



# **SELF STUDY REPORT**

**FOR**

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

**ADHIPARASAKTHI COLLEGE OF ENGINEERING**

**G. B. NAGAR, KALAVAI, RANIPET DIST.**

**632506**

**[www.apce.in](http://www.apce.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2023**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

Adhiparasakthi College of Engineering (APCE) was established in a sylvan surrounding in the year 2001 with the blessings of the Founder President His Holiness Arulthiru Amma Padma Shri Bangaru Adigalar. The institution is being governed by Sakthi Thirumathi V. Lakshmi Bangaru Adigalar, Vice President of ACMEC Trust and Sakthi Thirumathi Dr. B.Uma Devi, Correspondent of APCE. The first and foremost principle of the management of APCE is that an Engineer is one who provides solutions to the problems of mankind by ensuring him a comfortable and luxurious life, surrounded by necessary modern devices to bring about a technical rejuvenation and pave a way for technical advancement of the nation at an affordable cost without any damage to the lush environment. In 2001, the college was started in the name of Adhiparasakthi College of Engineering for Women with the Engineering branches viz B.E - CSE, ECE, and EEE courses with the approval from the All India Council for Technical Education, New Delhi and was affiliated to Anna University, Chennai. In the year 2004, B.Tech Information Technology and M.B.A were introduced and the name of the college was changed as Adhiparasakthi College of Engineering and it became a coeducational institution. The additional branches of study B.E. Mechanical Engineering and in Civil Engineering were started in 2011 and 2012 respectively. APCE gives utmost importance for the student to be aware of the social problems and committed in promoting their holistic development. APCE motivates the students to maintain thick rapport with the neighborhood communities and interact with them to explore the opportunities for social work. APCE's history of success starts with Career guidance for higher secondary school children-Project Exhibition, Competition based learning, Industry Relations and Innovative Learning Programs for fruitful academic pursuits.

### **Vision**

To provide the world quality engineers, who will be intellectually strong, professionally committed, ethically balanced, spiritually inspired and service minded, to the economical and technological demands of the nation with special care on the rural society.

### **Mission**

- To offer technical education to all sectors of people in particular to the rural society.
- To inculcate technical skills and soft skills among students with a tinge of spirituality.
- To empower the students as responsible citizens by nurturing good character in them besides imparting sound professional skills.

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

### **Institutional Strength**

- Visionary ideas with a mission to escalate academic heights.
- Well qualified, dedicated, experienced and cooperative faculty members.

- Offering excellent certificate courses on Robotics and CISCO for industrial needs.
- Well connected with industries
- Strictly adhering to academic schedule.
- Numerous self study opportunities for students and a lot of students are associated with industrial projects and events.
- Preferential opportunities for women in engineering.
- Opportunities for Internship with stipend. Encouragement for young entrepreneurs at APCE.
- Excellent Placement Records. Ragging free campus.
- Cambridge University certified Institution
- Member of MHRD's Institution Innovation Council
- Conducive environment for academic pursuit
- Sponsored Skill development programs for faculty members in India

### **Institutional Weakness**

- Challenging students' admission processes due to the rural location of the institute.
- Departments need to become "Research Centre" recognized by Anna University
- Government funding is not possible since our institute is a self - financing one.
- Potential research proposals in allied and thrust areas are highly challenging since there is lack of interest among the students.
- Lack of encouragement and motivation to the students for career development from their family side since they are hailing from rural areas.

### **Institutional Opportunity**

- Providing industrial exposure to the students and faculty for enhancing their knowledge and skills as and when required.
- Interdisciplinary growth among departments.
- Expansion and improvement of the effectiveness of the institution in all aspects.
- Increase and strengthen external collaborations.
- Focus on excellence with an emphasis on College growth.
- Drastic changes in Higher Education policies allow the College to redefine its image and mission, and further differentiate itself from other institutions
- Work collaboratively with major Institutions on faculty and institutional developments.

### **Institutional Challenge**

- Declining interest of student in technical education due to biased opinion of the public.
- Achieving good admission because of the trend of engineering education.
- Challenges in producing university examination results due to lack of interest among the students
- Average employment opportunities for fresh graduate students with no attractive salary package in core industries.
- Running institution with a dependence only on tuition fee revenue.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Adhiparasakthi College of Engineering has strong focus on Outcome Based Education in all programmes and courses have well-defined objectives and learning outcomes in synchrony with mission of the college. The Under graduate and Post graduate programmes offered by the college cater to the industrial needs of the engineering fraternity. The Academic Audit Committee of the institution verifies academic activities to satisfy the requirements of the academia and industry. New courses are introduced to fulfill the cutting edge technology and sustainable student development. The students are exposed to Choice Based Credit System (CBS) and offered worthwhile elective courses. This motivates the students to excel in curricular and co-curricular activities, thereby helping them acquire employability skills expected by the core companies.

Abundant opportunities are provided to students through electives in curricula enabling them to develop interest in engineering as a career. The students are engaged in self-learning tasks which encourage them to actively participate in Conferences, Symposia, National and International Competitions. Industry oriented programmes are offered in collaboration with Robotics and CISCO. They provide real time engineering experience to the students. Value-added courses conducted by all the departments and Centre of Excellence in still a sense of technological skill development among the students.

Adhiparasakthi College of Engineering has amenities to provide opportunities for National and International Student Exchange Programmes with Germany, China, Malaysia and Japan offering global exposure to the students with respect to international education and research. The college improves soft-skills of the students by imparting training through placement cell. The students receive skill - oriented knowledge by attending internships, projects and field trips. The students exhibit their interest in working with live projects in the Centers of Excellence round the clock.

### Teaching-learning and Evaluation

Teaching and Learning is a sensitive process where each person has a significant role and function. APCE admits diverse students from many states and it follows unique methods for achieving academic excellence. As an initial part of it, academic calendars of the institution are prepared before the commencement of the semester as per the academic schedule of the affiliating Anna University. Based on their schooling credentials and their performance in the first assessment, Slow and Advanced learning capability students are identified.

Teaching methods include traditional teaching combined with three advanced types of skill based learning methods, namely, **Participation Learning, Competition Based Learning and Project Based Learning.** **Participation Learning** includes industrial visits, Guest Lectures, Internships and student exchange programs. **Competition Based Learning** includes Smart India Hackathon organized by the MHRD, Govt. of India, and industry based competitions, Baja and e-Baja. **Project Based Learning** includes APCE - Carnival of Science, Industrial Consultancy, and Entrepreneurship/Incubation.

Academic excellence is achieved through the highly qualified and experienced faculty members. Comprehensive mentoring by faculty members and industrial experts are arranged to share their ideas. Subsequently, Incubation and Startup strategies are offered to the students to become successful entrepreneurs. The content delivery includes preparation of comprehensive lesson plans, question bank, lab manuals and lecture notes. ICT supported learning like NPTEL, Thor, Code Thantra etc. and Webinars are included in

regular academic schedule. Academic learning includes teaching, daily tests, assessment tests, model exam, University Preparatory Class (UPC) and University exams. The Course Outcomes (CO) and Program Outcomes (PO) are achieved through **Direct and Indirect Methods**. Direct Method is assessed by internal assessments and University examination. Indirect Methods are the specialties of APCE viz. the inputs from Alumni, Industry interaction, and Course end survey were used to achieve the COs and POs.

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

Research has always been a pedagogical tool to churn out energy and enthusiasm of a student into conceptual based learning and creating the comprehensive skills within to look out the world. It lays a wonderful platform for the industry and academia to work together for developing innovative products and solutions. Research activities are encouraged at APCE as one of the backbones to its mission statements, inculcating values and developing innovative solutions to address the global challenges in order to be recognized as an eminent centre for academic excellence.

APCE enjoys the status of **Scientific and Industrial Research Organization (SIRO)**, 2F status institute by UGC and **MSME Recognized Business Incubation Centre**. The institute is also privileged to be vested with the MHRD's Institution Innovation Council (IIC). APCE has a healthy culture of promoting multidisciplinary research in promising fields vital to India's growth like Computational Mechanics, Renewable Energy, Reverse Engineering & Additive Manufacturing, Robotics & Automation, NC Machines, Industrial IoT, E-Mobility, Data Analytics, Hydro phonic farming, Smart irrigation and agriculture.

Adhiparasakthi College of Engineering gives utmost importance to the students to be aware of the social problems and committed in promoting their holistic development. It encourages the students to establish contact with the neighborhood communities and interact with them to explore the opportunities for social work. It helps the students in developing interpersonal relationships, leadership qualities, organizing skill, understanding the life of underprivileged people, helping the society in times of need and inculcating the moral and human values.

Having acclaimed as an Industry Connected institute, APCE, Kalavai has earned the trust of Industries and research fraternity to offer innovative solutions and development of new products and also pass on the benefits of such initiatives to the student community as a motivation to their sustainable career growth.

### **Infrastructure and Learning Resources**

Adhiparasakthi College of Engineering campus spreads over an area of 10.58 acres comprising of Classrooms, Smart Classrooms, Laboratories, Workshops, Library, Computer Centre, Innovative Learning Program Center, Center of Excellence, Robotics Lab, CISCO Lab, Auditorium, Seminar Hall, Meeting Hall and Gymnasium.. APCE conducts Yoga and Meditation Classes to attain spiritual ecstasy.

APCE has a spacious Central Library with an area of 7500 Sqm with a seating capacity of 150 readers. Digital Library is spread over 858 Sq.m and is equipped with LAN and WiFi Computer systems. The Central Library has various Text books, Reference Books, eBooks, Journals, Magazines, e-Journals, Project Reports and NPTEL Videos. Central Library has a collection of fascinating books that include Encyclopedia, Handbooks, Dictionaries, GATE, and Competitive exam books.

APCE has 282 computers systems with well-equipped internet facility working 24 x 7, 100 Mbps 1:1 leased

line from Airtel and 100 Mbps Rail wire Wi-Fi internet connections. Video Conferencing / Skype facilities are also available to interact with experts from remote locations.

The College provides ample facilities for the students to participate in sports and games in College, University, District, State and National level competitions. Indoor and outdoor game facilities are available in the campus and effectively used by the students during and after the college hours. The college has separate gymnasium facilities sprawling over 2128 Sq. ft for both boys and girls and Yoga Classes are conducted in both indoor and outdoor.

APCE organizes the cultural event every year called CEMIA FEST, which is a Association and Cultural Festival and most of students participate in this event. The cultural events are conducted in APCE Auditorium with a seating capacity of 1500 and APCE Seminar Hall with a seating capacity of 250.

### **Student Support and Progression**

Students are being supported by well-established mechanism of the institute at all levels. The Institution channelizes scholarships for the needy and deserved students through government schemes. Many students have benefited from these initiatives in the last five years. On its own, the management serves the students by distributing Scholarships and free ships through ACMEC Trust. Many students have benefitted in the last five years. APCE integrates capability development and enhancement measures under placement office by providing guidance for competitive examinations, orientation for Career Development, Soft Skills and Communication Skills, Yoga and Meditation sessions as a part of student integral academic activities. The students are also supported to overcome learning difficulties through student-centric remedial and bridge courses. The institute also provides vocational education and trainings for the needy students in various topics. A well-established Anti Ragging Committee, Sexual Harassment Committee and Grievance Redressal Mechanism based on bottom up approach, ensure satisfaction among the students.

The college has well established Career Counseling and Placement Cell, for guiding students towards a better career and providing job opportunities through campus interviews. In the last few years, many students were placed in reputed companies. Higher education cell of the institute coordinates, monitors and offers essential services for the students to pursue their higher education. The institute is proud to receive more than ninety awards for sports, NSS and Cultural Events in the last five years. Many students participate in cultural events to express their innate talents on various themes in the grand cultural fest of the institute popularly known as CEMIA FEST and also in sports meets. The Alumni network of the institute bridges between present students and alumni to explore prospects for institutional growth. Alumni have contributed their service such as interacting with present students, arranging guest lectures and industrial visits.

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

The Vision of APCE is to be an eminent centre for Academia, Industry and Research by imparting knowledge, relevant practices and inculcating human values to address global challenges through novelty and sustainability. APCE builds a better nation with the motto of **Transforming Lives**. In APCE, academic and administrative decisions of the college are taken by the Governing council. It provides requisite leadership to generate and share knowledge for developing a vibrant society by imparting quality education.

Quality of education is the prime objective of APCE. The quality is assured through the establishment of

Internal Quality Assurance Cell (IQAC) which conducts meetings with Head of the Departments and faculty members

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

*An Engineer is one who provides solutions to the problems of mankind by ensuring him a comfortable and luxurious life surrounded by necessary modern devices, to bring about a technical rejuvenation and pave the way for the technical advancement of the nation at an affordable cost without any damage to the lush environment.* This is APCE Founder President's view on an Engineer. APCE aims at grooming students to be self-reliant, specialists in their chosen discipline, continuous learners, effective communicators, respectful members of different cultures, who are aware of their social and civic responsibilities, sensitive to gender issues with zero tolerance towards sexual harassment, women safety and security and environmental consciousness. Great emphasis on waste management is followed at APCE, and a complete recycling of water, paper and E-wastes is done successfully, APCE has initiated the rain water harvesting system with commitment to serve the community and the nation. APCE encourages all the faculty members to use the public transport system offered by the institution. This also serves the country and society by reducing the fuel consumption. The institute is a Green campus and the students & faculty are encouraged to plant more trees.

The distinctiveness of APCE has established its distinctive approach towards comprehensive vision by modeling it in the form of service to the society, by means of providing career oriented add-on courses or by allowing the students to organize events to develop their skills, multidisciplinary project development, Ethical and human values development.

Thus APCE is marching towards a prosperous future.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	ADHIPARASAKTHI COLLEGE OF ENGINEERING
Address	G. B. Nagar, Kalavai, Ranipet Dist.
City	Kalavai Ranipet
State	Tamil Nadu
Pin	632506
Website	<a href="http://www.apce.in">www.apce.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mohanamurugan S	04173-242089		-	
IQAC / CIQA coordinator	B. Shanmugasundaram	04173-242584	9842543458	-	bshanindia@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	<a href="#">View Document</a>

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	<a href="#">View Document</a>	02-06-2023	12	For this Academic Year Extension of Approval from AICTE

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	G. B. Nagar, Kalavai, Ranipet Dist.	Rural	30.71	27287.66

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BE,Civil Engineering	48	HSC	English	30	7
UG	BE,Computer Science And Engineering	48	HSC	English	60	51
UG	BE,Electrical And Electronics Engineering	48	HSC	English	60	20
UG	BE,Electronics And Communication Engineering	48	HSC	English	60	49
UG	BE,Mechanical Engineering	48	HSC	English	60	9
UG	BTech,Information Technology	48	HSC	English	30	27
PG	MBA,Master Of Business Administration Mba	24	UG	English	60	51

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	9				17				43			
Recruited	5	1	0	6	11	2	0	13	28	15	0	43
Yet to Recruit	3				4				0			
Sanctioned by the Management/Society or Other Authorized Bodies	9				17				55			
Recruited	5	1	0	6	11	2	0	13	28	27	0	55
Yet to Recruit	3				4				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				19
Recruited	19	0	0	19
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				19
Recruited	19	0	0	19
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				12
Recruited	11	1	0	12
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	11	1	0	12
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	1	0	6	2	0	2	1	0	17
M.Phil.	0	0	0	0	0	0	7	2	0	9
PG	0	0	0	5	0	0	19	24	0	48
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0	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	285	0	0	0	285
	Female	208	0	0	0	208
	Others	0	0	0	0	0
PG	Male	56	0	0	0	56
	Female	51	0	0	0	51
	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	9	8	5	8	
	Female	9	6	5	5	
	Others	0	0	0	0	
ST	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
OBC	Male	118	52	44	64	
	Female	76	40	32	45	
	Others	0	0	0	0	
General	Male	4	4	3	4	
	Female	5	4	5	3	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		221	114	94	129	

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>With the intention of Promoting the all-round growth of the students spiritual technical, intellectual, social, physical emotional, aesthetic and moral in an integrated manner, Adhiparasakthi college of engineering categorically address to multi-disciplinary subjects as per the direction of the National Educational Policy 2020. Noting the general problems faced by the engineering students of today, the college has setup short term and vocational courses such as Robotics and CISCO with the objective of self -sustenance. Our students need not wait for government jobs since they are given necessary entrepreneurial training here. The college is planning to have adequate number of multi-disciplinary subjects. It has identified the program learning outcomes of different courses and the specific skills and values obtained from the particular unit. All these programmes aim at achieving their specific targets within the stipulated time. APCE students are really blessed to have State-of-the art well-equipped laboratories and better academic ambiance.</p>
2. Academic bank of credits (ABC):	<p>Pertaining to the implementation of Academic Bank of Credits, the institution is waiting for the concurrence of the affiliating university. The pedagogical approach of the college is highly conducive to academic pursuits. Since it facilitates the learning process, the pedagogical approaches followed are enquiry based, reflective and integrative. The Summative and Formative Assessments and Assignments are taken into consideration for assessing the learning outcomes of the students.</p>
3. Skill development:	<p>The college aims at providing value-based quality technical education. Hence the college takes necessary initiatives to include the spirit of positive and creative thinking among the students. The college celebrates National days such as the Republic day and the Independence day and conducts various life oriented programmes such as world AIDS day, Environment day, Engineers day, Women's day etc. to generate the sense of unity among the students. In turn such meetings help the students maintain good rapport with the faculties. Proctorial and mentor students are meticulously observed here. The placement cell is actively engaged in training the students by maintaining memorandum of</p>

	understanding with leading companies of repute.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Our college has proposed to conduct motivational classes to reengineer the skills of budding engineers. In this regard, it is felt that one Indian /Foreign Language can be taught in due course for promoting placement, opportunities. We follow the Government Instructions given in vernacular language.
5. Focus on Outcome based education (OBE):	APCE understands that the students acquire hands-on training in the college campus on servicing house hold Applications, computer, cell phones and two-wheeler in the college campus. It is expected that such training skills will promote their creative and innovative skills needed for a successful career. Hence there is a need for promoting leadership traits among the students and making them responsible citizens.
6. Distance education/online education:	The college has also proposed to conduct some online classes on soft skills focusing on personality development, positive thinking and Oratorical skills. We are proud to state that the students profited a lot from such online classes during COVID-19 pandemic lock down period. Through such online classes it is possible to generate leaders of the day to redress the harmful practices in the society.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Established in the year 2021
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes Students Co-ordinator - U.Haripriya, III Year ECE Faculty Co-ordinator - G. Santhana Selva Jothi
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,	Conducted SVEEP CONTEST 2022 - NATIONAL VOTERS DAY on 24th December 2021.



<p>commercial sex workers, disabled persons, senior citizens, etc.</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>Conducted SVEEP CONTEST 2022 - NATIONAL VOTERS DAY on 24th December 2021. created awareness about importance of voter among the students</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>Conducted SVEEP CONTEST 2022 - NATIONAL VOTERS DAY on 24th December 2021. created awareness to the students above 18 years to enroll as voters for the election</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
530	423	465	642	766
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 171

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

#### 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
67	81	87	88	104

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
50.07	43.36	51.1	244.17	1824.58
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		



## 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:**

Adhiparasakthi College of Engineering, located in a sylvan surrounding at Kalavai in Ranipet District of Tamil Nadu, is affiliated to Anna University, Chennai – 25 and the curriculum and syllabi prescribed by the Anna University are strictly followed. It is strongly stated that APCE evinces keen interest in inculcating the spirit of spiritualism among the students to make them ethically strong and morally sound. Apart from this prescribed curriculum, the college has strategized innovative ways and means to strengthen the teaching – learning process as follows: Academic calendar is prepared in accordance with the academic schedule of Anna University. It includes Periodical Test and Model Examination schedule, University Examination schedule, the Department and College level activities like Association, Alumni meeting, workshop, Guest lecture, Conference, Symposium, etc., Curriculum Planning: Advance planning of Academic activities in consistence with the university academic schedule. Subjects are allotted to the faculty members based on their expertise and experience. Conducting two periodical tests and Model Examination in each semester as per the academic calendar and dispatching progress reports to parents. Every faculty prepares lesson plan, Notes of Lesson, Question Bank and Lab Manual for the subject of the course handled by him/her in alignment with the university. Maintenance of course files by all faculty members with lesson plan, notes of lesson, question bank, sample test papers (best and worst), previous year university question papers and performance details of the students. Class Committee Meetings are conducted to monitor the progress of theory and laboratory courses in accordance with the lesson plan. Students? attendance for individual course is monitored through faculty assessment record and master attendance register. Conducting parents meeting as per scheduled.

Proctor System: Proctor system is as follows Providing extra coaching for the slow learners to pep up their performance. Each faculty acts as a mentor for 20 students pertaining to their academic and personal issues and maintains the rapport among the Teachers and taught intact. Periodical reviews of portions covered by the staff and the students? attendance by the HoD concerned and the Principal. Monitoring of the course delivery and syllabus completion are done through formal and informal feedbacks. Departments conduct Guest Lectures, Seminars, Training programs, Workshops, Conferences and Symposia through students association to complement their curricular inputs. Bridge courses are conducted for all the fresher and lateral entry students to understand the basic concepts of Mathematics and other core subjects Updated library facilities with e-journals are provided. The Institution provides teaching aids such as LCD projectors, Video conference facilities, NDL and NPTEL access for effective curricular delivery. The college has ultra modern state - of - the - art laboratories to facilitate the concept of practicing while learning. Spacious classrooms with adequate ventilation are provided. The Institution has an Academic Audit Cell that ensures the regular academic audit of attendance registers, lesson plan, periodical test question papers, answer sheets, course files, study materials etc., at the beginning of each semester.

Faculties strengthen their knowledge in their respective subjects by attending the Faculty Development Programs.

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

## 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:** 11

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>

### 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:** 51.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
263	296	364	357	166

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

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Response:**

Adhiparasakthi College of Engineering takes various vigorous efforts to apply ethics at all levels. The Institution involves various activities and has established various committees and clubs to address socially relevant issues such as gender discrimination, human values and environment. The Institution involves many clubs and committees in its curriculum to integrate all cross cutting issues such as Yoga club, Spiritual Club, Association of Electrical and Electronics Engineering, Computer Science Engineering Association, Mechanical Engineering Association, Association of Electronics and Communication Engineers, Information Technology Engineers Association, Civil Engineering Association, Science and Humanities Association, National Service Scheme (NSS), Youth Red Cross (YRC).

- 1) Students' welfare: The Institution identifies economically disadvantaged and vulnerable category students in the institution and provides the students necessities to facilitate uninterrupted education.
- 2) Special coaching assistance: The Institution addresses and makes an arrangement for the students who need assistance for soft skill training, language improvement, placement training...etc.
- 3) Environment education: To protect environment, students are encouraged to participate in various environmental activities on afforestation, plantation, climate change, global warming and other ecological issues with the help of institution's National Service Scheme (NSS) and other local statutory bodies. The subject environmental education is also prescribed by the university in its curriculum. To give a fillip to the environmental aspects, our institution has voluntarily provided funds for the construction and maintenance of toilets in the nearby schools.
- 4) Human Values and Professional ethics: The Institution encourages uprightness to the students at all levels. Students are advised to do service learning and volunteering, for which the students get appreciation from the institution. To overcome moral dilemma and make effective moral judgment in personal and professional life, students are instructed to select professional ethics in engineering as an elective in higher semester.
- 5) Gender equality: The Institution puts its effort to abolish gender discrimination in the institution. To promote gender equality, the institution encourages all the students to participate in various activities conducted by the institution and other local and statutory bodies.

The institution pays more attention to gender equity in staff recruitment, students admission, batch allotment to laboratory sessions, project work, cultural activities, sports, NSS etc., Grievances in managing gender equality are addressed in time.

- 6) Information and communication technology: To enhance employability skills, the institution provides computer technology training to all the students focusing more on soft skills.

- 7) Grievance redressal measure: The Institution has a separate committee to redress the grievances of the students as and when required.
- 8) Sound mind in a sound body. The institution insists on the dictum of “Sound mind in a sound body”. In order to materialize this precept, the institution is running a well-furnished hospital in the college campus. The staff and students can have easy access to the hospital and the institution proves that charity begins at home.
- 9) Solar Panels: The institution has installed adequate number of solar panels to be self – sustained.
- 10) Sewage Treatment plants: Sewage Treatment plants have been functioning to make the institution hygienic.

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

### 1.3.2

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

**Response:** 32.08

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

Response: 170

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

## 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

<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 32.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
205	112	93	121	130

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

2021-22	2020-21	2019-20	2018-19	2017-18
390	390	390	420	420

#### 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](#)

#### 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:** 41.88

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

2021-22	2020-21	2019-20	2018-19	2017-18
151	104	85	116	122

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

2021-22	2020-21	2019-20	2018-19	2017-18
268	268	268	288	288

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 7.91

## 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:**

Apart from the conventional chalk and talk method, the teaching process has been upgraded so as to provide quality education and good learning experience to the students. The student-centric learning empowers the students to think creatively, responded with confidence and pose questions without any inhibition. The innovative methods so far practiced are listed below:

- Provision for individual involvement in practical or project work, group work, role play, field visit, industrial visits, case study, debates, seminars, presentations.
- Students are encouraged to do mini projects every semester in laboratory related subjects.
- Industrial visits and value added courses are arranged to give hands-on experience to the students.
- Our campus is enabled with Wi-Fi facility that allows students to access technical resources.
- The college has a central library well equipped with books, e-books, technical magazines, journals & e-journals.
- “Students Learn by Doing Activity” is enhanced by providing opportunities to operate outside their perceived comfort zones with more inter-disciplinary projects.
- Hands-on experience in real-time applications through workshops and seminars.
- Well-equipped laboratories in the campus to strengthen the students’ involvement in research activities.
- Field trip activities are organized to enhance students learning experiences.
- Tutorial and Remedial Sessions for analytical courses to enhance the problem-solving skills are being conducted regularly.
- Project – based learning
- On the job training

APCE faculties try to make the best use of the technology in their teaching process. Teachers have the knowledge and skills to use new digital tools to help all students achieve high academic standards. ICT has enabled better and swifter communication; ideas are presented in an effective and relevant way. It is an effective tool for acquiring information from multiple sources to help students to enhance their knowledge database.

Workshops and guest lectures are conducted here for effective learning. Staff members use the smart class rooms to give lectures with the help of photos, maps, graphs, flowcharts and animated videos. This facilitates the learning process and makes it more attractive, interesting and easy to understand. The presentations are directly shared with all the participants. The students are encouraged to take seminars which include application-oriented and technically upcoming topics. NPTEL Video lectures are available offline in the college laboratories and could be accessed by the students. This will allow them to think and learn practically. Google Classroom is to streamline the process of sharing files between teachers and students, which makes learning much more interactive when compared with other common methods. Faculty also form groups with the students of the class (through mobile apps like Whatsapp) and share necessary course materials like course lecture notes, assignment topics, course schedules, question bank etc. Students are encouraged to attend Technical webinars, to gain more knowledge in subjects. E-journals can be accessed in our digital library, which boost confidence of the students in publishing and presenting a papers in intra and inter level symposia/National/International conferences. Faculties adopt the usage of ICT tools to provide quality education to the students.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 98.39

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

2021-22	2020-21	2019-20	2018-19	2017-18
74	81	87	88	104

#### File Description

#### Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[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:** 13.35

#### 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

2021-22	2020-21	2019-20	2018-19	2017-18
19	12	9	8	9

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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

## 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 undertaken several projects, schemes, and measures to increase the efficiency and effectiveness of the system.

- Each semester, there are periodical tests and two model examinations for theory courses, and one model examination for practical, and the internal assessment results are declared within two days.
- The evaluated answer sheets are distributed to students so that they can review their scripts and discuss them with the respective faculty members.
- Assessment and model exam schedules are given well in advance and shown in the academic calendar.
- Retests are given to students who failed the first or second series of tests.
- Departments and conference rooms are provided with computers and internet connectivity.
- In order to implement the evaluation reforms introduced by the university, the institute has taken the following actions:
- The students? performance is monitored periodically through direct and indirect methods of assessment.
- The test performance of every test and student is evaluated by the progress report.
- Based on the performance at various forums like Class Committee Meetings, Student Grievance Cell Meetings, and Parent Meetings, feedbacks are collected by concerned HODs and reviewed in Principal meetings.
- The students are encouraged to ask questions and in turn they are clarified by the faculty members.
- Students who wish to attend a seminar on a professional topic of current interest is guided and approved by the appropriate advisor and coordinator.
- The student should be ready with complete preparation and presentation slides at the time of the seminar presentation.
- The faculty members? performance is evaluated every month using a faculty committee meeting that is conducted by HODs and Principal. The shortfalls are addressed based on the needs and

expectations as and when needed.

Examination cell is constituted by the institution and as per Anna University (AU) requirements. The Students who have grievance-related discrepancies can approach the faculty member nominated by the concerned HOD in the examination cell.

- Internal examinations are based on the prescribed course plan.
- The respective subject faculties prepare the question bank, which is based on the previous years' questions, and this question bank has to be shared with students as well.
- For internal examination, based on the question bank, the respective department's chief examiner prepares the questions for Periodical test.
- The assessment is scheduled in accordance with the academic calendar.
- During the internal assessment test, if any student is involved in malpractice, a transparent inquiry will be conducted by the discipline committee, and based on the recommendation of the committee, necessary action will be taken.
- The university provides the students with the option of obtaining a photocopy of their answer sheets after the declaration of end-of-semester exam results.
- The student can review his or her answer sheets and apply for re-evaluation on the recommendation of the subject-handling faculty and concerned HOD.
- The assessment test scores of all the departments are entered in the AU-Web portal within the entry period given by AU.

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

## 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 Programme Outcomes (POs) and Course Outcomes (COs) for each subject are available in Anna University syllabus or defined by concerned faculty member in consultation with senior faculty teaching the same subject and the Head of the Department. The Programme Outcomes (POs) and Course Outcomes (COs) are available on college website. Informing the stakeholders, especially the parents, persuade students towards skill oriented and value based courses. Students are made aware of the course's specific outcomes through orientation programmes, classroom discussions, expert lectures and practical's. The college deputed teachers for workshops, seminars, conferences and FDPs to help them attain the best outputs in teaching learning processes. Evaluation Process: The programme outcomes and course outcomes are assessed with the help of course outcomes of the relevant programme through direct evaluation process. It is provided through University Examinations, terminal exams and home assignments, unit tests, surprise tests, etc.

**Methodology for Internal Assessments:**

- Conducting Three Periodical Tests (1 periodical test = 1.5 units) and One model examination before the final university examination (All five units).
- Question papers are prepared based on Bloom's Taxonomy.
- Questions are categorized by the COs
- Throughout the year the faculty records the performance of each student on each programme outcome. At the same time remedial coaching is also provided to slow learners to make pace with the desired progress.

**Tutorials/ Assignments:**

Tutorials and assignments sheets are framed based on Bloom's taxonomy and course outcomes. Tutorials and assignments are evaluated and marks are considered for the continuous assessment tests. Depending upon students' performance, one to three assignments are given in a semester per subject. Average attainment in Evaluation Process: Students taking university examination are evaluated for 80% of total marks and the institution awards 20% marks as internal assessment. Project Work/Seminar: A three member review committee has been framed for continuous evaluation of project. Head of the Department will be project coordinator of final year students. All the projects are thoroughly selected based on the needs of industry expectation and recent developments in the corresponding research area. Each review process is evaluated based on outcomes.

**Feedback Evaluation:**

The Institution collects feedback from Students, Alumni, Employers and Parents. It is an important method of measuring attainment with objectives of identifying the attainment level of students in terms of programme, subject, course and syllabus outcomes and to understand the impact of teaching-learning process. Internships: Students are encouraged to take up Industry-oriented internships, project works given by the industry experts, Industrial Training, Industrial Visit, fieldwork, etc. This helps them obtain necessary skills and practical experience in their chosen discipline. Placements: One of the most important Programme Outcomes of Undergraduate Degree is the employability of students upon successful completion of their degree programme. The college has a vibrant Placement Cell, which caters to the demands of companies from different sectors. Higher Studies: Another parameter to measure attainment of POs, PSOs and COs is through the interests of the students who opt for higher education.

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

**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

**Methodology for Internal Assessments:**

- Conducting Three Periodical Tests (1 periodical test = 1.5 units) and One model examination before the final university examination (All five units).
- Question papers are prepared based on Bloom's Taxonomy.
- Questions are categorized by the COs
- Throughout the year the faculty records the performance of each student on each programme outcome. At the same time remedial coaching is also provided to slow learners to make pace with the desired progress.

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Adhiparasakthi College of Engineering aims to impart outcome-based education and transform the students into socially responsible, competent engineers. Course Outcomes are mentioned clearly in Curriculum. Each Program has number of courses and each program has number of outcomes.

On carefully Monitoring Course Outcomes and continuous Assessments, the Program Outcomes are Attained.

**Attainment of CO is based on****1. Internal Evaluation (20%)**



- Periodical Assessment
- Assignments

## 2.External Evaluation (80%)

- University Theory Examination

For CO computation, Benchmark is fixed.

Benchmark	Attainment Level
<50	1
51-79	2
>80	3

### Attainment of Program Outcomes and Program Specific Outcomes

Program Outcome (POs) are graduate attributes attained by a student during the course of study. Program consists of twelve Program Outcomes and sixty

Courses. Course Outcomes (COs) attained by individual is calculated and consolidated for a particular batch.

Total PO attainment is based on

- Direct Attainment(80%) and Indirect attainment (20%).
- Direct Attainment is calculated from CO attainment based on three Periodical Assessments and End semester Examination.
- Indirect Attainment is calculated based on Exit survey,Alumni Survey and Employer Survey.

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

### 2.6.3

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

**Response:** 91.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
126	130	162	234	188

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

2021-22	2020-21	2019-20	2018-19	2017-18
128	131	164	256	238

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response:** 3.76

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 1.83

#### 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)

2021-22	2020-21	2019-20	2018-19	2017-18
0.265	0.33	0.665	0.34	0.23

#### 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:**

Adhiparasakthi College of Engineering provides a congenial atmosphere for the promotion of innovation and incubation. The college has adequate infrastructure and the guidance is extended to the students. Students are motivated to apply technology for social needs. Necessary support is being provided for documentation, publication of research papers and for obtaining patents. The college organizes awareness programmes, workshops, seminars and guest lectures on entrepreneurship, opportunities are provided to the students to directly interact with outstanding entrepreneurs who excel in their chosen fields. Product service training is provided for creating awareness on marketing techniques.

The college is equipped with e-yantra lab (supported by eLSI, IIT BOMBAY) which is an embedded system and robotics lab, CISCO lab and Institution Innovation Council (IIC). Financial support is extended to the deserving students for their models at the Institution Innovation Council. Competitions are held by the organisation. Students are given opportunities to acquire skills for communication of their products. The

local entrepreneurs are invited to address and inspire the students.

### Objective of the Incubation Centre:

The main objective of the Incubation Centre is to help the students to materialize their ideas into technological innovation. Students are encouraged to assemble prototypes needed for national development

through the application of technology. Trendy expos are held time and again to instill the spirit of research and development among the students who range from different works of the society. Students are fittingly rewarded and they are given hands on training in our well-equipped state-of-the-art laboratories.

### Research Activities:

The college has well-developed and research promotion policies. A handful numbers of faculty members pursue Ph.D programme in different leading universities. Research fairs are organised in the campus where all research scholars across the nation demonstrate their research work. Opportunities are provided to the faculties in all their research endeavors on multi-disciplinary areas. Students carry out their innovations in designing and fabricating e-vehicles and participate in various competitions organised by number of companies. The college is recognized as a host centre of micro, small and medium enterprises- MSME'S development of cost effective and society related projects are encouraged. Initiatives are also undertaken for the promotion and dissemination of technical know-how.

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

### 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:** 40

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
8	2	8	17	5

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

### 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:** 0.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	5	5	5	8

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

#### 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:** 0.02**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**

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	0	1	0

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

**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:**

Our college is encouraging students to participate in various external activities to create equality at all levels. Our NSS students took various responsibilities to develop local community which includes awareness program on financial inclusion, tree plantation, arrangement of eye camp, skill development program for rural women empowerment, etc.,

- SatishDhawan Space Centre SHAR, ISRO, Sriharikota and the Institution organized exhibition on “Space on Wheels-Mobile Exhibition” at APCE campus on 10-03-2020. More than 5000 students participated from various schools.
- A group of twenty students accompanied by two faculty members visited “Gandhi Arakattalai” an old age home in Arcot on 20-02-2020.
- As per the direction of Government of Tamil Nadu, along with Directorate of Technical Education, Department of Public Health and Immunology, APCE NSS conducted one day awareness program on account of Covid-19 on 10-02-2020.
- Tree plantation activity was carried out on account of Independence Day at APCE campus.
- The institution arranged to celebrate “International Yoga Day” with around 50 teaching and non-

teaching faculty members and 25 students on 21-06-2018 and 21-06-2019 respectively at APCE Seminar hall.

- To create awareness on road safety, the institution conducted the program on “Road Safety Week” in collaboration with Kalavai Police Station on 27-04-2018. Around 300 participants attended this program.
- Our institution conducted one day free eye camp in collaboration with Vasan Eye Care, Vellore on 29-11-2017 in which more than 150 people participated and benefited in the camp.
- Health awareness and Dengue awareness program was conducted by the institution and offered NilavembuKashayam (A preventive medicine for dengue fever) to the local community of Mulluvadi village near Kalavai on 28-11-2017 accompanied by 5 faculty members and 20 NSS students.

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

### 3.4.2

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

##### **Response:**

The Institution has extensively conducted extension activities through NSS and Memorandum of Understanding with other organisations.

The following are the main extension activities for which Institution has received appreciation awards from government/government recognised bodies:

1. Eye Camp
2. Dengue Awareness Program
3. Tree Plantation Activity
4. International Yoga Day
5. Corona Virus Awareness Program
6. Swachh Bharat Program
7. Social Service
8. Space on Wheels - Mobile Exhibition of ISRO
9. **One Day Hands on Training on Robotics to all School students (2700 +2 School Students**

**Participated in 2021 - 2022 )**

Apart from organizing above programmes, few faculty has received the following awards in their excellence:

1. Best Woman Faculty Award
2. Distinguished Professor Award

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

**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:** 10

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	3	1	2

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:** 44

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

Adhiparasakthi College of Engineering frequently updates the facilities as per the requirements of AICTE and ANNA University. The Institution has a total land of 30.71 acres with lush green and positively vibrating environment. The college provides holistic and flourishing green environment with an ultimate goal of quality education and peaceful atmosphere to its stakeholders. The Institution applies stimulation in its infrastructure with an expected outcome of occurrence of learning through exploration; the institution has three different blocks with separate divider for each and every department. Each department has adequate class rooms with good space. To achieve effective learning through stimulation, the class rooms are provided with adequate tables, chairs, proper ventilation, fans, lights, blackboard, smart board, computers, projectors, speakers and CCTV cameras. Every stream has enough air-conditioned lab facilities with necessities. The college has well equipped laboratories as per university norms and they are maintained periodically. Apart from curriculum, the institution has centre of excellence which includes e-Yantra Embedded System Lab sponsored by MHRD & IIT Bombay and Cisco Lab. The college provides ample opportunities for students to learn latest technology through seminars, Guest lectures, workshops and Symposia. Heads of the department have separate and spacious rooms with computer facilities to do their work effectively and efficiently. The Institution provides separate staff room for male and female faculty members in each and every department. Staff rooms are well furnished in terms of necessities and teaching resources with additional facilities such as attached washroom, furniture computer and computing equipments with internet facilities, department library...etc. Extra-curricular activities such as sports, outdoor and indoor games are practiced in our campus where there is a state-of-the-art gallery which can accommodate 1000 people. APCE intends to develop sound body as well as sound mind among the budding engineers. Indoor Games: The college offers adequate facilities for indoor games such as table tennis, carom and chess.

Outdoor Games: The sprawling sports ground at APCE is maintained with special care and provides ample opportunities for outdoor games such as Cricket, Volley Ball, Foot Ball, Athletic events, etc. Many Zonal Level Matches are conducted at our campus. Gymnasium: A gymnasium is also known as a Gym. The College has gymnasium facilities spread over 2128 Sq.ft. The gym equipment comprises of Bench Press, Dumbbells, Treadmill etc., APCE pays more attention on gymnastics with the intention of promoting sound health among the engineers. Auditorium: APCE has a centrally air - conditioned auditorium with 1500 capacity. All the cultural activities are conducted there. APCE has identified the innate skills of the students and gives opportunities to expose their skills. The significance of Yoga: The art of practicing yoga helps in controlling individual's mind, body and soul. It integrates physical and

mental activities to realize the grace of Almighty. It is highly helpful to de-stress ourselves and keep us relaxed. It also helps in increasing the flexibility of our muscles. APCE aims at winning the grace of God through such yoga practices.

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

#### 4.1.2

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

**Response:** 87.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	2.75	0	176.28	1762.27

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

## 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:**

#### 1. Central Library

Central Library has around 24500 books in its collection and was established in a spacious and pleasant environment. Every year, Adhiparasakthi College of Engineering (APCE) subscribes around 116 printed Journals which has been kept in separate area for ease of accessibility. Library is located in first floor of Auditorium Building and fully automated through Integrated Library Management System (ILMS) namely “AutoLib”. The software handles all library activities such as issue, renewal & return of books, data entry, storage & retrieval, book reservation, member OPAC search, report management, e-resource management, user datamaintenance, utilization analysis, article alert service, etc. The state-of-the art **Auto Lib Library Management System** enables easier transactions and perfectly secures all library resources and has barcode scanning facility for books also, puts it on par with the modern libraries in keeping track of issuance and returning of books in a foolproof manner. **Online Public Access Catalogue (OPAC) system** allows users to identify books available in the library by searching Author, Title, Year, Subject etc..single window access to all resources. **Advanced search** – multiple search criteria using Boolean operators, sorting/printing large number of reports/ statistics of usage of books, transactions etc.. and export into EXCEL file formats.

## 2. Digital Library

Modern Digital Library has 40 multimedia systems with high-speed internet connection (Railnet- 100 mbps). In the current scenario students accessing digital content place a vital role in learning process. APCE has a two-tier system providing such quality e-resources to students as details as **1. Open Access:** Many open access resources are available for students such as IEEE, Elsevier, National Digital Library of India (NDLI), ACS e-Books, AMS Books etc. and details of the same are displayed in APCE website along with links. **2.Subscribed Resources:** To enable students to access the most advanced books and journals, APCE has subscribed certain well – known e-learning materials like DELNET Institution Membership etc.. Through DELNET a common access has been provided to students and faculty members.

Every Year Library Advisory Committee is reconstituted to strengthen its activities. This Committee recommends for the allocation of budget for purchase of books, periodicals for the departments and also conducts annual stock verification. The library also contains book bank scheme. Information centre is also constituted along with the library services.

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

## 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:**

Having realized the importance of IT infrastructure, our institution updates the IT facilities in the campus which are responsible for the diverse technical operations generally involving hardware, software, and networking. The institution provides ICT classrooms to the students to promote and improve the digital culture and to spread awareness of the social impact of technological change in education. Well-equipped laboratories with INTERNET facilities and projectors are made accessible to the students which open doorways to a wealth of information, knowledge and educational resources and increasing opportunities for learning beyond the classroom activities. The main objective of our institution is to inculcate the spirit of digital literacy to the students which will improve the ability of the students to analyze the information of higher standards (for instance e-books, e-journals and e-resources in our library) There are 282 systems available in the institution with, Configuration - P4, i3, i5 RAM - 2.93 GHZ 4 GB, 2.8 GHZ 1 GB Hard disk - DDR3 RAM 500 GB, DDR 1 RAM 80 GB IT FACILITIES:

? LAN FACILITY : Yes. The institution has proper LAN connection.

? LICENSED SOFTWARE : Yes

? STANDALONE FACILITY : Yes

WI-FI FACILITY : Yes. All departments in the campus are provided with Wi-Fi Facility. Wi-Fi SPECIFICATION: ETHERNET PORTS : IP-COM G3210P 8-PORT 10/100/1000 Gigabit +2\*SFP Managed PoESwitch\_IP ACCESS POINT : QRT 2-2.4 Ghz AP/ Backbone/ CPE, dual-chain Wi-Fi DONGLE : Dlink 300 Mbps usb POWER : Power Over Ethernet – 12.28V DC (Except power Data lines Power Jack - 12.28V DC Our institution has updated its IT infrastructure with Wi-Fi facilities on 10.09.2018 for effective teaching and learning which provides a window to the world and access to thousands of learning resources thereby increasing the potentiality of both the staff and students. Bandwidth of internet connection in the Institution: 10 Mbps and 30 Mbps.

**File Description****Document**

Upload Additional information

[View Document](#)**4.3.2****Student – Computer ratio (Data for the latest completed academic year)****Response:** 1.84**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 288

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

#### 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: 2.22

**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)**

2021-22	2020-21	2019-20	2018-19	2017-18
9.4	7.44	5.26	8.24	18.75

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

## 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:** 67.87

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
339	285	328	457	509

#### 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](#)

Institutional data in the prescribed format

[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)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 39.42

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
92	119	294	385	224

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

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



File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 46.79

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

2021-22	2020-21	2019-20	2018-19	2017-18
68	48	64	79	134

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

2021-22	2020-21	2019-20	2018-19	2017-18
126	130	162	234	188

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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 0.24

**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.)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	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	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:** 28

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	6	8	14

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 3.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	0	03	05	06

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The objective of the Alumni Association is to plan and organize successful reunions which APCE conducts on October 2nd every year. It involves Alumni in student development through participation in ongoing academic activities including teaching, research, workshops, conferences, and placements. The Alumni Association is working under the guidance of Alumni Committee. It aims at making our alumni participate in the institutional activities and contribute to the growth and development of the college. In order to foster a warm relationship, the College maintains regular contact with the alumni through various email groups and social networking sites such as Facebook and Instagram. The Alumni is very active in promoting, mentoring and guiding the current students of the College. It has worked extensively in connecting the alumni through motivational talks, workshops by eminent Alumni at various levels. Alumni have been keenly involved in all major college functions such as the annual college festival. The Alumni Association facilitates close interaction between the institution and the alumnae. It aims to create this very powerful network. Every year, the association conducts an annual get-together in the college, serving as a platform for the graduates to share their professional experiences and tips for the current students, and also they point out on how the learning from the college helped them get groomed professionally and contributed to building and shaping up their career. The inputs of the old students given during alumni meet are always. With the alumni association annual meetings are conducted for periodic interactions with alumni in the Institution. The alumni members act as a medium for placement activities. The members of the Alumni Association regularly interact with the Principal, Training and Placement Officer and the HODs regarding the expectation of the industry needs to be met by the institution. Such inputs will support the development of the institution. Alumni are invited to give guest lectures on relevant topics connected to the career guidance and skill development. Alumni also facilitate in providing internship for students. Feedbacks which are given by alumni play an important role in structuring the academic protocols. This helps the present students to have a positive impact on developing their personality, building up the spirit of confidence, and a right attitude to face the mass challenges in an optimistic approach.

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

## 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 provide world class quality engineers, who will be intellectually strong, professionally committed, ethically balanced, spiritually inspired and service minded, contributing to the economical and technological demands of the nation, with special care on the rural society. Mission

- To afford technical education to all sectors of people in particular to the rural society.
- To inculcate technical skills and soft skills among students, with a tinge of spirituality.
- To empower the students as responsible citizens, by nurturing good character in them, besides imparting sound professional skills.

Governance Adhiparasakthi College of Engineering, was established in the year 2001 with the blessings of our Founder President His Holiness Arulthiru Padmashri Bangaru Adigalar to meet the growing demands for engineers in the modern industries. The institution is governed by Thirumathi V. Lakshmi Bangaru Adigalar, Vice President of ACMEC Trust. The institution is one of the prestigious educational institutions functioning under the Adhiparasakthi Charitable, Medical Educational and Cultural Trust. Our college is managed by a Governing Council consisting members of the Management, eminent Academicians and Industrialists. Based on the recommendations of the Governing Council & IQAC the Principal plans and executes the various tasks after discussing with the Management and Heads of Departments. The institution defines the decentralization in working through delegation of authority to personnel at different level for taking major decisions.

Top-level managers are responsible for controlling and overseeing the entire institution. It includes the Vice President, Governing council and the Principal. The Governing Council supports the Chairman with regard to broad guidelines, policies and framework for the improvement of quality education in the institution. 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 Heads of all the Departments (HOD), Librarian, Physical Education Director, who are executing institutional plans. Low-level managers include faculty, non-teaching staff and others who help the middle level managers by coordinating the activities delegated to them. In all academic and non-academic activities, the institution is following participative management for implementation of all its decisions. Nature of Governance: As an affiliated institution the programmes are bound to follow the curriculum set by the university. The Principal insists on identifying the curricular gap and takes measures to bridge it by supplementing the curriculum with content beyond syllabus, which can fulfill the industrial requirements. The cumulative feedback of curriculum gap is collected from the industry experts, class committee

/course committee members and alumni. The members of Governing council discuss the current curriculum, Industry expectation and current trends with HoDs, Faculties and Student Coordinators and recommend providing the industrial based learning requirements so as to groom all students as industry ready engineers.

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

## 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:

Governing Council: The Governing Council takes the responsibility to monitor the implementation of activities in the college strategic plan. Continuous improvement is ensured to maintain quality of standard in both Academic and Administrative level. Admission: Admission process includes clearly defining college fee structure, collecting fee, collection and verification of data, sending the verified data to DOTE and maintaining the records of students admitted every year. Along with the Principal, Administrative Officer and Senior Faculty members coordinate in the Admission process. Administration: The Principal is the Chairperson of administrative and academic activities of the Institution. The Heads of the Departments take the responsibility of handling the above activities of their department concerned. Office administration section assists the Principal in the selection of office staff, the coordination of HR functions and all purchase related activities. Recruitment: The Faculty members are recruited by following standard procedure based on the recommendations from the Governing Council. The recruitment team comprises of Management authorities, Head of the Institution and Heads of the Departments. The short listing of the candidate is based on teaching and research experience of the candidate, educational background, industrial experience and other meritorious awards. The candidates are explained about recruitment policies such as working hours, probation, promotion, leave and EPF benefits. Complaints cum Grievance Redressal Committee:

Grievance Redressal committee is formulated as per Anna University norms and this has been constituted every year. This committee periodically meets the students and addresses their grievances. The Chairperson analyses the difficulties of the students and works of the redressal and prepares a report on the rectification of the complaints. By interacting with Discipline Committee, Anti ragging and Sexual Harassment Committee, Hostel and Mess Committee if required to solve the issues or complaints registered. The development of the Institution is a constant ongoing process at every step, the management strives to improve the motivation. This can be made possible with the help of Constructive / Strategic plan and the necessary actions to be taken to grow and develop. Bestowal: It is a renowned institution for pursuing technical knowledge to all, especially rural students. In addition to that good infrastructure facilities are made available through national level stadium, digital library (Volume) and eco-friendly environment. The institution has a strategic plan based on the Mission & Vision for the

period of years from 2022 to 2027. Short Term Goal:

1. Make the students and staff to publish Quality publications to rise H-index and i-Index.
2. To convert quality publication into patent.
3. Plan to sign MoUs with Multinational Companies for training, placement & internship program.
4. MoU sign up with NITs, IITs for tie-up with technical skill allocating, laboratories updates to latest technology.
5. To plan R&D works tie up with CSIR-Council of Scientific and Industrial Research, CECRI-Central Electro-Chemical Research Institute and SERC-Structural Engineering Research Centre.
6. To improve our College in Anna University results Ranking.
7. To create Centre of Excellence
8. To achieve 100% placement each year.

Long Term Goal:

1. To maintain and improve NAAC Grading (periodically)
2. To get NBA accreditation for eligible departments.
3. To achieve within 200 NIRF Ranking.
4. To plan for 100% Green campus.
5. To establish R&D centre inside our college premises

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

Our institute Adhiparasakthi College of Engineering (APCE) governed by Adhiparasakthi Siddhar Peeda Women's Charitable Trust, Melmaruvathur understands the recognition of hard-working staff, understands and acknowledges their needs and requirements. As a result the institution has a welfare policy by evaluating each and every teaching and non-teaching staff through performance appraisal system. The performance appraisal includes individual and team accomplishments in terms of self-rating for all parameters like attendance, results, paper presentations, publications, conferences, workshops, seminars attended, certifications and awards received. Faculty Performance Appraisal consists of following two important parts: 1. Self-Appraisal form being filled up by faculty members. The college follows a systematic Performance Appraisal System for teaching and non-teaching staff. The institution / management evaluates teachers based on teaching, research and participation in development activities and due importance is given to all the activities. The institution evaluates non-teaching staff based on performance in technical work and administration related activities, co-curricular, professional, development related activities, academic contributions, general conduct and qualities. 2. On assessment of these self-appraisal forms by a review committee, IQAC prepares the format of Self-Appraisal form being filled up by the faculty members. Professional development of teaching staff is ensured by encouraging them to acquire higher qualifications with administrative and academic flexibilities like

- o Sponsoring to short-term programs like seminars / workshops on specialized topics and on pedagogical training.

- o Encouraging to get exposed to specialized research facilities in IITs/IISc/R&D organizations etc.

- o Providing seed fund/basic infrastructure to externally funded schemes for initiating and reducing time lag.

Following welfare schemes are available for teaching and non-teaching staff: 1. Study Leave: Study leave is sanctioned to Faculty members who want to pursue higher studies while being on roll of the institute.

2. Sports Room & Facilities: Sport facilities are provided by the Institute to encourage sports activities among the faculty members and the non-teaching staff. 3. Employee Assistance Program for Career Growth: The Institute provides assistance to Faculty for research and academic development related work by reimbursing their expenses on registration and TA/DA. In addition to this, the institute provides duty leave to attend such program. 4. Medical Facilities: Medical facilities are provided in the institute for Faculty/ Staff and students during their stay in the premises. A Medical practitioner is available during working hours in Administration department for medical treatment to employees. Specialists such as Gynecologist are also available on periodical basis. 5. Employees' Provident Fund Scheme: Employees' provident fund scheme is applicable to the institute employees under the Employees' Provident Fund & Miscellaneous Provision Act 1952 in order to assist the employees after their retirement and have benefits to sustain their life in old age. 6. Maternity Leave: The employees can avail maternity benefit as per the rules of the institute.

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



**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:** 14.05

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	60	0

**File Description****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 / workshops and towards membership fee for professional bodies

[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:** 14.18

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
07	29	22	15	01

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	19	19	19	19

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>

## 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 sources of funds for the Institution are the grants from Management, Funding Agencies such as DST, AICTE, Consultancy etc for various purposes. General Fund received in terms of Student Fees, Hostel Fee etc. Student fees are the primary source of income for the institution. As a socially concerned not-for-profit institution, the College has a conscious policy of keeping the student fee affordable. The management usually provides funds for infrastructure development regularly and on the request given by the academic and administrative departments. Annual audit is conducted both internally and externally. The Internal audit is conducted by the Chartered Accountant appointed by the Management and the report is submitted to the Managing Trustee for further action. The external audit is conducted by the government for the funds received from them periodically in person. Fund is allotted for purchase of books and apparatus, sports, festival and some other programs. For the smooth running of the institution professors and employers are appointed and amount spent on their salary and up-gradation such as guest lectures, seminars, discussions are organized A healthy mind resides in a healthy body, for this various programs like sports, yoga, personality development and other activities are organized and the finance committee spend some amount for this. Fund is also provided to maintain the campus green. There is always a need for maintaining and upgrading the facilities provided by the college from time to time. Internal Audit: A complete budget is prepared every year, before the academic year begins. The annual budget for the respective departments is prepared by their concerned in-charges (accounting for lab procurement, infrastructure, faculty development, student development, conference / symposium, maintenance, software and consumables) and is submitted to the Accounts Department through Principal by HODs. Another budget including infrastructure augmentation and maintenance is prepared by the Administrative Officer in consultation with the respective teams.

The Institution has a separate Internal Auditing Committee (IAC) headed by the Administrative Officer and one Faculty Member from each department. The Internal Audit occurs within the Institution.

The objective of the IAC is to keep vigil over all the activities of the institution. It helps to establish transparency of records and efficiency in the operations of the Institution. In case of discrepancies pointed out by the audit team, the concerned person or department has to justify it, within the stipulated time. If found satisfactory, the issue will be closed. If not found satisfactory, suitable corrective action, recommended by the Auditing team, will be taken. External Audit: The external audit is conducted annually. During the process, the information will be sent to all the departments one month in advance. The circular communicates the scope and objectives of the audit, the auditor's assigned and other relevant information. The auditors will execute the audit plan as per the schedule. The report of the compliance is submitted to the Principal. Non-compliance with activities will be highlighted to the concerned authority, for further action.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. 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 main objective of IQAC is to ensure quality assurance of academic activities and administrative works. To enhance the quality improvements in the academic process and also as a pre-accreditation exercise IQAC was formed in our institution on 25.05.2022. The cell is coordinated by a team of faculty members from all the departments.

#### Quality assurance strategies and processes:

#### Academic Audit:

IQAC organizes regular academic audits to ensure effective implementation of the teaching-learning process and maintenance of course files.

### **Choice-Based Credit System (CBCS):**

The CBCS offers an effective learning platform for students by broadening the horizons of education. It is a student-centric course that allows students to choose their subjects. These subjects can be at a basic or advanced level. Instead of the conventional marking system, the CBCS system uses credits. CBCS emphasizes group discussions, assignments, class activities and internal examinations thus creating a beneficial education environment.

### **Feedback Monitoring:**

IQAC insists on a feedback collection and monitoring system for bringing about improvements in the Quality of the Teaching-Learning process and the Institution as a whole Department-wise, Feedback is collected regarding the teaching-learning process. Feedback is also collected from the students regarding the Value-added course, Certificate course and Vocational Education Training Course conducted as a part of co-curricular activity. Suggestions are also invited for the betterment of the course. The feedback thus collected increases the opportunity for further improvements to be made to the program and enable the institution to know the number of beneficiaries. IQAC through the departmental heads instructs to conduct Course File and Lab Manual Audit and review.

### **Innovative processes adopted by the institution in Teaching and Learning:**

1. Introduction of Value added courses, Certificate courses & Vocational Educational Training to complement the present curriculum.
2. Initiating Outcome Based Education through mini-projects, model making, Industrial Visits, Inplant Training, internships, etc., to enhance their knowledge level beyond their syllabus.
3. Promoting the usage of ICT tools, Smart Boards and NPTEL videos for enhancing Teaching-Learning Process.
4. Through Industry-Institute-Academic collaborations, guest lectures are arranged on advanced topics by Eminent Academicians and Industry experts.
5. Conduct quality initiate programs such as National & International Conferences, FDPs, seminars, workshops, training and Symposiums.
6. Feedback from stakeholders (students, teachers, parents and alumni) is collected and correctivemeasures are taken.

### **IQAC Contributions to effective Teaching & Learning processes are as follows:**

1. IQAC organizes regular academic audits to ensure effective implementation of teaching-learning process and maintenance of course files.

2. Exams monitoring through Academic Committee and Exam Cell Coordinator.
3. Identifying the new processes/delivery method and recommending the same for improving the quality.
4. Arrangement of Remedial classes for slow learners.
5. Soft skill training to suit the job needs of the students.
6. Mentor-Mentee allotments are introduced to help students overcome the challenges faced by them.
7. MOUs are signed with leading Industries / Corporate Houses for Training & Development.

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

### 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.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## 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:**

Our college was established in the year 2001, with the name Adhiparasakthi College of Engineering for Women in 2004, it was converted into a Co-education college now presently called Adhiparasakthi College of Engineering. Our institution is being headed by our respected Vice President Madam Mrs. V. Lakshmi Bangaru Adigalar under Adhiparasakthi Charitable, Medical, Educational and Cultural Trust. APCE aims at grooming students to be self-reliant, specialists in their chosen discipline, continuous learners and effective communicators?. Also, makes them aware of their social and civic responsibilities, sensitive to gender issues with zero tolerance towards sexual harassment, women safety, security and environmental consciousness. One of the objectives of this institution is to promote education that would be sensitive to the needs of various sections of the society with special emphasis on gender equality and gender sensitivity. Students of both the genders are given equal opportunities to grow and develop into able, responsible citizens in the future. Many gender equity programs are conducted to promote women empowerment. Through these programs many eminent personalities from academia and industry are invited to give lectures and workshops to promote women empowerment. During these programs, special session and interaction of the dignitaries with the students are organized to maintain their professional dignity. Every year there is a huge celebration of women's day and inspiring women personalities are invited to share their life experiences. Lectures on women safety are also conducted. The girl students are assured of their well-being, safety, security and mental health and are encouraged to approach any faculty for their grievances. To involve more girl students in sports, a female Physical Education Director has been appointed. This gives more moral strength to our students to participate and excel in various events. In order to promote the equity among the students, we have the following cells headed by various senior faculty members actively functioning in our college.

? Sexual Harassment Redressal Cell

? Women Empowerment Cell

? Anti – Ragging Cell

? Grievance redressal Cell

? SC/ST Cell

? APCE IQAC

#### **File Description**

#### **Document**

Upload Additional information

[View Document](#)

**7.1.2**

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

<b>File Description</b>	<b>Document</b>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>

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

<b>File Description</b>	<b>Document</b>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

**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:**

We believe in “Unity in Diversity”, the different religions, languages and cultures. We feel the college is our second home and all faculties are available here. We greet and wish each other at different festivals and invite them to have a feast to get introduced with one's culture to have amicable relations and to maintain the religious, social and communal harmony. Similarly our students also celebrate the different festivals with joy and enthusiasm which help them to implant the social and religious harmony.

**PONGAL CELEBRATION:**

APCE celebrates pongal festival every year with the heritage of preparing pongal and distributing it to all the faculty members and students to emphasize the importance of Agriculture.

**CHRISTMAS CELEBRATION:**

Christmas is known worldwide as it marks the Birthday of Lord Jesus Christ and the deliverance of humanity from evil. The spread of humanity and peace among human is the supreme message of Christmas and is celebrated every year on 25th December.

**SOCIAL RESPONSIBILITY:**

Our College organizes extension activities in schools as a part of educating Social Responsibility. Our faculty members with different expertise are deputed to the Government schools to give awareness about the recent technologies in Engineering and also make the students aware of the various disciplines and their impact on the society.

Motivational lectures of eminent persons of the field are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration.

Besides academic and cultural activities, we have built up many strong infrastructures for a variety of sports activities for the physical development of the students.

The institution sensitizes the students and the employees to the constitutional obligations about values, rights, duties and responsibilities and constantly works upon to nurture them as better citizens of the country through various curricular and extra-curricular activities. The college organizes inter sports and games competition organized by Anna University in the Campus. NSS develops the Physical activity that improves the stamina of the students. The employees of our college participate in the National celebrations like Republic day and Independence day and take oaths for the cause of the nation. The students are inspired by participating in various programs on culture, traditions, values and responsibilities by inviting prominent people. The institution takes many initiatives like conducting awareness campaigns, organizing orientation programmes, training programmes, seminars and workshops to sensitize the future leaders to inherit human values coping with the constitutional obligations. Ethical Values, rights and responsibilities of citizens are some of the topics that are enlisted in Elocution/ Debates activities. The institution has strived forward with great effort to increase the level



of awareness and appropriate practices amongst the students in the following areas:

1. Responsibilities of each individual as a good citizen.
2. Equity and quality in education.
3. A deep sense of respect towards Fundamental duties and constitutional values.

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### 1. Title of the Practice

Career Guidance Program for School students

#### 2. Objectives of the Practice

The objective of the program is to **explore and plan for future career endeavors based on the students' individual interests and skills**. Students Participation in career guidance enhances linkage of academic and career experiences and thus, improves the career preparation and management. Also it helps student identify the right career skills.

#### 3. The context

The State recognizes the role of the youth in nation building for the acceleration of social progress. In this regard, the State ensures total development by promoting relevant education that will generate human resources needed for technical advancements in government and private sectors. One of the biggest benefits of guidance in schools is to prepare students for academic, career, and social changes through their academic success with the potential knowledge.

#### 4. The Practice

The career counseling programs were conducted in nearby rural area for students to understand various fields. The program was basically for the students of class 12th who were looking for career plans. Our

college counselor organized the program in various schools for past three years. To begin with our counselor introduced the students to various courses of science, engineering, medical, commerce and arts as the basics and then explained the sea of opportunities in the outer world. In this program the students also learnt about various subjects of courses such as computer science, Mathematics & Physics and other allied subjects. Students should choose the subject and area in which they were genuinely interested. while introducing their subjects and told them that the courses that they did in order to become what they are. By the end of the program we gave two forms, a feedback form and a form which will have basic details and field of interest that would help us explore more in due course.

## **5. Evidence of Success**

The main details collected through feedback were as follows

- Study revealed the evidence that those who take counseling for career guidance can decide their career confidently.
- This program helped students choose the right career based on their educational and social background.
- Students got necessary information.

## **6. Problems Encountered and Resources Required**

Today, so much of information is available on the internet, and students get confused. As counsellors, we can understand their problems and give them the right solutions and information that they needed, to make their choices.

We, as counsellors, need to create more awareness among schools and parents of how important career counselling is for students. So that we can contact with all nearby schools and get permission from higher officials. But it's very difficult to get permission for conducting on suitable dates without affecting government exams.

Smaller towns do not have anyone to help students. Hence, there is a need for more people as career counsellors to train them and meet the growing demand. This ensures that most students have access to career counselling. Thus, it is an all-in-one guide to understand career counselling that trends the best practices.

### **1. Title of the Practice**

Robotics program conduction for school students

### **2. Objectives of the Practice**

Learning is the process of procuring new understanding, knowledge, skills, values, attitudes, and preferences. Generally, Students must acquire some latest trends in the field of robotics besides what is provided in the school curriculum. Hence our institution has taken up the steps for school students to complement the informative knowledge practically and skills related to their field of study. It encourage the students to know the latest technology in robotics and critical thinking. To motative the students learn

skills and information that will help them in their future career success.

### 3. The context

As such, robots serve as the preferred tools as they can withstand various environmental hazards and, to some extent, perform things humans cannot do. We also use robots in military navigation and exploration missions. There is no question that robots are a great deal more efficient than humans, especially when it comes to things like manufacturing goods. Not only are robots able to work with better accuracy, they also reduces the amount of time and materials wasted, they can also work faster than humans can.

### 4. The Practice

In today's technological world, it is more important than ever to prepare our students with the right tools for their future. Regarding this, our institution should select a valuable path as teaching robotics lessons to school students can increase their ability to be creative and innovative thinkers, Robotics for school students can help students turn their knowledge into creativity and innovation. We have separate room for giving robotics training class to school students. The Program coordinator teaches students perseverance and determination when faced with challenges. When students learned about Demo of robots with wireless control, basic Arduino program, Bluetooth robot, it's easy for them to see and correct any errors as they learn what robots can and cannot do. Finally, The session would come to end with Valedictory and certificate distribution to school students.

## 5. Evidence of the Success

Our institution always concentrate on school students to develop the skills based on this course which is needed to create precise and accurate instructions and have fun while learning valuable lessons. By teaching them the basics of robotics, we can open a whole new world of exciting opportunities that benefits their options especially in engineering career. Robotics Helps with Developing Critical-Thinking and Problem-Solving Skills.

## 6. Problems Encountered and Resources Required

The initial problem faced was convincing the students of the usefulness of these courses. Many of the students were found to be less motivated and focused because of lack of awareness of the vast changes in the cities and the demands of the emerging job markets. As most of the students were from rural under-privileged society, they found it difficult to understand the basic concepts of robotics. So that the coordinators of the courses spoke to the students and convinced them that these courses would increase the employability skills.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

Our Vision is to provide world class quality engineers, who will be intellectually strong, professionally committed, ethically balanced, spiritually inspired and service minded, contributing to the economical and technological demands of the nation, with special care on the rural society.

Our mission is to afford technical education to all sectors of people in particular to the rural society. To inculcate technical skills and soft skills among students, with a tinge of spirituality and to empower the students as responsible citizens, by nurturing good character in them, besides imparting sound professional skills.

The Institute has established its distinctive approach towards comprehensive vision by modeling it in the form of service to the society, by means of providing career oriented add-on courses or by allowing the students to organize events to develop their skills, multidisciplinary project development, Ethical and human values development.

**Gender Sensitization:**

As a premier institution, we plan to offer technical education of higher standard for empowering emotional quotient of our students. We aim to creating awareness on gender sensitivity to eradicate issues on sexual harassment in future. Our female students are given the utmost care and the pedagogy extends beyond the classroom. In order to install the spirit of spirituality in the minds of our staff and students, here is a temple of Goddess Adhiparasakthi of our lush green and clean campus which is renowned for its tobacco free ambience.

Each department conducts inspiring programmes in order to materialize the institutions wider vision and mission to empower the mental caliber of our students. Gender awareness is the dishelm of our institution and we are working for the re emancipation of women with spiritual favor.

**Internal Redressal Committee:**

The college has framed an ICC in accordance with the guidance of the UGC notification issued by the affiliating Anna University, Chennai, pertaining to sexual harassment at the college campus (Prevention, Prohibition and Redressal Act, 2013).

**Imparting Quality Education:**

APCE aims at imparting quality technical education to the students, in order to face the future challenges with much confidence. In order to give a fillip to their physical and mental caliber the college encourages the students various cultural and sports events at Zonal level are conducted here. The college serves as a light house of knowledge by installing perseverance, patriotism and empathy. The college works for the spiritual and technical rejuvenation.

In its stride towards the silver jubilee celebrations it motivates the students with rewards of cash and kind. It achieved the 9th rank in results in 2014 by kind of its smart performance.

Thus the college is marching towards better future with the kind support of one and all at its premier centre of learning.

### **Institutional distinctiveness towards society**

The Institute provides free hospital facility to students as well as people from the surrounding villages with the hospital functioning with a senior doctor, Qualified pharmacist, male and female nurses. People use this hospital for getting treatment to minor diseases like fever, cough, cold and body pain. The hospital provides free medicines, tablets, syrups, and also frees ambulance for the local people.

Also provides free freezer boxes for the demise of the local people. Our Institute has post office and bank for student usage and public usage.

The Institute is also supporting local government schools in the surrounding villages by drilling borewells for water usage of the school, white washing school buildings, temple renovations in the local villages through NSS of our Institute.

College life is not all about academics; it is also about learning to interact with other people, being aware of social, environmental and gender issues, and inequities in the society. We provide an opportunity to every student to contribute to make the society in which they live a better place and to grow as better individuals. APCE has committed itself to the task of inculcating social values and responsibilities in its students. In line with its vision of working towards the special care on rural society, APCE has taken utmost care to give back to the community. Several student committees are formed to carry out the duties towards society. The one-week long intense induction program gives the freshmen an insight into the institute's values and vision.

### **Equality through Spirituality:**

The performance of the Institution is enhanced through our vision of our college. Equality is emphasized through spirituality in our institution. Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents. Equality is thus both a virtue and a right. Such authoritative statements of equality deriving from a divine source provide an unambiguous assurance of equality, an assurance which transcends self doubt and social barriers, and therefore has a profound effect on the individual's identity and sense of self worth.

In our Institution, Equality has been enforced by imposing Uniform System in attire to all the students and employees from top management to line workers. Red dress code has been followed on every Friday. All individuals are allowed to perform pooja in the temple located in our college premises without any gender sensitization.

The role of spirituality and ethics in education system enables to improve education quality. Spirituality is not something that needs to be ‘brought into’ or ‘added onto’ the curriculum, it is already at the heart of every human. Spirituality and ethics play an important and overlapping role on people’s decision making and their success in their career.

As a special thrust, societal development is also instilled on a large scale into the students through the active NSS unit which undertakes various services such as cleanliness drives, tree plantation drives, donation drives, waste management drives, gender equity, field visits and many more.

As a service, several Government school students were arranged a visit to our college to have awareness about their career development and get an exposure to the college environment. A special programme on “Robotics” was conducted to motivate them to learn new technologies in Information Technology field.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

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### **Concluding Remarks :**

This large campus offers a comprehensive education in a setting that values commitment, discipline, and dedication. It works to foster a culture of study on campus by providing cutting-edge amenities for the students. The college takes steps to make sure that its graduates are intellectually gifted, ethically upright, and capable people.

Adhiparasakthi College of Engineering (APCE) has completed a decade of Excellence in Engineering Education. Aptitude, Soft Skills, Communication & Personality Development, Foreign Languages, , Yoga, Music, Dance, Sports, etc are also offered for all the four years of the academic course. Personality development programs are conducted for faculty members as well as to all students of APCE. Several Memorandum of Understandings(MoUs) has been signed such as Besant Technologies Pvt Ltd, Chennai, Maven Silicon Softech Pvt Ltd, Bangalore, Magaduka Technology Pvt Ltd, Bangalore, Kodnest Technologies, Bangalore, Goodwin Motors, Chennai, Vi Microsystems Pvt Ltd, Chennai etc.

.Our students have also won so many medals in the Zonal Athletics and sports Meet of Anna University, Chennai.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :11</p> <p>Remark : DVV has made changes as per the report shared by HEI</p>																																								
2.1.2	<p><b>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</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>197</td> <td>104</td> <td>85</td> <td>116</td> <td>122</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>151</td> <td>104</td> <td>85</td> <td>116</td> <td>122</td> </tr> </tbody> </table> <p><b>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>205</td> <td>112</td> <td>93</td> <td>121</td> <td>130</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>268</td> <td>268</td> <td>268</td> <td>288</td> <td>288</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	197	104	85	116	122	2021-22	2020-21	2019-20	2018-19	2017-18	151	104	85	116	122	2021-22	2020-21	2019-20	2018-19	2017-18	205	112	93	121	130	2021-22	2020-21	2019-20	2018-19	2017-18	268	268	268	288	288
2021-22	2020-21	2019-20	2018-19	2017-18																																					
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205	112	93	121	130																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
268	268	268	288	288																																					
3.3.1	<p><b>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</b></p> <p><b>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</b></p> <p>Answer before DVV Verification:</p>																																								



2021-22	2020-21	2019-20	2018-19	2017-18
2	5	5	15	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	5	5	5	8

Remark : DVV has made changes as per the report shared by HEI

**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**

**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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	3	1	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	0	1	0

Remark : DVV has made changes as per the report shared by HEI

**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:

2021-22	2020-21	2019-20	2018-19	2017-18
34	0	3	1	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	3	1	2

Remark : DVV has made changes as per the report shared by HEI

3.5.1	<p><b><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></b></p> <p>Answer before DVV Verification :          Answer After DVV Verification :44          Remark : DVV has made changes as per the report shared by HEI</p>																				
4.4.1	<p><b><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></b></p> <p><b>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)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 748 1046 882"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>50.07</td> <td>40.61</td> <td>51.1</td> <td>67.88</td> <td>62.31</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 963 1046 1097"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>9.4</td> <td>7.44</td> <td>5.26</td> <td>8.24</td> <td>18.75</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	50.07	40.61	51.1	67.88	62.31	2021-22	2020-21	2019-20	2018-19	2017-18	9.4	7.44	5.26	8.24	18.75
2021-22	2020-21	2019-20	2018-19	2017-18																	
50.07	40.61	51.1	67.88	62.31																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
9.4	7.44	5.26	8.24	18.75																	
5.1.4	<p><b><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></b></p> <ol style="list-style-type: none"> <li><b>1. Implementation of guidelines of statutory/regulatory bodies</b></li> <li><b>2. Organisation wide awareness and undertakings on policies with zero tolerance</b></li> <li><b>3. Mechanisms for submission of online/offline students' grievances</b></li> <li><b>4. Timely redressal of the grievances through appropriate committees</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: B. 3 of the above          Remark : DVV has made changes as per the report shared by HEI</p>																				
5.2.1	<p><b><i>Percentage of placement of outgoing students and students progressing to higher education during the last five years</i></b></p> <p><b>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1935 1046 2069"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>68</td> <td>48</td> <td>64</td> <td>79</td> <td>134</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	68	48	64	79	134										
2021-22	2020-21	2019-20	2018-19	2017-18																	
68	48	64	79	134																	

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
68	48	64	79	134

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
93	111	146	240	225

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
126	130	162	234	188

Remark : DVV has made changes as per the report shared by HEI

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)**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	0	15	15	20

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	0	03	05	06

Remark : DVV has made changes as per the report shared by HEI

6.2.2

***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the report shared by HEI

6.3.2	<p><b>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</b></p> <p><b>6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 427 1046 562"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>118</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 640 1046 775"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>60</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	118	0	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	60	0																				
2021-22	2020-21	2019-20	2018-19	2017-18																																					
0	0	0	118	0																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
0	0	0	60	0																																					
6.3.3	<p><b>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</b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1211 1046 1346"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>19</td> <td>07</td> <td>136</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1424 1046 1559"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>29</td> <td>22</td> <td>15</td> <td>01</td> </tr> </tbody> </table> <p><b>6.3.3.2. Number of non-teaching staff year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1637 1046 1771"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>12</td> <td>12</td> <td>12</td> <td>24</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1850 1046 1984"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>19</td> <td>19</td> <td>19</td> <td>19</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	07	19	07	136	12	2021-22	2020-21	2019-20	2018-19	2017-18	07	29	22	15	01	2021-22	2020-21	2019-20	2018-19	2017-18	12	12	12	12	24	2021-22	2020-21	2019-20	2018-19	2017-18	19	19	19	19	19
2021-22	2020-21	2019-20	2018-19	2017-18																																					
07	19	07	136	12																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
07	29	22	15	01																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
12	12	12	12	24																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
19	19	19	19	19																																					

7.1.3	<p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li>1. <b>Green audit / Environment audit</b></li> <li>2. <b>Energy audit</b></li> <li>3. <b>Clean and green campus initiatives</b></li> <li>4. <b>Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: C. Any 2 of the above          Remark : DVV has made changes as per the report shared by HEI</p>
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## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b>            Answer before DVV Verification : 178            Answer after DVV Verification : 171</p>																				
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>74</td> <td>81</td> <td>87</td> <td>88</td> <td>104</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>67</td> <td>81</td> <td>87</td> <td>88</td> <td>104</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	74	81	87	88	104	2021-22	2020-21	2019-20	2018-19	2017-18	67	81	87	88	104
2021-22	2020-21	2019-20	2018-19	2017-18																	
74	81	87	88	104																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
67	81	87	88	104																	
2.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>50.07</td> <td>43.36</td> <td>51.1</td> <td>244.16</td> <td>1824.58</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>50.07</td> <td>43.36</td> <td>51.1</td> <td>244.17</td> <td>1824.58</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	50.07	43.36	51.1	244.16	1824.58	2021-22	2020-21	2019-20	2018-19	2017-18	50.07	43.36	51.1	244.17	1824.58
2021-22	2020-21	2019-20	2018-19	2017-18																	
50.07	43.36	51.1	244.16	1824.58																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
50.07	43.36	51.1	244.17	1824.58																	