that fall into the following categories:

- Humanities, Social Sciences and Management Courses include Professional English, Communication skills.
- Basic Sciences Courses include Mathematics, Physics, Chemistry, Biology, and Environmental Science.
- Engineering Sciences Courses include Engineering Practices, Engineering Graphics, Basics of Civil / Mechanical / Electrical / Electronics / Instrumentation, Computer Engineering.
- Professional Core Courses include the core courses relevant to the chosen specialization/branch.
- Professional Elective Courses include the elective courses relevant to the chosen specialization/ branch.
- Open Elective Courses include the courses offered by a branch to other branches, from the list specified in the respective curriculum of the B.E. / B. Tech. / B. Arch. Programmes.
- Employability Enhancement Courses include Project Work, Internship, Seminar, Professional Practices, Case Study and Industrial/Practical Training.
- Audit courses (AC) include the courses such as Constitution of India, Sangam literature etc. Students may be permitted to credit a maximum of two online courses, subject to a maximum of six credits, with the approval of the Head of the Institution and the Centre for Academic Courses, in lieu of open elective / professional elective courses.

2. Academic bank of credits (ABC):

Our institution is prepared to use the Academic Bank of Credits (ABC) in accordance with the standards of the affiliated university, Anna University, Chennai. The choice-based credit system (CBCS) is used in all of Anna University's programs, and the Academic Council is now discussing a resolution about the

	<p>ABC. Anna University will legally register on the ABC portal following the resolution's acceptance by the relevant legislative bodies. For this reason, the Institute is currently suggesting creating a centralized academic database of college students. After a student has successfully finished every course, their academic credits can be digitally stored in the previously described database. When planning for exits and continuing their academic studies through alternate routes (i.e., online courses offered by prestigious universities or institutions of excellence), students can take use of the ABC.</p>
<p>3. Skill development:</p>	<p>Under the Government of Tamilnadu's "Naan Mudalvan" policy, the institute has taken the lead in providing skill development courses to our students in accordance with the Tamil Nadu Skill Development Corporation. Approximately forty courses are available under this initiative, and students are only need to select one course per semester. Students receive practical instruction in several abilities through a physical manner. Anna University has started a program called "Naalaiya Tiran," an experiential project-based learning initiative, to provide students with improved professional and technical skills. This program is sponsored by the Tamil Nadu Skill Development Corporation in collaboration with the ICT Academy of Tamil Nadu, NASSCOM, and IBM. All sixth-semester students enrolled in relevant programs are required to take a course called "Professional Readiness for Innovation Employability and Entrepreneurship". With courses like Human Values, Society, Ethics, Unnat Bharat Abhiyan, and Personality Development through Life Enlightenment Skills, institute offers value-based education. One course provided as part of the Student Induction program is "Universal Human Values." With the use of ICT-enabled tools and infrastructure found in many classrooms, students can advance their knowledge through online meetings, conferences, workshops, and virtual lectures.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Curriculum of Anna University includes courses such Universal Human Values, Society, Ethics, Unnat Bharat Abhiyan, the Indian Constitution, and Yoga. Students are offer with specialized Tamil courses called Heritage of Tamils and Tamils and Technology. By celebrating Indian holidays like</p>

	<p>Saraswathi & Ayudha Pooja, Pongal, Holi, Krishna Jayanti, Navaratri, Ugadi, Mahaveer Jayanti, Onam, Christmas, Ramzan, and Miladi Nabi, the institute places a strong emphasis on maintaining the Indian language, culture, and customs. On April 22 and 23, 2022, our institution held National Level Seminars on "Awareness Program on Recent Technological developments in Electric Vehicle and future benefits for our society," which were supported by ICSSR. The way that seminars are conducted has contributed significantly to the advancement of the national unity, ecological wellbeing, and patriotism. Students at our institute are compelled by moral principles to perform acts of service by joining organizations such as the NCC, YRC, RRC, and NSS.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Program Outcomes (POs) for all programs are the globally recognized graduate traits that the Washington Accord recommends, plus additional Programme Specific Outcomes (PSOs) relevant to the programs to assure high-quality engineering education. According to Bloom's Taxonomy, each course in the program is organized by Course Outcomes (COs) at different levels. The syllabus is created based on the intended course objectives, and additional course outcome statements are mapped into program outcomes and program-specific outcomes as part of a course articulation matrix. The website lists all authorized programs along with their corresponding courses along with quality indicators. The internal assessments exams question papers are prepared intertwining the Cos and Blooms taxonomy.</p>
<p>6. Distance education/online education:</p>	<p>Learning is possible anywhere, at any time, thanks to the cutting-edge e-learning teaching tools and digital learning platform. A program that incorporates the most recent business trends into digital learning offers comprehensive development. The institute's conference rooms, seminar halls, and more than 80% of its classrooms are furnished with ICT-enabled equipment and infrastructure, allowing for the holding of regular classes, meetings, special lectures, online gatherings, workshops, conferences, symposiums, student activities, and more. The institute is fully equipped with ICT, including Internet browsing, remote and campus-wide access to e-resources, and an Online Public Access Catalog (OPAC). The institution is already set up for online learning; in fact, during the COVID-19 epidemic,</p>

many online teaching and learning platforms, such as Google Meet, Google Classroom and Zoom, were used. WiFi is available throughout the whole college campus. The faculty members and students are insisted to enroll themselves in SWAYAM and NPTEL online learning portals. The institute also host NPTEL examination every semester. Additionally, Amrita Virtual lab nodal center will be established to provide high-quality remote laboratory access in Science and Engineering disciplines for students and teachers including Physical Sciences, Biological Sciences, Chemical Sciences, Computer Science and Electronics, and Mechanical Engineering.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The Electoral Literacy Club (ELC) has been set up in the year of 2022.
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, The Following Faculty and Students coordinator are appointed for Electoral Literacy Club (ELC). 1. Dr.R.Thanigaivelan Chairman Principal 2. Mr.R.Ashok Kumar Convener AP-MECH 3. Mr.P. Ramachandran Member AO-Office 4. Mr. S.Durairaj Member AP-MECH 5. Mr.A.Alexander Student Member IV year-Mech 6. Mr.S.Mohan Student Member IV year-Mech 7. Mr. Sheik Bilal Student Member IV year-Mech 8. Mr.SJunaith Adhil Student Member IV year-Mech
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.	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 Institution has taken the following initiatives to district election administrators 1. Voter registration camp was held in campus for all eligible students. 2. Voters awareness programmes were conducted to the general public and to students. 3. Members of the faculty and students volunteers the state and parliament elections.

	<p>4. Sensitization programs on voters awareness were given to all our students.</p>
<p>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.</p>	<p>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. • The “Voter-ID enrolment’, drive for all the college students were conducted. • Poster presentation competitions on importance of voting were conducted in house. • Rally was organized to create the awareness in the public about the significance of ethical voting</p>
<p>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.</p>	<p>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. Special enrollment drives for yet to be enrolled as voters was conducted in the college.</p>

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
979	846	717	778	1014

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: 140

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
72	70	68	61	71

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
224.27	165.74	80.88	130.50	128.46

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:

AKT Memorial College of Engineering and Technology (AKTMCET), affiliated with Anna University, Chennai, takes careful planning and documentation on the curriculum delivery. The institute follows the Regulation & Curriculum of Anna University. All the students receive comprehensive, need-based education from AKTMCET. To address the educational needs of the students, despite the varied backgrounds and their ambitions, the institute has adopted a learner-centered approach. Based on the academic calendar of the affiliated university, the Institute creates the academic calendar. The academic calendar of the institute includes reopening dates, class committee meetings, Internal Assessment Exams, model examinations, co-curricular & extracurricular activities, the last working day, and government holidays for each semester. Based on their experience, willingness, and performance, the department assigns courses to faculty members. The institution developed an internal quality assurance cell (IQAC) to ensure successful curriculum planning and delivery. It conducts frequent meetings to discuss various implementation and monitoring strategies.

Curriculum Planning & Delivery:

For both theory and practical courses, faculty members are required to prepare the lesson plan, course materials, and question bank before the semester starts. Staff meetings are held three times a semester to discuss topics such as the lesson plan, class notes, teaching methods, industrial visits, value-added courses, etc. to monitor students' academic progress and activities. The course delivery is described in the lesson plan prepared by the faculty member. The lesson plan includes the topic covered, the number of hours required, the date of completion of the topic and method of delivery. Faculty members record content delivery in the class log book based on the lesson plan. The schedule is created for both groups of students and for each individual teacher. Every week, the head of the department signs the class log book, and principal checks it every two weeks. Content delivery deviations are monitored and corrected for each semester, two sessions of the class committee are held. The initial gathering must take place within a week of the semester's commencement. Good performers and slow learners are encouraged to converse and voice their thoughts to enhance the academic process. The second gathering takes place in the middle of the term to discuss various curricular, co-curricular, and extracurricular pursuits. The faculty is rated on a scale of 5 (high) to 1 (poor) by the students on a feedback form for all topics. Assessments in class, homework assignments, internal exams, and an appropriate learning mentor connection enhance the efficiency of curriculum delivery. The Examination Cell Coordinator notifies all the test coordinators of various departments about the dates of the COE in a circular, instructing them to prepare the Assessment question paper one week prior to the schedule.

Internal Assessment Exams:

In each semester, one model exam and two assessment tests are conducted. The academic calendar lists the dates of the internal assessments and Model Exams. A full announcement of the exam timetable is made by the exam cell coordinator through the principal. During the conduct of the exam the flying squad is appointed by the principal to ensure the proper conduct of the examinations. The results and the pupil's performances are informed to their parents. Each semester, the faculty members provide feedback on the question paper, and the institution will be notified of any grievances regarding the question paper.

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: 0

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: 0

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
0	0	0	0	0

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:

The institution intends to address the interconnected issues related to professional ethics, gender, human values, environmental protection, and environmental sustainability by including the relevant courses in its curriculum. In addition to these courses, various activities are conducted through the cells and societies periodically.

1. Gender Sensitivity:

The students are taught how to treat others with respect and dignity, especially those who are not the same gender. Social responsibility and gender sensitization are emphasized by the Internal Compliant Cell (ICC). The regulation and curriculum include a course titled Introduction to Women and Gender Studies (MX3081) to aid students in gaining a deeper understanding of gender-related issues. Distinct and interactive programs are organized by inviting accomplished women to share their insights on topics including professional development, health, and work-life balance. Each year, the Women's Day celebration honors women who have achieved greatness in a variety of areas. Various programs are being held for both male and female students to increase awareness of gender equality in the interest of mutual respect..

2. Environment and Sustainability:

Environmental Science and Engineering (GE8291) is a mandatory course for all B.E/B.Tech students in all disciplines. In addition, courses on Environmental Science and Sustainability (GE3451), Environmental Quality Monitoring and Analysis (CES336), Environmental policy, and Sustainable Agriculture and Environmental Management (CES332) are offered as part of the curriculum. These courses raise awareness about the efficient use of natural resources for a sustainable environment. They raise awareness about the efficient use of natural resources. Other activities, such as tree planting and village clean-ups, are also conducted.

3. Human Values and Professional Ethics:

The first-year B.E/B.Tech students go through a three-week induction program that teaches them about ethics and human values. Faculty members are required to join the AICTE UHV program and are expected to handle the initiation program for first-year students. The institute conducts various activities related to human values and professional ethics through NSS and YRC. The students take part in a variety of community-building activities that help them connect with their surroundings and grow. The curriculum also includes courses on professional ethics in engineering (GE8076), human values and ethics (GE3791), and others. Blood donation camps, visits to orphanages, a helmet awareness program, the distribution of nelavembu kasayam, and road safety awareness activities are some of the events organized by the NSS cell of the institute.

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: 67.72

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

Response: 663

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
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: 60.28

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
293	306	201	156	129

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
360	360	360	360	360

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: 70.89

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
225	231	161	141	121

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
248	248	248	248	248

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: 13.6

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:

The institute makes an attempt to provide student-centric methods for the teaching learning process. This type of centric method supports problem analysis, lifelong learning, and modern tool usage skills. The students will learn through different centric methods such as experiential learning, participatory learning, problem-solving methodologies, and Information and Communications Technology (ICT). The various student-centric methods are provided below.

Experiential Learning:

As part of their curriculum, students are required to complete practical sessions in laboratories, where they are given the opportunity to learn by experience. The soft skill training helps the student enhance their English speaking, writing, and listening skills. The students are exposed to learning processes through field visits.

Participative learning:

Participative learning strategies include seminars, sponsored lectures, and small group discussions on the newest technology. Students register themselves in NPTEL courses and also take part in a variety of participatory events such as paper presentations, symposiums, quiz completions, workshops, and seminars. Industry visits and internships that aim to provide skills for startups are included in the curriculum as a whole. Additionally, industry-specific seminars and value-added courses are organized to provide hands-on training and exposure to the most cutting-edge technologies. The students are exposed to industry processes through an annual industrial visit. This type of visit enables the students to learn, comprehend, and visualize topics, apply analytical techniques, and develop their decision-making and problem-solving abilities.

Problem-Solving Methodologies:

The curriculum of Anna University is blended with concepts and problem-based courses. The mathematics course is included in the curriculum in Regulation 2017 up to the 4th semester. Some courses include lecture hours and tutorial hours. The students undertaking these courses are allotted 15 hours of tutorial classes. These courses instill the problem solving skills of the students. Students are provided with project work during the eighth semester. While performing the project work, students learn to identify the problem, develop the methodology, conduct experimentation, and document it. An assignment on a particular topic is provided for solving.

Information and Communications Technology (ICT):

Every department is equipped with an ICT tool, an LCD projector, a system with internet connectivity, and a whiteboard. The impact of information and communications technology (ICT) on student learning is contingent upon the digital literacy of teachers and their ability to effectively incorporate it into the academic curriculum. ICT facilitates, improves, and maximizes the distribution of content. Students with consistent exposure to ICT have enhanced their proficiency in presentation skills, innovative capacities, and overall exposure. Students have the facility to view NPTEL video lectures and other reputable educational websites offline at the institute computer laboratories. Students are encouraged to participate in technical webinars to acquire knowledge and expertise in various disciplines.

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: 93.96

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
72	72	72	72	76

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: 8.19

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
10	7	6	3	2

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 awarded 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:

The institute has a distinct exam cell for internal and university exams. Internal assessment tests are conducted in a more transparent way. Since the institute is associated with Anna University Chennai, it follows university regulations while conducting internal assessments and university theoretical and practical exams.

Conduct of Internal Assessment Test / Model Examination

- Each semester, there are two Internal Assessment Tests (IAT) and one model test.
- Internal Assessment Test dates are distributed to students and staff at the start of each semester via the Institute's academic calendar, which is based on the university's academic calendar.
- The internal test schedule is also posted on the notice board about a week before the exam.
- Syllabus and Question Pattern for IAT: The Continuous Internal Assessment curriculum includes Units I and II for the IAT-I and Units III and IV for the IAT-II. All five units are included in the model examination for all programs, allowing students to review the complete syllabus of all the subjects.
- Internal Assessment Examination question papers are based on previous semester university exam papers as well as the question bank. It complies with the AU standard and follows Bloom's taxonomy to achieve COs.
- Two assignments are assigned per semester. Assignment-1 pertains to the first 3 units of the syllabus, whereas Assignment-2 covers the remaining 3 units. Question banks are offered for each unit in every course.
- The faculty prepares the IAT Exam Question paper, which is then verified by the department's head.

- Subject teachers evaluate the internal assessment test within two days of the test.

Outcomes of the Practice:

Students familiarize themselves with the university's examination format. This method has facilitated efficient time management and resource optimization. Consistency in valuation is ensured due to the presence of a marking scheme. Valuation is conducted transparently and fairly. Students are exposed to course outcomes.

Conduct of University Examinations

- Candidates are authorized to appear for the semester examination if they have enrolled in all courses according to Anna University regulations.
- After principal approval, the list of students who have chosen optional topics is submitted to the university web portal.
- The principal appoints the Chief Superintendent (CS). Notice boards will indicate the examination schedule and fee circular. The Anna University Representative (AUR) is appointed by the Zonal Office.
- The university issues question papers in sealed covers that are unsealed at least 10 minutes before the specified time by CS and AUR.
- The Exam Cell is responsible for invigilation, hall and seating arrangements, and hall ticket distribution in accordance with university rules.
- The Chief Superintendent delivers the sealed covers to the Zonal office via a university representative. Any candidate misconduct is recorded and reported to the Chief Superintendent/COE by the hall superintendent.
- The university issues a circular to announce the start of central valuation.

Students Grievances:

- The principal addresses student grievances, which are revealed through internal examinations.
- Grievances identified related to Anna University Examinations are rectified using photocopies, revaluation, and review procedures for the results acquired, and additional grievances such as rectification in the grade sheet (DOB, printing problems, duplicate grade sheet, etc.) are remedied by Anna University CoE.
- For transparency, the students can apply for a photocopy, which is evaluated by the internal subject faculty and then recommended for revaluation.

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:

The process of communication for program outcomes, program-specific outcomes, and course outcomes. All departments' Vision and Mission are published in event brochures.

The vision, mission, PEOs, POs, and PSOs of all departments are published at:

1. The institute's website is at <https://aktmcet.in>.
2. Department corridors, Departmental Notice Boards, Class Rooms, Laboratories Notice Board.
3. Course files.

Course Outcomes are published at

1. The institute website can be found at <http://aktmcet.in>.
2. The course instructors have shared this information with the students.
3. Available in Course files
4. Available in lab manuals

The **program's outcomes (POs)** are the knowledge, skills, and attitudes that students should possess after completing their individual engineering program's curriculum. The **course outcomes (Cos)** are the information and skills that a student gains at the end of the course. It defines the mental operations a course facilitates.

Program-specific outcomes (PSOs) are statements that specify program outcomes that allow students to recognize that the knowledge and skills acquired in this course directly contribute to the advancement of society and its sustainability. The program's outcomes, program specific outcomes, and course outcomes are communicated to the stake holders of the program. All program outcomes, program-specific outcomes, and course outcomes are approved by Anna University-Chennai.

Program Outcomes (POs), Program Specific Outcomes (PSOs) and course outcomes are communicated to the stake holders of the program by the following procedures.

All program outcomes (POs), program-specific outcomes (PSOs), and course outcomes (Cos) are approved by the affiliated university, Anna University-Chennai. POs and PSOs are available on the Institute website. POs and PSOs are displayed in the department office, laboratories, and department library. They are also displayed in the department library. Staff, students, and the public can find the POs and PSOs in prominent locations on campus. Management encourages faculty members to participate in the outcome-based education initiative being organized by prominent institutions with sponsorship, which is being sponsored by prominent institutions. Newly inducted faculty members are introduced to outcome-based education (OBE) during the Faculty Induction Program. The individuals undergo training

provided by both internal and external experts. The training is provided by both internal and external experts. Students and faculty members discuss POs and PSOs among students and faculty members at class committee and faculty meetings.

The vision and mission of the institute and department are communicated during the parent-teacher meeting.

The course outcomes (COs) are defined at the department meeting. A course coordinator and one subject matter expert are included in the course committees created by the department. Course results and their mapping with program outcomes and program-specific outcomes are discussed and developed by the course committee members. The COs impart knowledge to the students during the introductory session. Lesson plans and COs are prepared and distributed to students at the first class of the semester. The course outcomes are discussed throughout the semester. The dissemination of course outcomes to students involves informing newly admitted students about the course outcomes during the induction program. The course objectives and outcomes are outlined at the beginning of each lesson. After each unit of the course is completed, the teacher provides information regarding the course outcomes again. COs are referenced in assignment instructions, the IAT question papers, and the laboratory experiment manual. They are also referenced in the laboratory experiment manual.

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:

All courses must collectively encompass all the program outcomes and program-specific outcomes. We align the course outcomes (COs) with program outcomes (POs) using the CO-PO matrix and with program-specific outcomes (PSOs) using the CO-PSO matrix, as depicted below. The different correlation levels are:

“1” indicates a slight (low) correlation.

“2” indicates a medium correlation.

“3” indicates a significant (high) correlation.

“-“ indicates no association.

There are four levels of outcomes: course outcome (CO), program outcome (PO), program-specific outcome (PSO), and program-educational objective (PEO). Course outcomes are statements that specify the skills and abilities students are expected to have by the conclusion of a course. Program outcomes (POs) are determined by accreditation agencies such as the NBA in India. They outline the knowledge, skills, attitudes, and graduation traits that a formal engineering program should possess. Graduate attributes (GAs) are the elements that show a graduate's ability to develop the skills needed to practice at the required level. The program outcomes indicate that graduates can exhibit knowledge in basic sciences, humanities, social sciences, and engineering sciences and can apply these principles to understand and practically utilize the knowledge in professional core subjects, electives, and projects, making them competent upon graduation. Graduates must uphold professional and ethical duties in their careers for the betterment of society. These results also allow the graduate to further their education and participate in research and development for a prosperous professional career. Program-specific outcomes are statements that define the abilities and achievements that graduates of a particular engineering program should possess. Program educational objectives are detailed statements that outline the career and professional achievements that graduates are prepared to attain after several years following graduation. The university evaluates the achievement of program outcomes (PO), program-specific outcomes (PSO), and course outcomes (CO) for all programs. All courses in the program have clearly defined course outcomes and their alignment with program outcomes or program-specific outcomes. Create the program articulation matrix for program outcomes or program-specific outcomes by calculating the average of all course outcomes for each course.

Assessment strategies used to evaluate students' learning and achievement of course outcomes (COs) are classified as direct or indirect methods. Direct approaches evaluate students' knowledge and skills based on their performance in continual internal evaluation, semester examinations, seminars, and classroom and laboratory assignments. The indirect method includes obtaining comments from graduating students to assess their understanding of different courses. Analysis is conducted based on the achievement of course outcomes (CO), program outcomes (PO), and program-specific outcomes (PSO). Discrepancy Assessment An analysis is conducted to identify gaps in the alignment of COs with POs and PSOs. Adjustments are made to bridge the gaps by revising the curriculum, organizing invited speakers and seminars, and providing mentoring to students as needed. Faculty members assess COs, and corrective measures are taken as necessary. The achievement level of program outcomes (POs) and program-specific outcomes (PSOs) is observed, evaluated, and adjusted as needed.

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: 72.65

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
101	95	194	249	174

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
152	124	220	258	365

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: 3.7

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: 1.81

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
1.0612	0.75	0	0	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:

The institute has established multiple cells to facilitate the exchange of knowledge and resources in order to bring creative ideas to fruition by fostering an innovative ecosystem.

Institution Innovation Council (IIC)

The Institute developed an Institute Innovation Council in collaboration with the Ministry of Education, Government of India. The main goal of the Institute Innovation Cell is to stimulate and cultivate young students by assisting them in exploring new ideas during their developmental stage. The IIC collaborates with external partners to create joint initiatives and establish a network of innovators.

Entrepreneurship Development Cell (EDC) and IPR Cell

The EDC and IPR Cell has been established to facilitate and encourage students towards startup and IPR. The cell organizes awareness programs for student's attitudes towards. The cell organized two Entrepreneurship Awareness Camps (EAC) to promote entrepreneurship following the receipt of a Rs. 20,000 grant from EDII, Villupuram Hub.

The EDC&IPR cell offers a platform for faculty members, students, and academic researchers to discuss concepts and ideas by providing practical exposure and assistance in the patent filing process. The EDC&IPR cell educates professors and students on intellectual property rights through lectures and workshops.

Research and Development (R&D) Cell

The R&D Cell facilitates the R&D activities in the institutions. Many R&D-related workshop activities are conducted on topics such as tools for research, how to write research papers, research methodology, etc. The students are required to submit project proposals to TNSCST and other agencies. The student's project was supported by TNSCST with a sum of Rs. 6120. Faculty members are also encouraged to submit project proposals and seminar proposals to TNSCST, CSIR, DST, ICSSR, and DRDO. Seminar and conference grants received from ICSSR, DRDO, and DSR were worth Rs. 1, 95,000. An international conference called "Challenges, Opportunities, and Future Roadmap of Smart Manufacturing (COFSM)-2023" addressed smart manufacturing issues and was conducted from March 28 to March 29. Additionally, an international ICSSR funding seminar was conducted, which focused on raising awareness about recent technological developments in "Electric Vehicles and their future benefits for society". The project proposal was submitted to the Chief Minister's Research Grant on the project titled "Nano High Entropy Alloy Coating of Industrial Components."

Professional development activities were conducted in association with

1. ISTE—Indian Society for Technical Education
2. ISO is the Indian Standard Organization.
3. BIS (Bureau of Indian Standards)

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: 28

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
11	6	5	1	5

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: 0.36

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
20	10	5	14	2

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	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: 0.1**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
7	3	4	0	0

File Description	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 National Service Scheme (NSS) has organized many outreach programs in the local community to raise awareness among students about social concerns and enhance their overall development. Students are encouraged to participate in raising awareness on themes such as health, cleanliness, environmental protection, human rights, gender equality, and financial literacy. Furthermore, NSS has conducted clean-up drives and tree-planting activities to support its environmental conservation efforts. In addition, students have participated in rural outreach programs in distant locations around our university, collaborating with local people to enhance access to fundamental needs like education, healthcare, and clean water. NSS has effectively made a beneficial impact on the lives of people in the local community and beyond through these campaigns.

Center for Covid Care

Our institute hostel rooms were transformed into a 400-bed COVID Care Center during the COVID-19 pandemic. Our institute has increased its assistance for the construction of a COVID-19 care center in collaboration with the district administration team to enhance the well-being of people affected.

Social-ecological activities

The institution offers a wide range of activities to promote the overall development of students from their first year to their last year. The college's NSS, YRC, and RRC organize these programs. The National Service Scheme (NSS) arranges activities including awareness campaigns, blood donation camps, health camps, tree plantation drives, and various other events. These events foster students' sense of social responsibility and dedication to their community. The Youth Red Cross (YRC) organizes programs like first-aid training, crisis management drills, mock drills, visits to orphanages, and similar events to instill the values of humanity, empathy, and compassion with students.

The NSS, YRC, and RRC of our college are dedicated to improving the lives of people in neighboring communities. Annually, we partner with the Lions Club, Kallakurichi, and the Blindness Control Society to host a complimentary eye camp. This eye camp offers vital eye care services to locals, including screening, diagnostics, treatment, and surgery. We educate people on the significance of eye health and safety, as well as proper eye care practices. By doing this, we are enhancing the villagers' quality of life and decreasing the occurrence of avoidable blindness. The NSS team has engaged in several activities, such as a green campus project, a cleanliness program, and blood donation drives, to serve the local community.

The YRC program focuses on creating awareness about various social issues among students. The RRC organizes various activities to promote the spirit of service and volunteerism among the students. It has also organized several community service projects to bring about social change and build a better society.

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:

Our students have consistently taken part in numerous activities hosted by state institutions and other organizations. Our campus serves as a primary location for various government activities such as higher education awareness programs, public grievance days, medical camps, blood donation camps, school campus cleaning programs, temple premises crowd control programs, awareness rallies, tree plantations, eye camps, and regular medical camps. The Government officials of Kallakurichi greatly appreciate and recognize our participation in corporate social responsibility (CSR) activities.

Blood Donation Camp Award

The National Service Scheme, Youth Red Cross, and RRC unit of the AKT Memorial College of Engineering & Technology collaborated to host a blood donation camp on October 13, 2022, at the college in partnership with the Lions Club of Kallakurichi. Over 50 NSS, YRC, and RRC volunteers

have donated blood during the blood donation camp. Dr.M.Balathandayuthapani from the Government Primary Health Center, Melur, Kallakurichi, expressed his sincere delight to the Chairman and Principal of our college. He offered a certificate to the college in recognition of providing 60 units of blood in just one day.

Every year, programs are organized where students and staff voluntarily engage in community-based activities in the area. Several awareness events, workshops, rallies, and road shows are organized on topics such as cleanliness, environmental conservation, tree plantation, gender sensitization, traffic rules, demonetization, digital payments, empowerment of girls and women, and support for acid attack survivors.

Awareness Program

The RRC and YRC units of the AKT Memorial College of Engineering and Technology conducted awareness events at several government school locations. Implementing a general awareness program is an effective method to enhance knowledge and comprehension across several subjects. It can be utilized to instruct pupils on a variety of subjects, ranging from current affairs to personal well-being and security. An awareness program can help increase consciousness about significant societal concerns like energy saving, creating a plastic-free environment, and promoting health hygiene.

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: 38

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
12	9	3	5	9

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: 3

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:

The institute strongly believes that adequate infrastructural facilities are the key element, and they will provide ample opportunities for both faculty and students to provide quality education leading to innovations, academic development, and the growth of capable, confident, and responsible engineering graduates. Thus, it has built up an impressive and state-of-the-art infrastructure with modern facilities and learning resources as per the prescribed norms of statutory bodies like AICTE and Anna University.

ICT Enabled class rooms:

The classrooms of all departments consist of furniture, a blackboard, LCD projectors and screens, audio systems, white boards, a computer with Internet connectivity, a table, and chairs for a good teaching and learning process. A dedicated smart class room with an interactive display board is installed for easy content delivery.

Seminar Halls and Auditorium:

The institute has two air-conditioned seminar halls with LCD projectors, internet-enabled computers, and a public address system for conducting various curricular and co-curricular activities such as seminars, guest lectures, workshops, symposiums, conferences, faculty development programs, etc.

Laboratories:

All laboratories in the institution are fully equipped with the latest equipment to conduct experiments as per the regulations of Anna University Chennai. Adequate safety measures have been incorporated and are displayed in the laboratories for the safety of the students.

Library:

The spacious digital library is equipped with 25 PCs that are connected to the LAN for fast and seamless access to the internet. The digital library has been facilitated with the latest books and journals, a reading hall, and reprographic facilities. Also, it has DELNET, a National Digital Library of India (NDLI) membership, to access e-resources for the benefit of its users.

Facilities for cultural activities:

Cultural activities are conducted in seminar halls and auditorium on different occasions, like Independence Day, Republic Day, Hostel Day, and other important occasions.

Sports Facilities:

The institute provides ample facilities for the students to participate in sports and games in institute, university, state, and national-level competitions. Outdoor and indoor game facilities are effectively used by the students during and after institute hours. Besides, the institute has a well-equipped indoor stadium and swimming pool.

Gymnasium Facilities:

The institute has separate gymnasium facilities for both boys and girls to keep them fit physically.

Yoga Facilities:

Besides celebrating yoga day every year in the institute, there is awareness and practice of yoga daily for both boys and girls.

Other facilities:

- Hostel and Transport
- Canteen
- Well-maintained lift
- Wheelchairs for physically challenged students
- RO water plant
- Fire Extinguisher
- Sanitary napkin vending machine and incinerator.
- Water Purifier
- CCTV Surveillance
- Solar plant
- Gen-set
- Biogas plant
- Rainwater harvesting
- NSS cell.

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: 24.06

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
61.45	29.90	30.25	28.43	25.60

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:

The institute has built up a reputation of higher academic standards in all specialties of Engineering since 2009, a true reflection of dedication and hard work. The information requirements of academics and students are met by our Institute Library. It contains around 21,000 books covering all disciplines of engineering, technology, and management. There are books, reports, theses, patents, and journal back issues in the library collection. DELNET in the library gives assessments to various electronic journals. Book lending and journal back volumes, book reservations, inter-library loan, document delivery, photocopying, and internet access are some of the services provided by the library. Bar-coded ID cards and separate Online Public Access Catalogue (OPAC) terminals are used to search books in the library's collection.

Our library has a comfortable and spacious seating arrangement that provides a complete academic atmosphere where students can sit and concentrate. The book listing aids students in

determining their requirements and quick reference. It is updated as new books are added. Students can view interesting articles and news-clippings directly on the display board in the library.

- The library has a capacity of 100.
- It provides an online public access catalog service to its users in addition to the other usual services.
- There are photocopying and printing facilities.
- It is an important part of our institute for higher learning because it is a main source of knowledge.
- The library intends to acquire all the books and periodicals that students and staff members are expected to peruse and broaden their understanding.
- The institute library operates from 8.00AM to 6.00PM. All working day's start at noon. The library is closed on Sundays and public holidays.
- The books must be returned within two weeks of their issuance. For a delay of another 10 days, students have to pay a fine of Rs.1 per day.
- There will be no journals or magazines issued.
- Staff and students shall return the books as and when they are called back by the librarian.
- The library provides Braille software for vision impaired students.

LIBRARY COMMITTEE:

The Library Advisory Committee is responsible for the operational and functional matters of the library. The Committee consists of Principal, Librarian, HOD's and Senior faculty members

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 institute has adequate IT facilities including Wi – Fi and the internet connections well spread through the campus and it is updated frequently. The institution is equipped with 382 internet connected computers. All the systems in the institute campus are provided with LAN facility. The seminar and auditorium halls consist of computers with internet and LCD Projectors.

The entire institute campus is connected through fiber optic network which ensures reliable connections from INFONET with speed of 100Mbps. Internet Facility is available at library, placement cell and all the laboratories within the campus and the institution also has Wi-Fi at various locations throughout the institute campus.

Campus network enables competitive examinations conducted by the Government. The campus has integrated software for various administrative and academic activities.

The uses various open source and license software which are upgraded periodically with the latest version. A team of in-house staff is grouped identified to take care of the IT related needs of the campus such as Software, Hardware and Networking, Website designing and hosting, Email, SMS solutions, etc.

An uninterrupted power supply is provided for all the computers to ensure safe operations, security is also enhanced due to the usage of hardware and firewall. The various other computing facilities like printers, software, database, dedicated lease-line of 100 Mbps bandwidth with Wi-Fi networking caters to all the labs and departments for the benefit of faculty members and students.

Name of the Internet provider: INFO NET

Available Bandwidth: 100 Mbps

Wi Fi Availability: Yes

Upload / Download: 91.49Mbps / 91.91 Mbps (leased optical fiber line)

Internet Access in Labs, Classrooms, Library, Office, Departments, Hostel: Yes

Availability in Faculty Cabin with institute email ID: Yes, Individual

Network Security Arrangements: Yes

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:** 2.94**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 333

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: 12.94**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
75.55	3.46	2.37	5.95	7.13

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

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: 94.3

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
910	779	689	736	973

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: 75.33

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
757	641	258	689	920

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: 67.77

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
89	79	123	121	139

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
101	95	194	249	174

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: 1.15

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
0	0	2	0	1

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: 35

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
16	3	0	4	12

File Description**Document**

Upload supporting document

[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: 15.6

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
24	21	0	18	15

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:

The institute has an alumni association that has been functioning actively since April 4, 2014, and its registration number is 47/2014. The Alumni Association serves as a powerful link between the Institute and alumni. Alumni contribute significantly to the development of the institution through various support services. The president, vice president, secretary, office-bearers, and executive committee were elected at regular intervals to discuss the activities of the association and finance-related matters. Alumni are interacted with through social media like the WhatsApp group and Facebook. Alumni meetings are arranged annually on campus for networking, and alumni members conduct career guidance programs. On the same day, feedback forms are collected from alumni. Their ideas and suggestions are considered and implemented by the institute administration.

- Networking and placement support. Our alumni are placed in various reputed organizations. They provide counseling to the students to prepare for placements. They share their working experience. Hence, the students are accustomed to working for various organizations.
- Alumni were invited as guests to the technical symposium and fresher's day program.
- Sponsor the electrical and electronic gadgets for the department.
- The alumni actively participate by providing the books to the library and also to the poor students.
- Alumni act as ambassadors and spread goodwill about the college to boost admission.
- Guest lectures given by the alumni of the institute pave the way for the success of future generations of students.
- Alumni encourage students to participate in various extra-curricular activities.

Alumni help the students prepare for GATE, GRE, TOEFL, and other competitive examinations. The platform of alumni interaction allows alumni to connect, collaborate, share thoughts, and foster lifelong relationships between institute and past and present students. The institute has a strong alumni network that guarantees their importance as stakeholders by involving them in the institution's growth initiatives. The institute has the scheme of inviting alumni to the campus for interaction. The alumni interaction will act as a guiding force for students to excel in their careers. The alumni feedback on the syllabus and curriculum will be communicated to Anna University for enrichment of the same.

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:

Vision

To be recognized globally as a leading institute that produces visionary and socially responsible engineers who make significant contributions on start-ups and towards the advancement of knowledge, technology, and society.

Mission

To empower and inspire the next generation of engineers to excel in their entrepreneurship, professional pursuits, contribute to global technological advancements, and address societal challenges.

To provide a rigorous and comprehensive engineering education that equips students with theoretical knowledge, practical skills, and a mindset for continuous learning.

To facilitate advanced learning and industry-related projects.

Quality Policy

- Strive for excellence in teaching, research, and project-based learning to develop well-rounded, competent engineers.
- Implement effective student feedback mechanisms for continuous enhancement of teaching methodologies.
- Facilitate internships, industry visits, and guest lectures to bridge the gap between academia and industry.
- Encourage faculty and students to engage in cutting-edge research and innovation projects.
- Maintain state-of-the-art facilities, laboratories, and technology infrastructure to support effective teaching, learning, and research.
- Promote community engagement and social initiatives to contribute positively to society.

Various institutional practices

Top-level managers: The management, through the principal, involves the faculty members in various activities related to the development of the institution. The principal heads the academic and administrative activities of the institute, forms various committees, and assigns responsibilities.

Middle-level managers act as an intermediary between top-level management and low-level management. It includes the Vice Principal (VP), Head of the Department (HoD), Librarian, and Physical Education Director (PED), who are executing institutional plans.

Low-level managers, including faculty, non-teaching staff, and others, help the middle-level managers by coordinating the activities delegated to them.

DECENTRALIZATION

- Participative management is at the core of decision-making at Institute level. The management, principal, VP, HoD, faculty, non-teaching staff, and students are encouraged to participate in all activities to improve the institution's functioning.
- The Governing Council, Principal, VP, and HoD's play a key role in formulating policies, regulations, admission, training and placement, grievance redress, etc. The various committees are headed by HoD's or other faculty members who contribute to the institution's sound functioning.
- The faculty members are actively involved in the discussions of academic interest and provide their suggestions to the principal, VP, and HoD's. They play an active role in the various departmental activities, including budget preparation, the purchase of essentials for laboratories, etc.
- The governing council, management, and IQAC set the standards and expectations as per the institution's vision and mission. The administrative officer and staff have a significant role in the institution's day-to-day affairs.
- Our institution celebrates International Women's Day every year to advance the cause of women's empowerment.

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:

The institute was started in the academic year 2009 by the A.K.T. Noble Cause Volunteers Trust and offers under graduate programs. Governed by a council in accordance with AICTE provisions, AKTMCET's governing body includes a chairman, management nominees, representatives from academia and industry, faculty members, and the institution's principal. The college's Academic

Committee convenes regularly to monitor and implement policies regarding admissions, academic affairs, examinations, placement, and training, reporting directly to the principal. Additionally, functional heads for administration, library, computer center, physical education, and maintenance report to the principal. The institution also houses 12 other committees and 9 cells focusing on areas such as anti-ragging and women's empowerment. The policy manual delineates employee duties, responsibilities, leave policies, conduct rules, and the recruitment process. Stakeholders are encouraged to provide feedback and suggestions through online platforms and suggestion boxes.

Institutional Bodies:

Our educational institution has various institutional bodies for efficient and effective functions are

- Governing Council Committee
- Planning and Monitoring Committee
- Academic Advisory Committee
- Anti-Ragging Committee
- Anti-Ragging Squad
- Internal Complaints Committee
- Students Grievance cum Redressal Committee
- SC/ST Student Welfare Committee
- Alumni Association
- Discipline and Welfare Committee
- Hostel Committee
- Cultural Committee
- Sports Committee
- Internal Quality Assurance Cell (IQAC)
- NSS Cell
- Entrepreneurship Development Cell (EDC)
- Training and Placement Cell
- Industry Institute Cell
- Research and Development Cell
- Examination Cell
- Institute Innovation Council (IIC)
- Women's Empowerment Cell

The institutional strategic/perspective plan has been effectively articulated and implemented to achieve the following goals outlined in the Strategic Plan 2021-2026.

- Enhancing the Teaching and Learning Process for Optimal Impact
- Enhancing Entrepreneurship Development and Strengthening Industry-Institute Interaction to foster Academic Growth and Enhance Employability and Entrepreneurial Skills
- Engaging in Extension and Outreach Activities to Extend Educational Impact
- Fostering a Culture of Research among Faculty and Students
- Strengthening quality assurance Measures for Sustained Excellence
- Establishing centers of excellence across departments
- Establishment and Promotion of Business Incubation Centers
- Pursuing NBA accreditation to ensure educational standards
- Striving for high rankings in the NIRF to show institutional excellence.

- Increasing engagement with alumni to foster networking and collaboration

The tasks encompass the development of a comprehensive academic Enterprise Resource Planning (ERP) system, enhancing Wi-Fi hotspot availability, upgrading the Campus Surveillance System, and implementing energy-saving technologies. The ERP software aims to streamline administrative and academic tasks through a web application with responsive mobile and desktop interfaces. The campus has been equipped with Wi-Fi access points to facilitate teaching and learning. Furthermore, surveillance cameras have been installed to enhance campus safety, safeguard workers and students, and observe examination procedures.

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: B. 3 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:**

The well-being of the faculty, both teaching and non-teaching, is a key factor in the institution's development. The administration provides care for the teaching, technical, and non-teaching staff through a number of welfare programs. The positive actions encourage faculty members to be devoted, content, and loyal to their work. The organization encourages all faculty members to participate in national and international conferences, workshops, seminars, and FDPs. It is acceptable for faculty members to conduct research in their chosen fields. The institute contributes money as start-up capital to the academics for their research. Non-teaching personnel are encouraged to expand their knowledge and certifications.

Staff Welfare

- All the staff members are eligible for 12 days of casual leave for each academic year.
- Staff members engaged in academic or non-academic work on vacation may receive remuneration on any working day during that month.
- Academic staff are allowed 25 days of on-duty in a single academic year.
- Free transport is offered to both teaching and non-teaching staff.
- Financial support is up to Rs. 5,000, and OD will be provided to teaching staff during the academic year for attending FDPs, conferences, workshops, professional development and administrative training programs, etc.
- All full-time teaching faculty members publishing technical papers in Scopus or SCI-indexed journals will receive an incentive of Rs. 5,000 per paper.
- The college also organizes FDPs for faculty members in the general areas of effective teaching and learning processes, research, and pedagogies, as well as on core engineering subjects.
- Financial support for book publishing will be provided.
- Financial assistance for membership payments with a professional body.
- On-Duty will be offered for program attendance and Ph.D. research work.
- To achieve OD, guidelines must be followed.
- Cash incentives will be granted to instructors who achieve 100% academic performance.
- Faculty who obtain prizes and Rs. 1000/- and Rs. 500/- recognitions at the national and state levels are given cash incentives.
- A marriage gift of Rs. 2500 is provided to faculty and staff.
- Faculty may use their qualified vacation leave for marriage or medical treatment.
- Faculty who stay in the hostel are given free lodging.
- Employee Provident Fund

Performance Appraisal System for Teaching and Non-Teaching Staff

- Performance appraisals will be conducted annually for all staff members.
- Performance appraisals will be based on:
 - Every year, the staff member is required to provide an open and honest performance report outlining their achievements in academia, research, and administration.

- Communication and teamwork, problem-solving, and innovation
- Adherence to college policies and procedures,
- The concerned department heads will conduct performance appraisals for their respective staff members.
- The department heads will make a comment and an observation about the appraisal. The management, principal, and vice principal must evaluate and approve the appraisal form.
- All performance appraisal information will be treated confidentially and shared only with individuals directly involved in the appraisal process.

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: 54.97

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
46	44	21	30	47

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: 57.79

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
63	64	39	40	61

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
25	25	20	25	25

File Description	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:

The institute was founded in 2009 by A.K.T Noble Cause Volunteers Trust with the aim of offering high-quality technical education to students hailing from rural areas. Acknowledging the financial challenges faced by many students and aiming to support them in pursuing their academic aspirations, our institution has initiated a scholarship program for those from economically disadvantaged backgrounds.

- Students who scored more than 190 cut-off marks in the higher secondary exam for regular B.E First year admission and 90% and above marks in the Diploma for lateral entry (LE) B.E. admission can obtain a 100% tuition fee waiver.
- Students who scored more than 180 cut-off marks in the higher secondary exam for regular B.E First year admission and 75% and above marks in the Diploma for lateral entry (LE) B.E. admission can obtain a 75% tuition fee waiver.
- The Economically Backward Scholarship is offered to students whose parents' earnings have decreased or whose family income is less than Rs.2, 50,000 per year for the sanctioned period. Eligible students can receive financial support ranging from Rs.5000 to Rs.50, 000 per year.

The institute follows an annual budget procedure to ensure adequate resources for both recurring and non-recurring expenses, such as salaries, research and development, staff development, maintenance, and miscellaneous consumables, as well as for learning resources like e-books, magazines, journals, and the development of new facilities.

- The primary sources of funding are from student tuition fees and development fees.
- The budget is finalized based on input collected from various departments, and funds are allocated accordingly.
- The principal or head of the institute approves the budgetary requirements after inspecting them alongside department/section heads.

- Faculty members submit their sections' current and future requirements in a prescribed format to their respective section/department heads.
- The principal then consolidates the overall institute budget and forwards it to the management for final approval. Upon final approval, standard procurement procedures are followed.
- Provision is also made in the budget for any additional emergency expenses, and the final budget is prepared based on the existing resources available in the institute.

Internal Audit:

The internal Audit team always checks invoices and receipts carefully to keep good records and prepare a report. The revenue generated is used for meeting daily expenses and non-recurring expenses including lab, furniture, and purchase.

External Audit:

The college appoints an external auditor to conduct audits of the Institute's financial statements. Qualified chartered accountants review the financial records after each financial year. These records, including income and expenditures, balance sheet, and notes on accounts, are certified. Audited financial statements are subsequently published on the institution's website, providing information to concerned individuals.

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:

The IQAC was established in the year 2018 with the goal of initiating, planning, and overseeing various activities that are crucial to preserving and enhancing the standard of instruction provided and is also clearly outlined in the institution's quality policy. The primary goals of IQAC are to improve the quality of institution in terms of academics, research administration, finance, and other associated units. IQACs play a key role in bringing about a culture of quality and continuous improvement within educational institutions. Their efforts contribute significantly to the overall enhancement of teaching, research, and administrative processes, leading to better outcomes for students and stakeholders.

Quality Culture Promotion: IQAC promotes a culture of quality awareness and continuous improvement within the institution. It encourages stakeholders, including faculty members and students, to be actively involved in quality enhancement initiatives.

Quality Policy Formulation: IQAC helps in formulating and revising the institution's quality policy, which summarizes the commitment to quality education and sets the objectives and targets for further improvement of the institution.

Academic and Administrative Audit: IQAC conducts periodic academic and administrative audits to assess the effectiveness of existing processes and identify areas for improvement. It ensures compliance with quality standards and regulatory requirements.

Benchmarking and Best Practices: IQAC facilitates benchmarking with other institutions and promotes the adoption of best practices in various aspects of teaching, research, co-curricular extracurricular, and administration.

Feedback Mechanism: IQAC implements mechanisms for collecting feedback from stakeholders, including students, parents, faculty members, alumni, and employers. This feedback is used to identify areas of concern and make necessary improvements.

Program Outcome Assessment: IQAC plays a key role in assessing program outcomes and ensuring that the curriculums support with industry needs and the changing demands of the employment sector.

Faculty Development: IQAC supports faculty development initiatives to enhance teaching and research skills. This, in turn, improves the overall quality of teaching.

Accreditation and Assessment: IQAC assists in the preparation of self-assessment reports required for accreditation purposes. It ensures that the institution meet up the standards framed by external accreditation bodies.

Quality Assurance Reviews: IQAC conducts periodic reviews of academic and administrative departments and other units within the institution to assess their performance and recommend improvements.

Quality Assurance Strategies and Processes

- Mentoring system and Technology based training
- Reviews the Teaching and Learning Process
- Department advisory committee (which comprises HoD, senior faculty members, alumni, and students)
- Internal academic audit team
- Incremental improvement

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:

GENDER EQUITY AND PROMOTIONS

The institute has designated a significant number of ladies staff both in teaching and non-teaching groups. The institution has a separate hostel facility for girls students which is secured. The ladies hostel has wardens and all working ladies staff members are given accommodation in the hostel on prior request. Our institution maintains zero tolerance towards ragging, sexual harassment, and eve-teasing issues to ladies security. The college has introduced closed circuit (CC) cameras to ensure the safety & security of the girl students.

GENDER EQUITY

Gender equity refers to ensuring fairness and impartiality for people of all genders in various aspects like access to education, opportunities, resources, support services, and treatment aiming towards equal representation of gender. The Institution constantly works to establish a campus culture that upholds gender equity in both academic and co-curricular and extracurricular activities to ensure that every individual has equal access to opportunities for physical, mental, and career growth.

GENDER AUDIT

Gender Audit involves a systematic review of policies, practices, structures, and resources and their effect on different genders. It aims to identify areas where gender biases or inequalities may exist and recommends actions to promote gender equality. The gender Audit team reviews and analyzes the institute's operational environment

and context. The audit encompasses areas such as admissions, appointment of teaching and non teaching facilities, campus safety, support services, and overall campus culture to ensure fairness and inclusivity for all genders.

Measure for the promotion of gender equity

Women Empowerment Cell (WEC):

Promoting gender equity and empowering women are the components of national development. In line with this vision, AKTMCET established the Women Empowerment Cell (WEC) in 2015,

Comprising both faculty and students WEC has been actively organizing a wide range of academic, technical, medical, cultural, and social events like Awareness Programs on Women & Leadership, Prevention of Suicide, Empowering Women through Education, Role of social media, Self-defense, Sexual harassment, Cancer awareness, Motivational talks and contests for boosting the self-confidence and thereby providing a platform for them to showcase their talents. Every year, the college celebrates International Women's Day vigor.

Entrepreneurship Development Cell:To encourage girls students towards Entrepreneur Development Cell. The equal participants of both gender are encouraged.

Various committees established in the institute has equal composition of both the genders. Such as

- 1.Grievance Redressal Committee
- 2.Anti-Ragging Committee
- 3.Internal Complaint Committee

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: B. 3 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
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:

India is a diverse country in the universe. Students will remember an important day only if they are told what the occasion signifies. Celebrating events and festivals in our college has become an integral part of learning and building a strong cultural belief system. These celebrations bring the students closer to each other traditions and cultural beliefs and develop mutual respect and understanding for each other's customs and traditions. There are three types of celebrations, namely seasonal, national and religious

The objectives of celebrating these festivals are

- National festivals to heighten the patriotic spirits in students, enabling them to grow into better citizens.
- Celebrating a seasonal festival changes student's attitude towards mother Earth and nature.
- Religious festivals teach students about the importance of family, tradition and values. It gives an insight into the culture and its principles.

Inclusive environment:

Staff Quarters

AKTMCET provides staff quarters for the faculty members in institute. The faculty members from different state irrespective of socio economic status resides in the residence. The staff quarters concept promotes harmony among the faculty members irrespective of religion, caste and economic status, etc. Many social get together parties are conducted such as birthday parties, retirement parties and regional festivals are celebrated among the families of the faculty members.

Celebrations:

Telugu New Year

The Ugadi celebration is observed on our campus on April 8, 23. Rangoli completion was held on the day. Telugu-speaking students and others cheerfully and joyously participated in the event. The best 3 rangoli is present win prizes.

Pongal Celebration

Our institute celebrated Pongal Day on 12th January 2023. The objective of this celebration is to showcases the equality beyond the socio economic status of the students, staffs and faculty members. It is the celebration where all the students, staffs and faculty members participate with diversity.

National Mother Language Day

National Mother Language Day was celebrated at our College on 21st February, 2023. The program was organized by Electrical and Electronics Engineering department. To mark the occasion, a singing and poetry competition was organized among the students. The competition was well received and saw as many as 10 participants. The main aim of this program was to

promote and popularize mother language among students. The winners were given away with prizes.

Independence Day

Every year, Independence Day and Republic Day are celebrated with fervour by organizing activities commemorating the sacrifices of the martyrs and freedom fighters and also highlighting the importance of the Indian Constitution. Our AKTM CET celebrated 75th Independence Day in our college campus. College principal spoke about the importance of Independence Day and the part of engineering students in making India a developed nation.

National Voters day:

The voter’s awareness program held at the collector office on 28 th Nov-22 was aresounding success. The event aimed to educate and inform the student about the importanceof voting and electoral processes. Our district collector Mr.Sravan kumar delivered aninsightful address emphasizing the significance of active civic participation through voting.

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 PRACTICES-1

Development of Employability skills through student mentoring.

Objectives of the practice:

This practice envisions the realization of the following objectives

- To develop professional and personal skills for the students.
- To assist the students in meeting career goals.
- To provide counseling for needy students.
- To contribute in developing the students into good citizens.

The context:

1. Keeping up with the meeting schedule.
2. There should be a high level of commitment to time and energy.
3. Unrealistic explanations.
4. Over dependence on the mentor/mentee.
5. Unfair manipulation of the mentor and the mentee.
6. Inefficient pairs of mentors.

The practice:

The mentor has to go through the following activities.

1. Each mentor is assigned with 20 students per semester.
2. Arrange a meeting with students individually.
3. Constantly monitors, encourages, and motivates the students in academic level and activities.
4. Train the students for career development/ professional enhancement.
5. Mentor has to keep in touch with parents/guardians and respond to irregularities, negative behavioral changes, and interpersonal skills development of students.
6. Keep contact with students after their graduation.
7. Maintain a progressive record of students.
8. Intimate action after receives grievances or suggestions given by the student side.

Evidence of success:

The evidence of success of mentorship is reflected in the overall personality development of students, the development of their skills, and the improvement in their exam marks. Also, the mentee's participation in intra and inter-college events, sports achievements, and good placement record are evidence of success.

Problems Encountered and Resources Required:

The institute is situated in a rural area, so the major student enrollment is from the nearby rural areas. The students are very reluctant to interact with the fellow students and faculty members due to their inferiority complex. These students face many socio-economic problems such as getting into early marriage, supporting family by doing odd jobs and adolescence issues, etc. Mentor focuses on achieving

sustainable results the right way on getting things done through such students by properly motivating, counselling, and guiding them in the right direction.

BEST PRACTICES-2

Eco friendly on Green Campus

1. Green audit reports
2. The recharges pits
3. Flora and Fauna of the college
4. Flex and sign boards
5. Photographs

Objectives of the Practice:

We have identified the following objectives which are in tune with the practice

1. To promote awareness of environmental issues among the students, staff, and society.
2. To achieve better sustainability on the campus and improve the quality of life of all the Stakeholders.
3. To conserve water resources through rainwater harvesting.
4. To enhance the oxygen production on campus.
5. To organize seminars/workshops, expert lectures, etc. on environment-related issues.
6. To plant more herbs and reduce the greenhouse effect.

Green Campus Practice:

AKTMCET resolves to work with stakeholders to foster a culture of an eco-friendly campus. The time-bound strategies are developed to implement green campus initiatives. At the outset, a committee comprising faculty from the various departments is constituted in consultation with IQAC. It was entrusted with the task of formulating strategies for a clean and green campus. This helps in strengthening the eco campus. Following are the initiatives for making an eco-friendly campus.

a) Plantation:

Different varieties of plant species are planted at defined intervals on the campus with the help of

stakeholders. During the last five years, the college has planted hundreds of plants and trees.

The Green Campus Maintenance:

Now a day clean hygienic environment is a basic necessity of human beings for a healthy life. The main aim of the practice is to impart knowledge, create awareness, develop an attitude of concern, and nurture the necessary skills to handle environmental and related issues. Green landscaping is a necessary feature for shaping and sustaining an eco-friendly campus.

b) Conservation of energy:

College receives inadequate power supply from the local power grid for its academic and administrative needs. Hence, to meet our requirements, the resources are used very economically which results in minimum expenditure on fuel and electricity bills. This helps us to overcome reliance on erratic power supply. The following initiatives are employed on campus:

- Plants on the campus are watered with waste water from RO plants waste water.
- A water harvesting system is in place to collect rooftop water into the underground drainage.
- Students are provided with safe and clean drinking water.
- The wet waste and dry leaves of plants are used for vermiculture which is used for Garden.
- Create curiosity among the stakeholders about the trees and plants by displaying Medical use and botanical names.

C) Infrastructural Practice

- Cutting trees on campus is strictly prohibited, AKTMCET plants new trees each year and maintains a Green House.
- The campus is single-use plastic-free. Steel crockery is used in the canteen.
- Environment-friendly, energy-saving electrical appliances have been installed. The electrical wiring is protected against leakage and short circuits at three levels: MCBs on all floors; ELCBs for each building; and an Electric feeder station for the campus set up by NDMC.
- The college uses solar energy and practices rainwater harvesting.
- Waste water coming out of the Reverse Osmosis (RO) system is reused by channelizing this water to the washrooms.

Evidence of the Success:

This best practice has proven to be successful through the following activities:

- Through periodical tree plantations, Flora and Fauna on the campus have been enriched, which has turned into an eco-friendly campus.
- Oxygen production accounts for 1, 55,170tons per year is produced.

- Reduced electricity bills.
- Vermicomposting of 50kg per six months is produced and minimizes the solid waste on the campus.
- No Vehicle Day (twice a month) helps us to minimize the air pollution on the campus.
- More usage of college and public transport.
- No water shortage in the campus.
- Green audit of the campus is done periodically and regularly.

Encountered and Resources Required:

While carrying out this practice, the following problems are encountered by the college:

1. Green Campus initiatives require determination and a long-term commitment from all the stakeholders.
2. Sufficient manpower is needed to sustainably maintain green practices.
3. Lack of awareness among the students and community towards environmental issues aggravates the problem levels.

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:

The Institute places a strong emphasis on students' overall development and offers them all the tools and resources necessary to support it. One of the Institute's most notable characteristics.

Holistic Development of Students:

A.K.T. Memorial College of Engineering and Technology started in the year 2009

2010 as yet another feather on the crown of A.K.T Group of institutions. The institution is approved by AICTE, New Delhi and affiliated to Anna University, Chennai. The institution is located at Neelamangalam Village, 2 km east from Kallakurichi town on Chennai-Salem National Highway. The main motto of the college is to set up a core culture through the process of continual progress in teaching-learning, infrastructure and other educational services with the focus on co-curricular and extracurricular commitments to equip the students to meet out the need of job scenario of globalized environment.

When the Institute was first opened for admission in 2009, there were only 240 UG students. Growing remarkably throughout the years, it currently accepts 450 UG students per year for seven UG programs.

The institute has been concentrating on the holistic development of students while striving for educational excellence and meeting the quality requirements set by accrediting and regulatory organizations, as is evident from the vision and mission statements.

The ultimate result of NAAC's emphasis on quality in education is the students' holistic development. Therefore, the institute's student-centered activities are intended to help students develop holistically. The academic, societal, physical, and emotional developments are its four constituent parts.

Academic development:

The institute has well planned academic schedule prepared in guidelines with the Anna University. The efficient teaching and learning activities was made certain by preparation and implementation of course plan along with cutting-edge pedagogy techniques to apply university curricula. Different strategies have been implemented to allow students to fulfill their unique requirements. Mentors, professionals, industry leaders, and innovators provide students exposure throughout their educational program. They can be prepared for job as a result. In order to fill the gaps in the curriculum, the institute proactively identifies them and provides for information to be taught beyond the syllabus. Through assignments such as field work and projects and complicated problem solving, the students are assisted in working on pertinent issues relating to society and industry.

Regular industry trips give students the opportunity to experience a working environment. They are sent for internships as well. Additionally, the institute arranges a number of seminars to give students practical experience with the newest technologies used by industries. Students are encouraged to get in touch with businesses for a variety of industrial initiatives.

The students are motivated to participate in technical symposiums and technical fests to gain practical experience. The government skill development schemes are effectively implemented for the betterment of the students. For upliftment of rural community the institute attracts students from remote villages and tribal areas by providing free transportation to the college. Through this initiative many tribal and rural students have settled in good jobs.

Societal development:

The social skills are nurtured through various activities conducted by the support services at the institute.

Exposure to social concerns and working toward potential solutions: Through the National Service Program run by the Institute, students are made aware of the multilingual social

structures and the problems they face, especially in the surrounding communities. The students engage in social consciousness-raising events regarding a range of social issues, including women's health and hygiene, drug awareness, road rules, deforestation, female feticide, the POSCH Act, and Swatch Bharat. While doing this, students also learn about societal problems and explore potential solutions.

Teaching compassion: Students assist the marginalized groups in society, such as old people, mentally ill individuals, orphans, and destitute women. Students lend a hand by donating clothing, medications, and food grains.

Physical development:

The institute encourages students to engage in physical activity to develop a variety of critical abilities, including mental toughness, teamwork, confidence, physical fitness, and decision-making. The institute hosts yearly sporting competitions for the students that include chess, carom, volleyball, and cricket, throw ball, kabaddi, badminton and other sports. Both boys and girls participate in these sports and demonstrate their capabilities; as a result, their sense of sportsmanship and capacity for teamwork develop. Every year, the institute observes International Yoga Day. A range of physical activities, including yoga, exercises, outdoor sports, and others, are undertaken in the institute.

Emotional development:

At the institute, students' emotional health receives adequate care. Students are guaranteed to have interaction with faculty at least once every two weeks thanks to the mentor-mentee structure in place. Students can talk to the faculty members about personal issues as well as academic issues in these discussions. The pupils receive appropriate guidance from the mentor-faculty. The institute has designated internal compliance committee, anti-ragging committee and women’s development cell, who meets with the students to know the challenges they may be facing, and offer advice on potential solutions. Students in need can seek assistance from the institute's professional counselor as well.

Owing to the Holistic Development approach, AKTMCET engineering graduates are observed to work tirelessly and assume responsibility upon graduation, demonstrating their intellectual prowess, moral rectitude, spiritual inspiration, and social commitment. They also leave their own imprints wherever they go.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

The institution is affiliated with Anna University, Chennai, for the 7-UG programmes. The institute received one star from MHRD for conducting IIC activities during 2022–23. Our college got ISO:2015 certification for the years 2019–25 from quality council certification, UK. The institute has received funds of Rs. 1.95 lakhs from DST-SERB, ICSSR, and DRDO for the conduct of conferences, seminars, and workshops during 2021–22 and 2022–23. We got certificates of appreciation from the Government Women Hr. Sec. Schools, Department of Transfusion Medicine Tamilnadu, HDFC bank, National Disaster Management Authority etc., as a part of the green campus initiatives and social activities, IQAC has initiated and conducted green audits, environmental audits, and energy audits by external agencies. To ensure the personal touch, the mentor-mentee activity is conducted in the institute. The mentor-mentee concept has reaped a significant impact on the progression of the student. IQAC has initiated and conducted an academic administrative audit by the external agency. During the pandemic, the institute adopted an online mode of teaching and learning. The quiz for the students was conducted by quizzz and kahoot software. The online classes were conducted using google meet and google classroom was used to get the assignments from the students. Many events and soft skills programs were conducted for the students to improve their soft skills and instill healthy habits.

Concluding Remarks :

AKTMCET, affiliated with Anna University in Chennai, stands out as a beacon of holistic education and societal impact. The institute follows the CBCS Anna University curriculum. The institute practices a student-centric learning approach, offering seven UG programmes. The curriculum addresses cross-cutting issues such as professional ethics and gender equity through experiential learning. The institute focuses on the holistic development of students in all three areas, namely academic, social, and emotional intelligence. The institute provides a holistic environment for teaching and non-teaching faculty members. The women's safety is a priority of the management inside the campus, as there are various initiatives such as an internal complaint committee, CCTV cameras, and provision for napkin rendering machine, incinerators, and complaint boxes. The provision of financial assistance to the faculty members for attending workshops, FDPs, and conferences promotes the research and innovation ecosystem in the institute. The institute has digital teaching infrastructure such as smart classrooms, overhead projectors, internet facilities, and Wi-Fi, which add flavors to the innovative ICT-based teaching methodologies. The institute telecast the various initiatives taken by the Government of India and Tamilnadu. The institute continuously and constantly added books and journals and also renewed DELNET e-learning resources. Students support initiatives such as competitive exam preparation, cultural events, sports, and alumni interaction, which are well received by the students. The institution's governance, leadership, administration, and participative decision-making, attributing to the quality of education. The best practices and distinctiveness furnished enhance the AKTMCET strongly. At the outset, AKTMCET contributes to the holistic development of students and faculty members for achieving social needs.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :0</p> <p>Remark : Edited excluding courses less than 10 days</p>																				
1.2.2	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>671</td> <td>533</td> <td>261</td> <td>594</td> <td>813</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Edited excluding courses less than 10 days</p>	2022-23	2021-22	2020-21	2019-20	2018-19	671	533	261	594	813	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
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2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
2.1.2	<p>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</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>225</td> <td>232</td> <td>162</td> <td>141</td> <td>121</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>225</td> <td>231</td> <td>161</td> <td>141</td> <td>121</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year</p>	2022-23	2021-22	2020-21	2019-20	2018-19	225	232	162	141	121	2022-23	2021-22	2020-21	2019-20	2018-19	225	231	161	141	121
2022-23	2021-22	2020-21	2019-20	2018-19																	
225	232	162	141	121																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
225	231	161	141	121																	

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
251	251	251	251	251

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
248	248	248	248	248

Remark : As per supporting documents provided by HEI, Input modified

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

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	14	8	2	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	6	5	1	5

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.***

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	10	3	5	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	9	3	5	9

Remark : Edited as per supporting documents provided.

3.5.1	<p><i>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.</i></p> <p>Answer before DVV Verification : Answer After DVV Verification :3 Remark : Edited as per supporting documents provided.</p>																				
4.1.2	<p><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 712 1046 846"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>69.44</td> <td>39.73</td> <td>40.99</td> <td>34.60</td> <td>32.11</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 925 1046 1059"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>61.45</td> <td>29.90</td> <td>30.25</td> <td>28.43</td> <td>25.60</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	69.44	39.73	40.99	34.60	32.11	2022-23	2021-22	2020-21	2019-20	2018-19	61.45	29.90	30.25	28.43	25.60
2022-23	2021-22	2020-21	2019-20	2018-19																	
69.44	39.73	40.99	34.60	32.11																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
61.45	29.90	30.25	28.43	25.60																	
4.4.1	<p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1377 1046 1512"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>127.65</td> <td>74.40</td> <td>25.95</td> <td>63.26</td> <td>43.72</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1590 1046 1724"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>75.55</td> <td>3.46</td> <td>2.37</td> <td>5.95</td> <td>7.13</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	127.65	74.40	25.95	63.26	43.72	2022-23	2021-22	2020-21	2019-20	2018-19	75.55	3.46	2.37	5.95	7.13
2022-23	2021-22	2020-21	2019-20	2018-19																	
127.65	74.40	25.95	63.26	43.72																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
75.55	3.46	2.37	5.95	7.13																	
5.3.2	<p><i>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</i></p> <p>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 2004 1046 2092"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

45	38	0	44	37
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	21	0	18	15

6.2.2	<p><i>Institution implements e-governance in its operations</i></p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : Edited as per supporting documents provided.</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : Edited as per supporting documents provided.</p>

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations