



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING

NIZARA EDUCATIONAL CAMPUS MUTHAPUDUPET IAF AVADI CHENNAI -

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www.aalimec.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Aalim Muhammed Salegh College of Engineering, Established in the year 2000, The college remains beacon of hope and inspiration for the learners. It is fully aware of the current scenario and does recognize the huge role that engineers have to play in shaping the society. Our academic programmes and streams reflect our belief. They are carefully packaged in such a way as to prepare young engineers for the present needs and future demands. Each branch of study at the Aalim Muhammed Salegh College of Engineering has the state-of-the art infrastructure and experienced members of faculty and technical staff who provide the learners with the best learning experience both at the Graduate and Postgraduate levels. As the curricula are periodically updated as per the Anna University. They remain robust and are in sync with the latest industry standards. Learners thus get the required exposure through sound theories and practical knowledge. College is approved by All India Council for Technical Education (AICTE), Government of India, and is affiliated to Anna University. The College with its singular focus on Industry-Academia interface enables our young graduates to translate their learning into application and knowledge resources. The college also encourages extra-curricular activities. The learners have easy access to in-house facilities including well-stacked Central Library, Labs equipped with cutting-edge technological resources, transport facilities, student accommodation, placement services, recreation facilities, etc. We provide a vibrant atmosphere, conducive for learning and creativity, and are proud to state that we help the learners grow socially conscious and professionally complete in the knowledge driven economy.

Vision

The College with Cutting-edge Excellence in Learning, Teaching and Research integrates Academia, Industry and National Progress.

Mission

- 1.To offer Project based learning for all the Subjects beyond the Syllabus.
- 2.To create Multidisciplinary and Interdisciplinary Research Environment among the Students through solving complex Social Technical Problems.
3. To motivate Faculty Members and Students to undergo MOOC Courses and Certifications.
- 4.To collaborate with Academia and Industry for Intellectual ambience to develop intellectual environment holistically and improve Human Capabilities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Four NBA Accredited Programmes.
2. Developing students' employability skills with good Placement record.
3. Well equipped Laboratories catering to the requirements of the curriculum.
4. Skill development programmes are provided to students from first year onwards.
5. ICT facilitated Teaching–Learning process.
6. Fulfilling the diverse needs of students with different backgrounds.
7. Well developed infrastructure and green environment.
8. Management encourages enhancing faculty qualifications.
9. Institute situated in a location convenient for all the stakeholders.
10. For quality improvement, feedback mechanism is adhered.

Institutional Weakness

1. Enrollment of students in core branches to be enhanced.
2. Departments are to be Recognized Research Centers.
3. Interdisciplinary Research and Quality publications are to be strengthened.
4. Industry-Academy interaction to be improved for projects and consultancy.

Institutional Opportunity

1. Utilizing the advantages of the location to get startups, and research organizations for consulting, sponsored projects from various funding agencies, academic engagement, student internships, etc.
2. Utilize the institution's alumni base to expand more chances to develop placement in India and abroad, invited talk from alumni and research.
3. Practicing Outcome-Based Education.

Institutional Challenge

1. Private and Deemed Universities are causing unfair Academic Environment.
2. Quality of student intake in certain departments due to change in preferences.
3. Tough competition in research funding opportunities.
4. Availability of qualified faculty members in the emerging technology
5. As tuition fee is regulated, resource base could be affected.
6. Reduced reading habits of students due to the influence of media.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution provides 10 Under Graduate programmes in various disciplines of B.E and B.Tech affiliated to Anna University, Chennai. UG students have the options to choose Professional and open course ensuring academic flexibility. The IQAC aligns the academic calendar, with the University schedule for an effective curriculum implementation. The IQAC ensures a transparent continuous internal evaluation mechanism. The IQAC evaluates curriculum delivery through biannual academic audits and collects feedback from teachers,

students, alumni and employers. The institution integrates value-added courses emphasizing environment-friendly perspectives, gender equity principles, human values, professional ethics and cross-cutting issues. Curriculum delivery is enriched through interactive methods such as seminars, workshops, industrial visits, internships, field visits and student projects. As an active NPTEL local chapter, students are encouraged to register for online courses on the institutional platform. Students engage in at least one project, mini project during their study. Structured feedback from stakeholders is collected, analyzed by the IQAC and appropriate actions are implemented.

Teaching-learning and Evaluation

Our institution is dedicated to providing quality technical education, with a special focus on bringing students from rural areas into the field of engineering. We employ modern teaching techniques and maintain a policy of recruiting well-qualified and experienced faculty in accordance with AICTE norms, which has greatly enhanced the teaching-learning process. The institution upholds the required teacher-student ratio, ensuring personalized attention, and courses are assigned to faculty based on their expertise and specialization. An academic calendar for each semester is carefully aligned with university guidelines, and teachers prepare comprehensive course plans, lesson plans, and question bank as part of the academic schedule.

Students are classified as advanced or slow learners based on their abilities, and specialized programs are designed to improve their performance. Remedial classes are held for slow learners, while bridge courses are conducted for first-year students. Advanced learners are encouraged to participate in activities such as Hackathon, Symposium, and Technical Competitions. Our mentoring system provides students with guidance, support, and advice to help them identify their potential, set goals, and develop the skills necessary to succeed in their chosen fields.

For continuous assessment, internal tests and end-semester examinations are conducted, with question papers prepared according to various levels of Bloom's taxonomy. The assessment process is transparent and strictly follows the academic calendar. Class committee meetings are held to discuss syllabus completion, and feedback from students is collected to improve the teaching-learning process.

Our faculty adopts innovative teaching methods, including the use of ICT tools and modern pedagogical techniques. To bridge the gap between academic curriculum and industry needs, we organize discipline-specific technical training programs and industrial visits. Guest lectures, workshops, and conferences are also held to strengthen students' domain knowledge. We implement student-centric learning methods to enrich the overall learning experience. The institution promotes ICT-based teaching through e-learning resources like video lectures, NPTEL courses, smart classrooms, e-books, and e-journals.

As we are affiliated with Anna University, the course outcomes (COs) for all subjects are defined by the university and mapped with program outcomes (POs) and program-specific outcomes (PSOs). The attainment levels of COs, POs, and PSOs are regularly calculated and evaluated. Additionally, the student feedback mechanism helps identify strengths and areas for continuous improvement in the teaching-learning process.

Research, Innovations and Extension

As evidenced by several research, invention and extension accomplishments, Aalim Muhammed Salegh College of Engineering has demonstrated a commendable commitment to research and academic engagement.

Several research projects and infrastructure improvements have been made possible by grants from governmental and non-governmental agencies. The institution places a significant emphasis on the dissemination of knowledge. A strong emphasis is placed on faculty and student publication in top-tier academic journals and presentation of their work at conferences to contribute to the global pool of knowledge. Faculty members have published one hundred seven research papers in journals and conferences, which has significantly contributed to academic discourse. The institution fosters innovation and entrepreneurship by organizing workshops, seminars, and technical talks. Following the Anna University curriculum, the institution encourages research-oriented projects with funding from organizations like the Tamilnadu State Council for Science and Technology. Students are motivated to participate in competitions such as HACKATHON and SAE and engage in community service through NSS and NCC. The institution incorporates Tamil heritage courses and teaches the technological achievements of the region. Established in 2013, the Intellectual Property Rights (IPR) Cell educates students about patents, copyrights, and industrial designs. The college's Incubation Center nurtures entrepreneurial talent, with successful startups founded by alumni and faculty. The Entrepreneurship Development Cell (EDC), founded in 2012, offers various programs to help students transform their ideas into viable businesses. The institution has hosted 45 workshops and events on research, IPR, and entrepreneurship, supporting students and faculty in patenting their innovations. The institution has also strongly committed to community service by implementing 41 extension and outreach programs facilitated through organized forums such as the National Service Scheme (NSS). The Institution established a robust network of internships, on-the-job training, project work, and faculty exchange to foster collaborative relationships. These agreements include 27 functional Memoranda of Understanding (MoUs) and linkages with various institutions and industries. This achievement illustrates the institution's commitment to providing a holistic education, an excellent research environment, and an active community engagement program.

Infrastructure and Learning Resources

The institution, spanning 10.88 acres, offers well-maintained facilities for teaching, learning, and extracurricular activities. With 60 classrooms and 26 laboratories across five buildings, the campus has modern ICT tools, including overhead projectors, air-conditioned computer centers, and internet-enabled labs. Classrooms are designed to enhance learning, and laboratories are fitted with the latest technology, including Intel i9 processors for graphics-intensive tasks. The campus supports various cultural and sports activities, featuring a gymnasium, cricket ground, and playgrounds for outdoor games like football and volleyball. There are indoor facilities for table tennis, chess, and carroms, alongside a dedicated Yoga Center. The campus houses a 200-seat auditorium and several seminar halls for large events, all equipped with ICT and audio-video facilities.

The library is a knowledge hub with 7606 titles and 44,507 volumes, offering resources across various engineering disciplines. Managed by the PALPAP Library Management System, it provides access to e-resources like IEEE, Delnet, and Proquest, alongside a digital library and reprographic facilities. The library's infrastructure supports a conducive environment for study and research, with extended hours during exams. The institution's IT infrastructure is robust and continuously updated, with high-speed internet provided by a 500 MBPS broadband connection supported by optical fibre cables across the campus. Wi-Fi and LAN facilities ensure seamless connectivity, while dedicated video conferencing supports virtual learning. The campus also maintains a student-computer ratio of 2:1, reflecting its commitment to providing adequate computing resources.

In terms of financial commitment, the institution has invested significantly in infrastructure and maintenance. Over the last five years, 52% of the expenditure was on infrastructure development. Meanwhile, 31% was

allocated to maintaining physical and academic support facilities, demonstrating a strong focus on creating and sustaining an environment conducive to educational excellence and holistic development.

Student Support and Progression

The Institution supports students academically by offering meaningful learning experiences and facilitating their overall development. It ensures students receive essential assistance for their progression, enhancing both their academic and personal growth. Economically and socially challenged students receive financial assistance from Central and State Government Agencies based on our scholarship policies. The institution provides scholarships and financial aid to academically strong and economically disadvantaged students. Approximately half of the students receive government scholarships, while a significant portion benefits from additional concessions or scholarships provided by the institution and its alumni, alongside government schemes.

The Training & Placement Cell offers career guidance and organizes campus recruitment drives. It prepares students for placement activities through various initiatives, including assessment tests and Campus to Corporate Readiness Programs, which span from the first year to the final year. Departments encourage students to participate in state, national, and international curricular and co-curricular events.

The institution also has a transparent mechanism for the timely redressal of student grievances, managed by committees such as the Anti-Ragging Committee, Women Grievance Redressal Committee, Discipline Committee, and Student Grievance Redressal Committee. Student support services are administered through a faculty advisory system, with 15-20 students assigned to each faculty member for counselling and academic improvement.

Sports and cultural activities are organized annually, with students playing key roles in planning and organizing various university and zonal events. The NSS, NCC, and YRC clubs motivate students and staff to participate in extension activities such as awareness rallies, health camps, and orphanage visits.

Founded in 2005, the Institution's Alumni Association (AMSCEAA) plays a crucial role in its development. Alumni contribute both financially and non-financially, enhancing institutional success through guest lectures, industry experiences, and updated technical knowledge. This involvement strengthens the connection between the institution and its graduates.

Governance, Leadership and Management

The institution is governed by the Governing Council of Aalim Muhammed Salegh Trust. The academic and administrative activities are carried out in consensus with the stated policies. The institution has devised by a Institutional Perspective plan. The college management and administration is always striving to enhance the capabilities of the students. Student members are included in all important committees. The IQAC has made significant contributions for framing and implementation of the quality assurance strategies and processes. The IQAC and its constituent cell undertakes various quality assurance initiatives. The plan is executed through IQAC with the support of the sub-committees. Feedback from the stakeholders in developing the quality benchmarks for all the student related activities. The college governing body sanctions posts, as per the workload, and appointments are made through a selection committee as per the Government rules. The institution practices the policy of decentralization and participative management to ensure the participation of all stakeholders. The management committee in due consultation with all stakeholders frames guidelines and

strategies for the progress of the institution. The Principal is authorized to make decisions on the administrative and academic affairs of the institution; staff council and IQAC assists in decision-making. Staff council's decisions are implemented at department level under the supervision of heads. The institution works according to a set of policies and procedures laid down for staff selection and recruitment. The institution has introduced effective welfare measures for teaching and non-teaching staff. Teachers are provided with career development opportunities and financial support to attend conferences and workshops. A 360-degree Performance Appraisal System is in place to enhance efficacy and competency of the teaching and non-teaching staff. The review mechanism of IQAC assesses Annual Plans, Course Plans, Monthly Reports, Teacher Performance Reports, Outcome Attainment Analysis, Stakeholder Feedback, Academic/Administrative Audits and Self-appraisal reports. The effective welfare measures for all permanent employees include different kinds of leaves, PF, TA/DA etc. The institution has well-structured mechanisms to supervise the disposal of obtainable monetary funds from various sources like the Management, funding agencies and Alumni. The institutional mechanism for fund mobilization ensures transparency by conducting annual financial audits. The institution has well-defined and methodical policies to guarantee the perfect utilization of available resources.

Institutional Values and Best Practices

The objective of the college is to make the student independent and make them confident to face the world on their capabilities. In this regard, many gender sensitization and awareness programmes and seminars were organized by our college in collaboration with IQAC. The institution celebrates national and international commemorative days, events and festivals like Independence Day, Republic Day, National Unity Day, National Vigilance Week, International Women's Day, World Environment Day, International YOGA day, etc.

The college has used LED bulbs and tube lights in the office rooms, corridors, laboratories, and classrooms to measure energy conservation effectively. The college has separate garbage bins for biodegradable and non-biodegradable solid waste. Several initiatives have been taken to promote a green campus in the college. Like friendly pathways have been provided for the students and staff of the college to ease their movement from one building to another, The College has taken many measures to make the campus plastic-free. The college campus is filled with trees and plants to promote the significance of nature and greenery in our daily lives. Initiatives have been taken in the college to help the differently abled. For example, facilities like lifts, rails, ramps, and green audits are also done. As part of the campus environmental promotion activities, our college NSS unit organised a single-use plastic awareness campaign under AVADI Municipal Corporation. The college takes various initiatives to promote an inclusive environment, facilitating tolerance and harmony towards Cultural, Regional, Linguistic, Communal, & Socio-economic and other diversities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING
Address	NIZARA EDUCATIONAL CAMPUS MUTHAPUDUPET IAF AVADI CHENNAI - 600 055
City	CHENNAI
State	Tamil Nadu
Pin	600055
Website	www.aalimec.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	P Marimuthu	044-26842086	9444765128	-	principal@aalimec.ac.in
IQAC / CIQA coordinator	M S Rajan	-	9840665659	-	iqac@aalimec.ac.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate 2023-2027.pdf
If Yes, Specify minority status	
Religious	MUSLIM
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Tamil Nadu	Anna University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	22-05-2024	12	
AICTE	View Document	22-05-2024	12	
AICTE	View Document	22-05-2024	12	
AICTE	View Document	22-05-2024	12	
AICTE	View Document	22-05-2024	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	NIZARA EDUCATIONAL CAMPUS MUTHAPUDUPET IAF AVADI CHENNAI - 600 055	Semi-urban	10.88	35790

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Computer Science And Engineering,	48	HIGHER SECONDARY	English	120	100
UG	BE,Civil Engineering,	48	HIGHER SECONDARY	English	30	0
UG	BE,Electrical And Electronics Engineering,	48	HIGHER SECONDARY	English	30	12
UG	BE,Electronics And Communication Engineering,	48	HIGHER SECONDARY	English	60	55
UG	BE,Mechanical Engineering,	48	HIGHER SECONDARY	English	30	16

UG	BTech,Artificial Intelligence And Data Science,	48	HIGHER SECONDARY	English	60	45
UG	BTech,Information Technology,	48	HIGHER SECONDARY	English	60	45
UG	BE,Computer Science And Engineering Cyber Security,	48	HIGHER SECONDARY	English	60	45
UG	BE,Computer Science And Engineering Artificial Intelligence And Machine Learning,	48	HIGHER SECONDARY	English	30	20
UG	BTech,Computer Science And Business Systems,	48	HIGHER SECONDARY	English	30	15

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	12				23				70			
Recruited	4	1	0	5	10	6	0	16	32	32	0	64
Yet to Recruit	7				7				6			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						80
Recruited	54		26		0	80
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				18
Recruited	16	2	0	18
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	1	0	10	6	0	0	0	0	21
M.Phil.	0	0	0	0	0	0	4	7	0	11
PG	0	0	0	0	0	0	28	25	0	53
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	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	909	16	0	0	925
	Female	164	0	0	0	164
	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	5	6	14	2
	Female	6	4	1	2
	Others	0	0	0	0
ST	Male	0	0	1	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	243	218	226	127
	Female	55	43	30	12
	Others	0	0	0	0
General	Male	4	3	10	6
	Female	0	1	0	1
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		313	275	282	150

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our institution offering B.E, B.Tech programs. Our college is affiliated to the Anna University Chennai and is constrained to follow the curriculum designed by the Anna University. The students not only learn
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	<p>core subjects in their programmes but also learn multidisciplinary subjects. Our College has always maintained an eagerness to develop interdisciplinary and multidisciplinary courses which combine content, theory, methodology and praxis. Add-on and Value added courses offered by various departments are mostly interdisciplinary in approach. Seminars and Workshops are organized with multidisciplinary orientation. The Robotics club developed projects which are in association with the different academic departments.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The teachers of the institution create awareness among the students about the existing credit system of all the courses. The institution follows choice based credit system. Under this mode of education, the students are ensured to attend and learn the various activities and different inter disciplinary subjects which promotes academic flexibility among the students. The Institution is affiliated to Anna University and waiting for instructions from Anna University and Tamilnadu state Council for Higher education pertaining to the implementation of Academic Bank of Credits (ABC).</p>
<p>3. Skill development:</p>	<p>The college's Entrepreneurship Development Cell conducts training programmes to impart technical skills. Placement Cell also organizes career guidance programs to enhance interview skills. Institution Innovation Council (IIC) enables startup support, establish an ecosystem for pre-incubation of ideas through developing cognitive abilities among students. Students are encouraged to attend the skill enhancement training programs such as value added courses, soft skill, life skill programs, and entrepreneur skill. Our college conducts various skill development training program to fullfill the needs of the students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The knowledge system is from Ancient to modern culture takes a path in different dimensions. Indian knowledge derives various cultures from different languages such as South and North Indian language are sign of integration across the country. For First Year Students our University offers two courses "Heritage of Tamils" in First Semester and "Tamils and Technology" in Second Semester which elaborately educates the Ancient cultures to the students.</p>

5. Focus on Outcome based education (OBE):	Our institution endeavors to encourage Outcome Based Education(OBE) and which is incorporated in the teaching-learning process of the college, establishing a student-centric approach. The Programme Outcomes, Programme Specific Outcomes and Course Outcomes are displayed in the departments and communicated suitably to the students. The university provides the curriculum in such a way that focuses mainly on the employability skills. This OBE enables the students to develop a confidence to face competitive exams and future challenges as well.
6. Distance education/online education:	The college is an affiliated college, hence the distance mode of education may not be feasible at this point. Our college identified the need for technology based education and has taken steps to provide online education to students. The faculty members are using modern ICT tools for delivering lectures by using google classroom for sharing learning resources and conducting various educational activities to encourage participative learning. Teachers and students have undergone training in various online teaching platforms. Our college has NPTEL Local Chapter and various Multi disciplinary learning courses are taken by the faculty and students through this NPTEL local chapter. The College is encouraging students to use online databases, e-Journals and e-Books

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The inauguration of the Electoral Literacy Club (ELC) took place at Aalim Muhammed Salegh College of Engineering in the academic year 2022-2023. The establishment of the ELC is a significant step towards encouragement of intellectually competent and morally upright individuals. The club conducted awareness camp at this college about healthy electoral practices within a democracy, providing insights into the electoral process, including registration and voting. Moreover, ELC members educate targeted populations on voter registration, electoral procedures. The emphasis is on practical experience, enabling members to convey the importance of voting and empower the target
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	<p>audience to exercise their right to franchise confidently, comfortably, and ethically. Recognizing the key role of citizens in enhancing the quality of electoral participation, the ELC represents a crucial investment in promoting balanced citizen intervention in democracy.</p>
<p>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?</p>	<p>Yes. The Electoral Literacy Club holds a major position as a student initiative at Aalim Muhammed Salegh College of Engineering. The club's effective operation relies significantly on student coordinators, and the involvement of an active group of student representatives is crucial for its smooth functioning. Student coordinators are chosen through nominations from ELC members, while the Principal appoints coordinating faculty members as nodal officers. These faculty members are selected based on their experience as election officials in the general elections. Consequently, the ELC is currently driven by a dynamic combination of enthusiastic young student coordinators guided by experienced faculty members. This structure is designed to ensure the club's efficacy in fostering informed and responsible citizens, thereby enhancing their engagement in the electoral process.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Electoral literacy club in association with all the cadets of NCC and NSS volunteers conducted various awareness campaigns about the importance of casting vote in a democratic country with a view to develop a culture of passionate electoral engagement and making informed and ethical ballot decisions among the student community. Students of all semesters are made members of the club so that the institution can promote electoral literacy amongst the students The initiatives include: 1. Voting : Awareness Sessions 2. EVM and VVPAT familiarization during Lok Sabha Election 2024 3. Awareness on "Voter id registration" for the new electoral through mobile app. 4. Conducted a voters id registration drive 5. Observation of National Voters Day The Institution encourages students to register their names in the electoral roll. Students should inculcate ethical values in their life and cast their vote without any expectations from any individual or political party. Voter awareness programmes are organized in few of our adopted villages under "Unnat Bharath Abhiyan" (UBA). During NSS camps, our students are trying their level</p>

	<p>best to enhance participation of under privileged people of the society to take active role in the election process. They are contacting disabled persons and senior citizens to increase their participation in the democratic process of electing good representatives for their better future. National Voters Day is celebrated on 25th of January every year and oath is taken to participate in the electoral process.</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>The Electoral Literacy Club is actively involved in raising awareness among students about the electoral procedures in the country and the crucial role that responsible citizens play in maintaining a healthy democracy. Through discussions, awareness talks and surveys facilitated by ELC members, students are educated on the registration process, voting procedures and the importance of participating in public elections. Voters' Service Portal provided by the Election Commission of India, this portal offers essential guidelines for enrolling the names in the Voters' list, checking application status, making corrections to the existing Election Photo Identity Card (EPIC), and downloading the same. Additionally, the portal assists individuals in locating their name in the electoral roll, identifying the polling station, and providing a self-explanatory FAQ section covering various election procedures, electronic voting machines and the model code of conduct during elections. Students are consistently encouraged to utilize the portal to maintain updated information in the Voters' Service Portal, thereby contributing to the strengthening of the nation's electoral process.</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>The Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll is very less in our college and the majority of them are from the first year undergraduate programs. Aalim Muhammed Salegh College organizes programmes in association with the NSS to enroll their names in the voters' list.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1089	985	948	1160	1338

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 148

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
71	85	88	99	99

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
182.650	45.95	36.4	199.66	157.97

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Aalim Muhammed Salegh College of Engineering affiliated to Anna University, follows the syllabiprescribed by the University. The University revises the syllabi every four years. The Syllabi comprises of Science and Humanities, Basic Engineering, Department specific courses, Professional electives, Open electives, Summer internship and Projectwork.

Anna University announces Academic schedule for each semester. Academic Calendar is prepared by college, incompliance with Anna University academic schedule including working days, internal assessment schedule and industrial visits. Circular regarding subject allocation meeting and subject preference forms are shared with faculty members. Faculty members give their preferred theory and laboratory subjects. The subjects are allocated to faculty based on their experience, Faculty Development Programme, research publication, and NPTEL certifications. After subject allocation, Timetable is prepared for semester. Faculties prepare lesson plan, which are reviewed and verified by HOD and Principal respectively. Faculties prepare subject notes, question bank for theory subjects and lab manuals for practical subjects with respect to Outcome based education. The soft copy of subject notes and NPTEL (National Programme on Technology Enhanced Learning) videos are shared to students through google class room by respective faculties. Daily Practice Tests (DPT's) are conducted by subject teaching faculty to improve students writing practice.

Assessment Question papers are prepared according to Bloom's Taxonomy levels. The Question papers are reviewed, verified by HOD and Principal respectively. Special coaching classes are conducted for slow learner students in the evening to improve their academic performance in DPTs and Internal assessment examinations. Other students are motivated to publish articles in conferences and international journals, attend workshop, hackathons and participate in technical clubs such as full stack and IOT club. In addition, Guest lectures and workshops are conducted by industry experts to impart knowledge on recent trends. Class Committee Meetings (CCM's) are conducted before each Internal assessments to periodically review quality of teaching by faculty members, subject wise syllabus coverage, and deviations with respect to lesson plan are observed and recorded in CCM Minutes of Meeting. Internal Assessment Question papers are prepared according to Bloom's Taxonomy levels. The Question papers are reviewed, verified by HOD and Principal respectively. Special coaching classes are conducted for slow learner students in the evening to improve their academic performance in DPTs and Internal assessment examinations.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 40

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 16.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
165	265	145	168	180

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Various courses are included in the curriculum to integrate cross-cutting issues of gender, environment and sustainability, human values, and professional ethics. Some improve professional competence, while others teach general competences such as social values, human values, environmental sensitivity, etc., leading to holistic student development.

Courses like Municipal Solid Waste Management focus on environmental challenges and sustainable practices, preparing students to contribute to a sustainable future. By incorporating these critical issues into our curriculum, we ensure that our students achieve academic success and develop a deep understanding of their responsibilities. Courses on Ethics, Human Values, and Environmental Studies are included in the curriculum of all programs. Students engage in projects that address environmental challenges, promoting sustainability and innovative solutions for a greener future.

1. Professional Ethics

All students are offered the course "Professional Ethics in Engineering" with three credit points at least once during the curriculum. Social development activities such as blood donation camps, health check-up camps, environmental awareness camps, social awareness programmes, public health programmes, and Gender equality programmes are also conducted.

2. Environment Studies

To make students aware of the environment and sustainable development, various activities like seminars, workshops, guest lectures, and industrial visits were organized for students of all programs. Earth Day and Environment Day are celebrated yearly, and students actively participate. From time to time, camps and seminars are organized on various aspects of sustainable development of the environment.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 45.55

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

Response: 496

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 51.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
275	282	150	246	212

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
420	420	420	480	540

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 59.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
194	191	142	208	207

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

2022-23	2021-22	2020-21	2019-20	2018-19
290	290	290	331	373

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 15.34

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:

Aalim Muhammed Salegh College of Engineering implements several student-centric methods in its teaching and learning process to enhance the educational experience and outcomes for its students.

Experiential learning

Hands-on learning experiences such as internships, laboratory experiments beyond syllabus and add on courses by expert lectures on latest technologies are emphasized to provide students with practical skills and real-world exposure.

Professional Society Activities are introduced to foster real-time learning among students. Aalim Muhammed Salegh College of Engineering is an institutional member of the ICT Academy of Tamil Nadu and the Pan IIT Alumni Leadership Series (PALS) initiative of IIT. ICTACT provides training for faculty members and students in information and communication technologies, aiming to produce industry-ready and immediately employable technocrats. PALS boost student skills and knowledge through interactions with IIT alumni and industry experts via various forums such as lectures, seminars, workshops and innovah competitions.

Participative Learning

Students are encouraged to develop self-learning capabilities through one-credit courses, value-added courses, SWAYAM/NPTEL courses, Massive Open Online Courses (MOOCs), and preparation for competitive examinations. Departments foster teamwork by assigning group discussion and Seminar presentation to students. Critical thinking is nurtured through assessments such as multiple-choice questions and quizzes.

Participative learning is enriched through organizing events such as guest lectures, club activities, and intra-college events. Students are encouraged to participate in conferences and paper presentation, workshop and symposiums. Projects, mini projects and prototype facilitate students to gain profound insights on the subject with practical knowledge. Classroom lectures are interactive, encouraging students to ask questions, clarify doubts, participate in discussions and contribute to classroom deliberations.

Problem Solving Methodologies

The problem-solving capabilities of students enhanced by incorporating case studies into their Internal Assessment. This approach not only stimulates critical thinking but also allows students to apply theoretical knowledge to real-world scenarios. As part of their curriculum, students also undergo internships, during which industry experts present them with practical problems. These problems are often designated as final-year projects, providing students with hands-on experience in analyzing and devising solutions.

Analytical subjects within the curriculum are structured around problem-based assignments. These assignments are designed to supplement and enrich the regular teaching-learning process by presenting students with problems to solve. Assignments, technical contests, and participation in hackathons not only challenge students to develop innovative solutions but also promote collaborative learning and problem-solving approaches. Group contests, in particular, facilitate knowledge sharing and enhance

critical thinking, thus expanding the scope of research with potential societal benefits

ICT enabled tools

Aalim Muhammed Salegh College of Engineering follows ICT enabled teaching in addition to the traditional classroom education. All the classrooms and labs are ICT enabled with projectors installed and the campus is enabled with high speed WiFi connection.

The faculty members use various ICT enabled tools to enhance the quality of teaching-learning:

- Zoom to conduct online guest lecture /Seminar. Google Forms are used to conduct MCQ quizzes online.
- Online resources from NPTEL, Simulation tools, online assessment tools like Quizz.com. Online courses and certifications from coursera, udemy, hackerrank etc
- All teaching materials and instructional material for conducting Experiments are uploaded by faculty members in advance on Google class room.
- E- journals from Proquest, DELNET and IEEE were available for students in library to access remotely in online mode. Plagarism and grammar check software are available online in our library.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 83.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	105	105	105	108

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

2.4.2

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

Response: 16.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	12	14	17	16

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Aalim Muhammed Salegh College of Engineering maintains quality control systems to oversee and enhance the evaluation process and its reforms. An academic calendar is prepared before the start of each academic year, detailing working days, internal assessment test dates, class committee meeting schedules, and the tentative commencement of university exams. This calendar is distributed to students at the beginning of the academic year.

At the beginning of each semester, the HOD prepares a semester plan in discussion with the Principal. Subject Preference forms are given to faculty members and subjects are allocated based on their area of specialization. Each faculty member then creates a detailed course plan for their subject, outlining the units of the syllabus and the proposed timeline for completing each unit. The plan also includes information on the pedagogical methods to be used, as well as the required textbooks and reference books. Faculty members maintain a course file for each subject.

The evaluation pattern consists of continuous internal assessment and end semester examination, with a 20% and 80% weightage for both R2017 and R2021. The internal assessment is marked out of 50.

- According to the Anna University academic calendar, three internal assessment tests are conducted for R2017 and two for R2021.
- Internal tests are coordinated by the Exam Cell in collaboration with the relevant departments.
- Question papers are prepared using Bloom's Taxonomy levels well in advance. Answer scripts are evaluated within three working days after the tests, and the evaluated scripts are returned to students for verification by concerned faculty member. Students can bring their revised answer scripts if they have any discrepancies and are promptly corrected by the concerned faculty member. In case, if a student is dissatisfied, they can meet the HOD. A senior course expert will be assigned by the HOD to investigate the complaint. Senior academic members and the Head of Department carefully review answer scripts to guarantee the corrections are transparent and equitable.
- Assessment marks are submitted to the university through its web portal. Anna University shares the marks with students via their student login IDs, ensuring transparency in the continuous assessment process. Students can periodically verify their marks with the subject handling faculty members and class counselors.
- Continuous assessment helps identify slow learners, who then receive further counseling and remedial classes to improve their performance in Anna University Examinations.
- Students can express grievances and provide feedback on internal assessments during class committee meetings.
- External end semester examinations are conducted by Anna University through its zonal office, with joint supervision by our college faculty and faculty from other affiliated colleges.
- The evaluation of answer scripts and the publication of results are managed by the Controller of Examinations at Anna University. If student find any discrepancies in their results, in accordance with university policies, student issues with external exams are resolved by requesting copy of their assessed answer sheets, requesting reevaluations, and review evaluations by paying university prescribed fee.

Students Grievances:

- Grievances identified in internal examinations for the student are resolved by Department exam cell coordinator, HOD and Principal.
- Controller of Examinations of Anna University addresses grievances related to the Anna

University Examination, including applying photocopies, revaluing answer scripts and reviewing the results obtained. Other grievances, such as corrections to the grade sheet (DOB, printing errors, duplicate grade sheets, etc.), are also resolved.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

As an affiliated institution, Aalim Muhammed Salegh College of Engineering offers programs and courses designed and prescribed by Anna University. The college has clearly defined learning outcomes for each program. Anna University provides specific objectives and outcomes for each course, which the college adopts as the learning outcomes for every course within each program.

Program Outcomes (PO's) represents knowledge, skills and attitudes that the students should possess at the end of the engineering program. Program Outcomes (POs) are common for all engineering programmes.

Course Outcomes (CO's) defines the cognitive processes that a course provides, resulting in the knowledge and skills that the students acquire at the end of each course. COs for each courses are given by the Anna university along with curriculum and syllabus.

Program Specific Outcomes (PSO's) defines the outcomes of a program, making the students realize the knowledge and techniques learned in the course have direct implications for societal betterment and its sustainability. Each program shall specify 2–4 Program Specific Outcomes.

Program Educational Objectives (PEO's) describes the career and professional accomplishments which prepare the graduates to achieve, and it is set to assess and ascertain the effectiveness of the program in molding the students to deal with the real-world for applying their knowledge and skill that they have acquired.

Learning outcomes are monitored through various methods including Anna University exam results, internal assessment tests, assignments, seminars, and course exit surveys.

The programme educational objectives, programme outcomes, and programme specific outcomes are displayed in College Website, HOD room, Faculty Room, Classrooms, Laboratory, corridors, notice

board. The course outcomes are displayed in Class rooms and Laboratories and published in Course file and Laboratory Manuals.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Outcome-Based Education (OBE) is implemented in every department to assess the achievement of course delivery objectives. Program Educational Objectives (PEOs) delineate the career and professional achievements of graduates and are evaluated through surveys conducted after 4-5 years of student employment. Program Outcomes (POs) and Program Specific Outcomes (PSOs) are aligned with PEOs and encompass the attributes expected of graduates. PSOs are tailored to each program and focus on the knowledge, skills, and attitudes of graduates as they progress through their studies. Course Outcomes (COs) are specific statements pertaining to individual courses within the program, outlining the objectives to be achieved by the end of each course.

The department conducts assessments on a regular basis in order to identify, collect, examine, and assess data related to achieving course objectives (CO). Data from various theory courses, lab courses, and project courses are taken into consideration for the calculation of CO-PO attainment.

Direct Assessment method is a measurable student performance indicator based on internal assessment, assignment, seminar and University exam for theory and observation, record, model practical exam and University exam for Laboratory.

POs and PSOs attainment at course level is calculated by taking the average of arithmetic multiplication of course outcomes attainment levels and CO-PO matrix.

Indirect Assessment method is a measurable student performance indicator based on course exit survey collected at the end of each course.

Define the level

If 50% - 55% of marks scored in assessment, then assign Level 1

If 55% - 60% of marks scored in assessment, then assign Level 2

If more than 60% of marks scored in assessment, then assign Level 3

As per Anna University regulation, for both theory and practical assessment, Internal marks weightage is 20% and external marks weightage is 80%.

CO (final attainment) = 0.8* CO (Direct) + 0.2* CO (Indirect)

To measure PO in a direct method a CO/PO matrix is used

The weightage scale uses the scale 1-3: 1 = Low; 2 = Medium; 3 = High

PO attainment = (CO/3)*PO weightage for that CO

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 82.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
193	189	309	384	266

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

2022-23	2021-22	2020-21	2019-20	2018-19
262	219	320	389	440

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.9

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.075	0	0.05	0.075	0.075

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:

Innovation

Aalim Muhammed Salegh College of Engineering (AMSCE) has organized Workshops/Seminars/Webinars/Technical Talk on Innovation and Entrepreneurship, making the students community more passionate towards Entrepreneurial activities. Inspiring our pupils to think of original and creative concepts. AMSCE follows the Anna University curriculum. To foster innovative talents, AMSCE encouraged students to participate in research-oriented projects under teacher supervision. The Tamilnadu State Council for Science and Technology, ISTE, ICT and other organizations have provided funding for these initiatives. Encourage and motivate students to participate in the competitions and exhibitions held by PALs, HACKATHON, SAE, NIT'S, IIT'S, and IET.

Indian Knowledge System (IKS)

India offers an abundant history and traditional expertise in several fields such as Arts, Literature,

Agriculture, Mathematics, Languages, Engineering, Technology, and so forth. The AMSCE has required credit courses like Social Connect and Responsibilities such Planting trees and Swatch Bharath in rural regions once a year, which were carried out by NSS, NCC, in order to conserve the ancient cultural traditions of India. Tamil & Technology and the Heritage of Tamil are being taught in accordance with AU 2021 regulations. In Heritage of Tamils, Students learn about Language and Literature, Heritage - Rock Art Paintings To Modern Art – Sculpture, Folk And Martial Arts, Thinaï concept. In Tamils and Technology students learn about Weaving and Ceramic Technology, Design and Construction Technology, Manufacturing Technology, Agriculture and Irrigation Technology and Scientific Tamil & Tamil Computing.

IPR Cell

The Intellectual Property Rights (IPR) Cell of the college is established in 2013. The IPR cell serves as a pivotal entity to foster innovation and protect intellectual property within the academic community. It aims to educate students and faculty about the importance of intellectual property and its various forms, including patents, trademarks, copyrights, and industrial designs. The IPR Cell organizes workshops, seminars, and guest lectures to enhance awareness and understanding of IP laws and practices. There are ten published patents with one granted.

Incubation cell

The college's Incubation Center (IC) is pivotal in nurturing entrepreneurial talent and driving innovation among students and faculty. The centre organizes workshops, seminars, and training sessions to equip participants with essential business planning, marketing, and financial management skills. Alumini Startups: Ifelse Techsmart Solutions Pvt Ltd, Sypa Tree, Penthusiasts, The Grafician, Altsense, Dreamone, Faculty Startup: Globe Sci Technologies Pvt Ltd, which launched in 2022.

Entrepreneurship Development Cell

EDC gives aspiring entrepreneurs a place to learn about the business world, hone their talents, and share their ideas with others. It also gives them the resources they need to see their ideas through to completion and become profitable ventures. In order to organize the business activity in and surrounding Tamilnadu, the Entrepreneurship Development Cell was established in 2012. Membership is available to the students. Entrepreneurship Development Programme such as E – Day Celebration, AMSCE - Startup 2K19, Women Entrepreneurship, Webinars, EDC/ICT and Entrepreneurship Awareness Programmes are being conducted by IFELSE TECHSMART Solutions Pvt Ltd, SYPA TREE, PENTHUSIASTS, THE GRAFICIAN, ALTSENSE, DREAMONE, CHASE TECHNOLOGIES, BLUE BHARATH EXIM PVT LTD., and GLOBE SCI Technologies Pvt Ltd.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 3

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	1	1

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	12	15	12	7

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

3.3.2

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

Response: 0.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	01	04	00	00

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

3.4 Extension Activities

3.4.1

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

Response:

Our college is consistent in transforming and empowering students who come from diverse backgrounds. SWACHH BHARAT SUMMER INTERNSHIP (SBSI) PROGRAMME 2018 Inauguration of Two toilets with attached bathrooms cost of Rs.1,20,000 at Palavedu village, Thiruvallur district on 28.11.2018, constructed by the 40 NSS volunteers under swachhbharat summer internship program 2018. Nearly 50 villagers have participated and was benefitted by this program. Under Saansad Adarsh Gram Yojana (SAGY), on 28.11.2018 our 50 NSS Volunteers cleaned the streets, removing bushes and educating the rural people to eradicate the plastics at Palavedu village, Tiruvallur District.

The Eco Awareness Rally on 03.02.2019 at Kakkalur Lake near Thiruvallur Town. Nearly 37 NSS volunteers With Dr.K.Sureshkumar, (NSS Programme Officer), Ms.S.Gayathri Asst.Prof Mathematics have participated in the rally for rejuvenating the Kakkalur Lake. NSS volunteers walked nearly 3 Kms.

Participation in **Jal ShaktiAbhiyan** of Govt. of India and celebration of **JALDIWAS** on 22nd July 2019 by conducting a Rally on creating awareness about water conservation and Rain water Harvesting in and around Muthapudupet, Avadi IAF. Nearly 100 college students and 50 NSS volunteers had participated in the rally for creating awareness to understand the importance of the water conservation and rain water harvesting

Aalim Muhammed Salegh College of Engineering and AVADI Municipal Corporation jointly organized a Medical vaccination camp on 3.12.2021 vaccination was given to students, Faculty members and local residents. Nearly 150 people have benefitted through this mega vaccination camp.

NCC army wing of Aalim Muhammed Salegh College of Engineering conducted PUNEETH SAGAR ABHIYAN which is a nationwide campaign to free seashores/beaches from plastic and other waste materials and enhance awareness about the importance of keeping these clean. The camp was held on 04/04/2022 during 6.30A.M to 8.00A.M at MARINA BEACH (LIGHT HOUSE) Chennai Site under the guidance of 1 TN CTC NCC ARMY Unit, Chennai.

Greater Chennai Corporation and Department of Drinking water supply arranged a mass cleaning program at Avadi Municipal High School, Chathiram, Pattabiram, Chennai 600072 on 11.06.22.The Program was co-ordinated by NSS Program Officer. Nearly 35 NSS volunteers have participated in the mass cleaning program. As a part of NSS activity, NSS Students visited a Welfare school in Palavedu village, Tiruvallur Dist. On 10.11.22, during the visit, students involved in the Welfare school students. Dr.K.Suresh Kumar NSS P.O initiated the Program.

Unnat Bharat Abhiyaan (Under Ministry of HRD)-Adopted 5 villages in Thiruvallur District to conduct activities for their socio-economic development. The students were taken to the villages adopted by Aalim Muhammed Salegh College of Engineering (under Unnat Bharat Abhiyan Scheme). The students were made to take a Village Household Survey. The villages visited by our students were Palavedu, Pakkam, Puliur, Kadavur and Pandeswaram 10.11.2022 to 17.11.2022. The 270 students had a wonderful time interacting with the people living in the villages.

Aalim Muhammed Salegh College of Engineering and AVADI Municipal Corporation jointly organized

a Special Medical Camp on 11.10.2023. Dr.Sri Rekha M.B.B.S Asst. Surgeon, Primary Health Centre, IAF-AVADI. Medical consultation was given to students and staff members. Nearly 150 people have benefited through this Special Medical Camp.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

The Students and the Faculty members of this Institution receives recognition and awards for carrying out extension activities in the neighborhood community, sensitizing students to social issues leading to holistic development of students.

The NSS Programme Officer Mr. Riaz Ahamed received "BEST NSS PROGRAMME OFFICER AWARD" in the year 2018 in appreciation of the outstanding services rendered to the community through National Service Scheme from Prof. Dr. M. K. Surappa, Vice Chancellor, Anna University, Chennai.

Vigilance awareness week is conducted from 29.09.2019 to 03.10.2019 in the College campus and the integrity pledge has been taken by 245 students and 15 faculty members. Dr. K. Suresh Kumar and Master Mohamed Fareedudeen received "CERTIFICATE OF COMMITMENT" from the Central Vigilance Commission for adopting the integrity pledge and committed to uphold highest standards of honesty and integrity and to follow rule of Law in all walks of Life.

NATIONAL AWARD CEREMONY was organized by Human Social Foundation (HSF), held at Hanumangarh, Rajasthan on 22.09.2019. In this ceremony, Mr. M. Yasar Arafath and Mr. S. Siva Balaji of IT department served as coordinators of Uthiram Charitable Trust, Chennai region, received "AWARD OF APPRECIATION" for organizing numerous blood donation activities.

Various blood donation activities have been done through YOUTH RED CROSS unit. Our students donated blood for the suffering patients. These students were honoured by awarding "CERTIFICATE OF APPRECIATION" from different Organizations.

12 NCC Cadets passed Certificate 'B' Examination held on 2023 conducted by the authority of Ministry of Defence, Government of India and certificates were issued to these students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

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

Response: 46

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	6	3	16	11

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

3.5 Collaboration

3.5.1

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

Response: 6

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The College campus spread over 10.88 acres of land with well-maintained lush green plantations and physical infrastructure available for teaching-learning activities. The Institute hosts a total of 60 classrooms and 26 laboratories spread in its five separate building blocks namely CSE & IT block, Basic Engineering block, EEE block, ECE block and Mechanical & Civil block. All the classrooms are very spacious, ICT enabled with overhead projectors with audio systems and well-ventilated. Each student has a separate desk and chair to increase the understandability of the subject taught. All the computer centers are air-conditioned, internet-enabled, and fitted with projectors and audio-video systems. Other laboratories which house heavy equipment are installed in the ground floor of the respective buildings for safety and to avoid operational inconveniences.

The Institute periodically updates its computing facilities in the laboratories. Most computer systems consist of an Intel-i5 processing chip with 8GB RAM and a dedicated graphics card of 2GB. The Institute recently upgraded the computational machines by procuring seventy-seven of Intel's latest flagship i9 processors with 16GB RAM and 4GB Graphics card for running graphics-intensive software applications. The Institute has 622 computer systems dedicated only for the use of students. Teachers use Google Classroom for each subject to provide study materials and to collect assignments. Also, study materials were uploaded on the college website for the benefit of the student community.

Our college conducts various events in sports and yoga. Our college has a gymnasium with well-equipped equipment and specialized trainers to assist students in maintaining physical fitness. A standard-sized and well-maintained cricket ground is available for the students to practice, and many university zonal-level tournaments are conducted. Also, spacious playgrounds for outdoor games like Football, Volleyball, Basketball, Handball, Kabaddi and Kho-Kho are available. As a part of the Student Induction Programme, yoga classes were conducted in the early morning as live online classes for newly joined students. Dedicated indoor facilities are available for games like Table Tennis, Chess and Carroms. A dedicated hall was allocated as a Yoga Center for practicing Yoga and to conduct Yoga related events is provided in the Mechanical Engineering Block.

Each department has a separate facility to conduct seminars with a seating capacity of 100. In addition, a common auditorium hall named "Maulana Abul Kalam Azad" is used for large-scale gatherings of up to 200 participants and is enabled with ICT facilities. All the Seminar Halls and Auditoriums are air-conditioned with an audio-video facility and ceiling mounted projectors. Different organizing

committees, such as Literary Innovative Forums, cultural events like drama, poetry, and essay writing being organized. All academic buildings are specially abled students friendly.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 33.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
13.86862	9.94809	6.09986	132.7738	45.21594

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Our college library is a treasure trove of knowledge, with 7606 titles and 44,507 volumes. The collection spans a wide range of reading materials, from foundational textbooks and reference manuals to advanced research papers and technical standards. This vast repository of books was meticulously curated to cater for the diverse needs of the engineering disciplines and new books were added to the knowledge bank regularly upon the request of the faculty members and based on the change in curriculum.

The library's layout is designed aesthetically and has a carpet area of over 542 sq. m. It features sections dedicated to each branch of engineering, including civil, mechanical, electrical, electronics and communication, information technology, and computer science engineering. This thoughtful organization ensures that students can easily find the resources they need for their studies. The library offers seating capacity of 150 numbers in its reading room. The library's remains open from 8:30 a.m to 5:30 p.m in regular working hours and closing time of library extended till 9:00 p.m during university examination.

The library is managed by the PALPAP Library management system. The PALPAP LMS offers wide variety of services for the library from issue to return, book placement and availability. Inorder to facilitate the students to independently search the book and its availability through LMS. A dedicated computer system is placed in the entrance of the library to enable OPAC (Online Public Access Catalog) . In addition to the National Digital Library of India, Delnet and Delnet Proquest were deployed to provide 911 journals and 91 indexed journals respectively. The library offers IEEE access and hosts 863 e-books. It fosters an environment of learning, research, and intellectual growth, offering a wealth of resources at your fingertips. Apart from regular books, the library provides all the thesis of all the project work performed and thirty-four rare books in various fields and magazines. Also, Grammarly software is available in the library, so students and faculty members can check for plagiarism and grammatical errors in their articles. The library is made available with its own reprographic facility for the utilization of faculty members and students.

A dedicated 23 computer systems were placed in the library so that students and faculty members could access the e-library and search for the availability of the required books through the LMS platform. High-speed internet and ample power outlets ensure that students can effectively utilize their laptops and other electronic devices for research and study.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The IT infrastructure and resources are updated and upgraded continuously according to the requirements and changes in technology. High-speed internet is crucial for various activities such as online research, accessing digital libraries, streaming educational content, and participating in virtual classes or conferences. The institute is connected with a 500 MBPS + 200 MBPS + 50 MBPS broadband connectivity. This setup ensures that all academic and administrative operations can rely on high-speed, reliable and uninterrupted internet access throughout the campus. The uninterrupted and lossless transfer of data to all campus buildings is ensured by an optical fiber cable laid along the length and breadth of the campus. This optical fibers supports not only facilitates internet access but also inter-departmental communication, file sharing, and collaboration tools essential for academic and administrative operations.

Wi-Fi coverage throughout the campus enables students and faculty members to stay connected seamlessly from various locations such as classrooms, libraries, common areas, and outdoor spaces. In addition to Wi-Fi, the institute has established a comprehensive LAN (Local Area Network) infrastructure. This network interconnects all key areas, such as administrative offices, security points, hostels, and laboratories. LAN connections are essential for optimizing local network performance and ensuring fast and reliable communication within the campus environment. It enables efficient data sharing and collaboration among different departments and administrative units.

To facilitate virtual engagements, the institute employs a dedicated video conferencing platform known as "ZOOM." This platform is instrumental in organizing virtual meetings, conducting online classes, and hosting remote events. It supports real-time collaboration among students, faculty members, and external speakers or experts. Students and faculty members can utilise this video conference software for any academic-related activities on request. Adopting a dedicated video conferencing platform like Zoom facilitates virtual meetings, online classes, and remote events. This platform supports real-time collaboration among students, faculty, and external speakers or experts. Features such as screen sharing, recording sessions, and interactive whiteboards enhance the virtual learning experience and enable effective communication in academic activities.

The Institute periodically update its computing facilities in the laboratories. Most computer systems consist of an Intel-i5 processing chip with 8GB RAM and a dedicated graphics card of 2GB. The Institute recently upgraded the computational machines by procuring seventy-seven of Intel's latest flagship i9 processors with 16GB RAM and 4GB Graphics card for running graphics-intensive software applications. The upgraded computing facilities and robust network infrastructure support various academic and research activities, including data analysis, simulation, and other computationally intensive tasks required by students and faculty members.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

Student – Computer ratio (Data for the latest completed academic year)**Response:** 1.86**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 587

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 11.87**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
9.54	14.45	6.81	23.45	19.64

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 98.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
1080	1003	1010	1167	1195

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 46.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
500	452	463	507	633

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

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

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: 94.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
182	174	284	367	260

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

2022-23	2021-22	2020-21	2019-20	2018-19
190	190	309	384	266

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

5.2.2

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

Response: 11.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	5	0	1	1

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

5.3 Student Participation and Activities

5.3.1

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	2	0

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

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

Response: 13.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	7	8	15	20

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

Our Aalim Muhammed Salegh College of Engineering Alumni Association (AMSCEAA) is a registered society, which is run by elected core members (Alumni) and supported by the teaching Faculty Members. The Alumni Association in our engineering college serves as a vibrant network connecting graduates, fostering a sense of community and collaboration. Alumni play a crucial role in the Aalim Muhammed Salegh College of Engineering, and the institute has maintained a positive relationship with the industry and alumni since its inception. The primary goal is to enroll all graduates as members of the association and to facilitate alumni active participation in the institute's activities, events, and projects. The primary objective of the Aalim Muhammed Salegh College of Engineering Alumni Association (AMSCEAA) is to connect alumni to the institution, develop synergistic plans to support the institution and help it realize its vision, and enable the institute to add value for all its stakeholders. In 2005, the Institute established an alumni cell to maintain a strong connection between the institute and its alumnus. Regular alumni gatherings and frequent interaction with alumni through webinars, seminars, and guest lectures are conducted to keep alumni engaged and connected with their alma mater. The alumni meet will be hosted annually by the alumni association and supported by the management. Alumni from various branches will be invited to share their thoughts and suggestions on the scope of their course, as well as to promote professional awareness. This affords the alumni the chance to meet other alumni and reflect on their past experiences and moments. The Alumni Association provides a forum for alumni to share their intellectual, career, and professional experiences not only with teachers but also with current students. An Alumni Portal is created that holds the database of alumni members of our college. Alumni Association support desirable students with economic assistance through Alumni Scholarships..To reach out to the needy people affected by natural disasters like floods, cyclone and also during pandemic. The alumni work with the college in rehabilitating the affected people. Alumni Association support college in upgrading the lab infrastructure and power conservation through funding. To provide financial aid to upgrade Transport facility. This association plays a pivotal role in creating a lifelong connection among graduates, promoting professional growth, and strengthening the college reputation in the broader community. Alumni support the departments by directing entrepreneurs to conduct consulting work in several technical disciplines

.Mentorship: Alumni can play an active role in volunteer activities such as mentoring students in their respective fields of expertise. To exploit the rich experiences of former college students for the benefit of the institution. To aid students in finding suitable employment.

Placements / References: A college's alumni network is one of the most significant sources of

placement opportunities for students. Alumni can assist students with company referrals and placement within their respective enterprises.

Administration: Alumni are members of the IQAC and contribute feedback to impart a quality system that is adaptable to current industry trends and needs.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

At Aalim Muhammed Salegh College of Engineering, our governance and leadership are deep rooted in our Vision and Mission, guiding all our institutional practices and strategic initiatives. This alignment is particularly evident in key areas such as implementing the National Education Policy (NEP) 2020, sustained institutional growth, and decentralization of governance. These practices ensure that we remain true to our core values while continuously evolving to meet the needs.

Based on the mission, vision, the institute perspective plan, its short term and long term goals, decisions involving policy making, new course of study and budget allocation were taken by The Secretary and Correspondent with the advice and support from Trustees and Governing Council.

The adoption of the NEP 2020 reflects our commitment to educational innovation and excellence. As affiliated institutions, we follow all the NEP implementation initiatives of Anna University and AICTE. Our College has implemented these Multidisciplinary and Inter-disciplinary Courses through Professional Elective Courses under various Verticals for our Student to have broader knowledge on various domains. As per the Regulations of Anna University, Our College is adopting choice-based credit system for all the Academic Courses. A credit based skill development is implemented for the Students under National Skill Development Corporation (NSDC) under Tamil Nadu Government Naan Mudhalvan Scheme to improve their Skill Sets and Employability. Anna University has introduced the following Courses like Heritage of Tamils and Tamils and Technology in the Curriculum for the first year B.E/B.Tech Students. To make Students have diverse knowledge on languages and culture, the College was organizing events like Debate, Symposiums, and Discussions etc in local language in addition to the regular curriculum.

Decentralization is a cornerstone of our governance model, fostering a culture of inclusivity and shared responsibility. The Department Head has been empowered to decide the activities and delegate the responsibilities to the Faculty Members. The department decides on schedule, assignment, purchase and maintenance of equipment and consumables, organization of conferences, symposiums, guest lectures and workshops. All academic activities are decentralized and decisions are taken in the department meetings, HOD meetings with Principal and HODs meetings with Secretary and Correspondent on the basis of discussion and deliberations. The Principal coordinates with departments, management and administration. Participatory management provides extensive scope for departmental autonomy and ensures the pragmatic planning and executing all of the institution's activities in a uniform and team manner.

Our Short-Term and Long-Term Perspective Plans focuses in the areas of Academic Excellence,

Research and Innovation, Infrastructure Development, Student Support and Engagement and Community Engagement to excel in the Areas of Focus such as Academic perspective, Stakeholders Perspective and Research and Development.

Our Strategic Goals and Objectives focuses:

- To implement the Outcome Based Education in its true spirit.
- To take up quality research and publish in quality journals and work for IPRs by Faculty members.
- To integrate research expertise in course teaching by Faculty members for Student’s academic excellence.

To expose students to innovation, incubation, research and entrepreneurial activities and make them life-long learners.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Aalim Muhammed Salegh College of Engineering has demonstrated a robust and effective deployment of its perspective plan, which is evident in the seamless functioning of its various bodies and departments. The alignment between strategic planning and operational execution is clearly visible through multiple facets of institutional management. The institution’s perspective plan has been successfully integrated into daily operations, ensuring that long-term goals and strategic objectives are consistently met. This comprehensive framework provides a clear roadmap for growth and development, aligning resources and efforts towards achieving institutional missions.

Operational Effectiveness and Efficiency: The functioning of institutional bodies is both effective and efficient, as reflected in several key areas:

- **Policies:** The institution has established clear, relevant, and up-to-date policies that guide all operational and strategic decisions. These policies are rigorously implemented and regularly reviewed to ensure they meet the evolving needs of the institution.
- **Administrative Setup:** The administrative structure of the institute clearly depicts the decision

tree and chain of command. The institute was spearheaded by the chairperson and followed by the Secretary and Correspondent, Trustee administrator, Principal, and Vice Principal. Daily academic activities are administered by the Principal with the support of all Heads of Department. The Principal oversees the academic, non-academic, and co-curricular activities of the institute through the Heads of Department. Each Head of Department supervises class counselors, who manage specific groups of students, monitor their academic performance. HOD's, being second rung administrators, actively support and execute the decision with the help of the teaching and non teaching members of the respective department.

- **Appointments:** The institution follows a transparent and merit-based approach for appointments, ensuring that qualified individuals are selected for key roles. Based on Recruitment policy Organization recruits the Faculty Members by issuing the recruitment notifications in digital and print media, and then the received resumes will be shortlisted by the Administrative body and the same are called for the interview. New faculty members were recruited after assessing their domain knowledge by the team of experts appointed by the Principal. This practice not only upholds high standards of professionalism but also promotes organizational integrity.
- **Service Rules:** Service rules are meticulously defined and adhered to, providing clear guidelines for employee conduct and responsibilities. These rules foster a fair and consistent work environment, contributing to higher employee satisfaction and performance.
- **Procedures:** Well-documented procedures are in place for various operational activities. These procedures ensure consistency in task execution and help in maintaining high standards of quality and efficiency.

The clear articulation of policies, a well-structured administrative setup, diligent appointment practices, comprehensive service rules, and well-defined procedures collectively contribute to the institution's operational success and effectiveness.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

At Aalim Muhammed Salegh College of Engineering, fostering a supportive and rewarding environment for our teaching and non-teaching staff is of paramount importance. We recognize that the dedication and commitment of our staff are integral to our success, and therefore, we have implemented robust systems to ensure their professional growth, well-being, and overall job satisfaction.

Performance Appraisal System: A cornerstone of our commitment to excellence is our comprehensive performance appraisal system. Our Institute incorporates an AICTE 360-degree feedback system for faculty members to analyze their performance and identify areas for improvement at the end of each academic year. All the faculty members should submit their 360-degree feedback to the Head of the Department. After validating all the details, the Department Head will submit the feedback form to the Principal for approval. Principal identifies the areas needed for improvement and it will be communicated to the faculty member by issuing the letter in person accompanied by the management and Heads of the Department. Faculty member with best performance recommended for promotion and salary revision. Feedback from these appraisals is used not only for individual development but also to enhance overall organizational effectiveness. Performance appraisal of Non-Teaching members based on the following indicators which includes Application of Skills, Interpersonal relations with students, colleagues, parents and others, Intellectual abilities, Integrity coordination and character.

Effective Welfare Measures: We place great importance on the welfare of both our teaching and non-teaching staff. Our Institution offers a range of welfare measures aimed at promoting their physical, mental, and emotional well-being. These measures include Maternity leave for women employees, for a period of 90 days and limited to the first two children, Safety Insurance, medical leave for major operations, Interest-free Staff loan for Teaching and Non-Teaching members, Grant of five days' leave

for marriage, Educational loan for Children and flexible work arrangements for women faculty members to take care of their children. By prioritizing staff welfare, we strive to create a supportive environment where our employees feel valued and motivated to perform at their best.

Avenues for Career Development/Progression: We believe in nurturing talent and providing ample opportunities for career development and progression. Our institution actively supports staff members in enhancing their skills and advancing their careers through various avenues. These include professional development workshops, seminars, conferences, and encouragement for higher education. Additionally, we encourage internal mobility and promotion based on merit and achievement, ensuring that talented individuals have the opportunity to grow within the institution.

Commitment to Excellence: At Aalim Muhammed Salegh College of Engineering, our commitment to excellence extends beyond academic and administrative goals—it encompasses the well-being and professional growth of our staff members. By investing in performance appraisal systems, effective welfare measures, and avenues for career development, we strive to create a nurturing environment where every staff member can thrive and contribute meaningfully to our shared mission.

In conclusion, our institution is dedicated to fostering a culture of support, growth, and achievement for all our staff members. Through our proactive approach to performance appraisal, comprehensive welfare measures, and robust career development opportunities, we are committed to building a community where talent is nurtured, achievements are celebrated, and aspirations are realized.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 55.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	15	25	55	59

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

6.3.3

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

Response: 63.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	76	93	78	71

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	34	34	34	34

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Fees Collection

Students are admitted as per the Tami Nadu Government prescribed higher education norms by admitting 50% of students through Anna University Counseling (TNEA) and 50% through the Consortium of Self-Financing Engineering Colleges in TamilNadu. The latter kind is admitted with higher fees than government-quota students. The majority of income is generated from the students' tuition fees. The tuition fees are used for academic development activities at the college. The Hostel fee is collected from the Hosteller and used for the operations and maintenance of the Hostel. The other source of funds includes SC/ST Scholarships, First Graduate Scholarship, and 7.5% School quota scheme.

Corpus Donation of Trust and Trust Contribution

The College is functioning under Aalim Muhammed Salegh Trust, "Nizara Bonanza", 813, Anna Salai (Opp. LIC), Chennai-600 002. The Trust gets corpus donations from well wishers, alumnus and philanthropists.

Sponsored Research Project obtained by the faculty members from funding agencies like Tamil Nadu Skill Development Corporation, MHRD etc.

Term Loan and Hire Purchase Loans

Institute obtains above loans from banks with lower interest rates by maintaining sound liquidity, Debt

Service Coverage Ratio (DSCR) and debt equity ratios, and loans are made available through Aalim Muhammed Salegh Trust.

Optimal Utilization

Recurring Expenses Salary to staff, academic activities and payment of bank loan are done with fees collection. The funds received from the government agencies are effectively used for the Research and Development in the campus.

Infrastructural development facilities and Building construction works

Management allocates budget to create and upgrade the infrastructural facilities in tune with the modern trends and for construction works. Bank loans and corpus donations received from well wishers and philanthropists are judiciously utilized for the same.

Seminars, Conferences and Faculty Development Programmes and other co-curricular

The institute conducts the above said regularly and religiously matching with the latest technology, innovations, research, changes and needs for the society.

Extra-curricular activities

Modern sports ground has been created to provide ample opportunities for conduct of sports and enabling student participation.

Green Atmosphere

Enough care is taken to maintain on-campus cleanliness that coexists with godliness and use the fund intelligently.

The institution has both internal and external audits done by qualified chartered accountants for every financial year

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

incremental improvement in various activities

Response:

The IQAC is continuously ensuring various quality assurance steps at all levels of the Institution functioning as mentioned below.

1. Teaching Learning process – Outcome Based Education (OBE)
2. Institute Innovation Council (IIC)
3. Utilization of ICT Tools
4. Industrial Collaboration
5. Research and Development

Teaching Learning process – Outcome Based Education (OBE)

Outcome based education (OBE) system has been implemented towards strengthening the Learning potential of Students. The implementation of Outcome Based Education in the Teaching Learning process produced the following benefits.

- As per the Guidelines of UGC, Professor of Practice is introduced in our Institution to encourage Students in Innovation, Entrepreneurship and provide necessary mentorship for these activities.
- Significant Skill Development among the Learners by Students Startup, Students Academic Clubs, TNSCST Projects, Naan Mudhalvan Niral Thiruvizha Projects, PALS innoWAH! Competition.
- Curriculum Gap in Theory and Laboratory Courses is filled by Content beyond the Syllabus
- IQAC focuses on the continuous improvement of the Students by conducting Daily Practice Test (DPT) and Remedial Classes for Slow Learners.
- The Performance of Students is measured by CO-PO Mapping and Attainment.
- Activity-based Curriculum in which the Teacher performs and the Students manipulates Collaborative and Blended learning by Industrial Visits, Internship, PALS, ICT, MOOC Courses and Student Clubs (AMSCE Fullstack Club, Data Science Club, IOT Club)
- Enhancing the Students Capability for Employability, Higher Studies and Entrepreneurship through Soft Skills Training Programme (SSTP), Language Laboratory, Career Planning and Development Cell and MoUs with various Industries.

Institute Innovation Council (IIC)

Our Institution has various Students - Faculty Startup and Students Academic Clubs

Tolilali App developed by our Students to bridge the gap between Clients and Workers in need of household Services.

Nourish Hub a Nutrition App for Diabetic Management was developed by our Students

Relax Rhythms a Sound healing App developed by our Students

We have a Faculty Startup in collaboration with GLOBESCI Technologies Pvt. Ltd.

We have various Student Clubs such as AMSCE Fullstack Club, Data Science Club and IOT Club to enhance their innovative skills.

We Organize National Level Technical Symposium and Hackathon to showcase the innovative skills of the Students.

Through our Entrepreneurship Development Cell (ED Cell) and ICT Academy, we organize various Seminars and Workshops on Startup Awareness, IDEA Challenge and Aspiring Entrepreneurs.

Utilization of ICT Tools

Classrooms and Seminar Halls are ICT enabled to enhance the Learning Experience of Students, Teacher-Student Interaction and to improve the Students Performance.

100% usage of ICT (Information & Communication Technology) with LMS (Learning Management Systems) and E-Learning Resources

Industrial Collaboration

We have Industrial Collaboration such as KJ Hospitals, SRM Hospitals, Chennai to enhance the Skills of the Students and Faculty Members.

Research and Development

- During the last 5 years, our Faculty Members have published 114 Research Papers in SCI/SCIE/Scopus/UGC Care Journals with SCI highest impact factor of **8.857**.
- The following Projects were developed by Faculty Members

3D Printing, LED Trainer Kit, Power Meter, Embedded Trainer Kit, NVIDIA, 433 MHz Tx and Rx, 868 MHz Tx and Rx, Gas Exhaust Analyser.

- Faculty Members have Published 6 Patents and One Patent Granted

We have applied for **Host Institute of MSME Incubation Scheme** to enhance the Technical Skills of Students and Faculty Members; Inspection is completed and awaiting for the MSME Approval.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Response:

The institution's commitment to promoting gender equity, as one of the Sustainable Development Goals, is reflected through a series of proactive practices to foster a safe, inclusive, and supportive environment for all campus community members. The college, through various cells and associations, conducts regular programmes to address gender equality and equity:

A gender sensitization plan is laid out to guide all initiatives and to promote an environment where all genders are treated equally. This commitment to gender sensitivity reflects the institution's dedication to fostering an inclusive learning atmosphere. The college is committed to providing equal opportunity to all genders, which is evident in the composition of various committees in the college. This gender-inclusive approach ensures that diverse perspectives are considered in decision-making processes. It is a very good sign that there have been no incidents of sexual harassment. This underscores the college's commitment to creating a safe environment for all students.

Formation of various committees: The establishment of Internal Complaints, Anti-Ragging, Anti-Sexual Harassment, Students Grievance and Disciplinary Committees underscores the institution's commitment to addressing issues such as harassment, discrimination, and grievances promptly and effectively. These committees provide avenues for redressal and support for affected individuals.

Counselling Cell: The presence of a Counselling Cell offers crucial support for students facing mental health challenges, including those related to gender-based issues. It promotes well-being and resilience among students, contributing to a healthier campus environment.

Special lectures and International Women's Day observance: Organizing special lectures and events on occasions like International Women's Day fosters awareness and dialogue on gender issues, promoting a deeper understanding of gender equality and empowerment.

Organizing seminars and workshops: These initiatives create platforms for engaging students and faculty in meaningful conversations about gender issues, challenging societal norms, and fostering a culture of equality and respect.

Gender ratio and representation: Striving for a balanced gender ratio within the college and ensuring representation of female casual workers contribute to creating an environment that values diversity and

inclusivity.

Equal facilities: Providing equal toilet facilities and hostel superintendents ensures equitable access and treatment for all students, irrespective of gender, fostering a sense of belonging and fairness.

Ladies' common room with sanitary napkin disposal system: This facility provides a dedicated space for female students along with amenities such as a sanitary napkin vending machine and sanitary napkin disposal system to address the unique needs related to menstrual hygiene, promoting dignity and comfort.

The college celebrates and Commemorates national importance such as Republic Day, Independence Day, NSS Day, Engineers Day, International Yoga Day, National Unity Day, etc., which enables the students to cherish the ideals of sovereignty and integrity and realize the importance of democracy. By implementing these practices, the institution demonstrates its proactive approach to advancing gender equity and creating a safe, supportive campus environment conducive to all its members' holistic development. Detailed reports on Gender Audit and promotion of Gender equity are attached below.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Response:

The Institution strives to ensure equal opportunities for all, regardless of their background, be it class, gender, creed, culture, language, caste, etc. It enables staff and students to participate fully and actively in every activity, including decision-making. Faculty, management, and students understand, accept, and respect diversity. A balanced, equitable, and cohesive environment is created on the campus where everyone respects everyone, irrespective of abilities, disabilities, socio-economic background, gender, religion, and region. The staff and students from heterogeneous groups accept and respect each other. They love and prefer peaceful coexistence, cooperation, and mutual understanding. Initiatives are made for the development of tolerance and the inculcation of harmony among students through conducting co-curricular activities. Throughout the academic year, birth anniversaries of great saints, social and religious reformers, nationalists, and freedom fighters are celebrated, from which staff and students become acquainted with values. The fundamental values of life have been taught in the curriculum of some courses, namely sociology, political science, literature, environmental studies, and human rights. The departments and committees held seminars and special talks on communal harmony, tolerance, social justice, social equality, national integration, and other crucial life values. The special talks and workshops enable staff and students to explore a wide spectrum of values with the potential to enrich their lives. On the occasion of celebrating National Festivals, invite Guests and inspire the Faculty members and students by sharing information on important events of the Indian freedom movement, sacrifice, and the rights, duties, and responsibilities of citizens that are enshrined in the constitution of democratic India. A code of ethics and conduct is prepared to regulate staff and students' behaviour on and off campus. Everybody obeys rules of conduct and behaves accordingly. The involvement of staff and students in NCC and NSS activities helped to strengthen social bonds and harmonious relations. The College has celebrated **Azadi Ka Amrit Mahotsav** by conducting various programs like Tree plantation, Painting, Essay Writing, Elocution, and an Awareness Programme for School students on Personal Hygiene. The College celebrates **International Yoga Day** on June 21st every year. **Unnat Bharat Abhiyan** Adopted five villages to conduct activities for their socio-economic development. The students were taken to the villages adopted by the College. The villages visited by our students were Palavedu, Pakkam, Puliur, Kadavur and Pandeswaram from 10.11.2022 to 17.11.2022. The 270 students had a wonderful time interacting with the people living in the villages. The College NSS wing displayed charts of citizens' human rights, duties, and responsibilities in the important places on campus by celebrating **Rashtriya Ekta Diwas** every year on October 31st. **National Voters' Day** is celebrated During the Elections. Various programmes have also been conducted on ecofriendliness, biodiversity, and sustainable environments. **International Women's Day** is celebrated on March 8th every year. As initiated by the **All India Council for Technical Education (AICTE)**, New Delhi, the college has organized 'Student Induction programme' for the first-year students every year on the guidelines given by AICTE-SIP modules. The Teachers teach about morals, ethics, values, and virtues in their regular classes. The language teachers inculcate good practices and morals into the students' lives by preaching moral stories.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice: I

Title of the Practice: Design and development of Mentoring System to groom students.

Objectives: To support the students in achieving personal, academic and social progress.

- To establish a lively relationship between students and Faculty members, understanding the crucial role of faculty in student development.
- To provide a continuous Teaching-learning process.
- To give guidance for career development.
- To encourage the students to develop their life's eminence and make them as responsible citizens.

The Context:

The students come from various backgrounds. They may come from rural, semi-urban and urban areas, the family backgrounds vary from poor, middle and rich. The medium of instruction mostly would have been the local language. The college has a well-built student mentoring system in enabling student to succeed in both college and career.

The Practice:

A well-built mentoring system exists in the institution. Student counselling starts when they enter the institute in the 1st year of B.E/ B.Tech and continues throughout their studies. Faculty members are appointed as Counselors to take care of the students. Each counsellor is allotted for **20** students. Counselling hours are incorporated into the timetables and every student will get one counselling hour per week. During the counselling hour, the counsellor sits with the students and interacts with them. Extra care will be taken for the slow learners. By the suggestion they attend remedial classes without fail, and the counsellor will also monitor the same. Before the counselling process begins, the counsellors insist the students to set their goals in the first year. The students are advised to set short-term, mid-term, and long-term goals. At the end of the counselling hour, the minutes of the counselling are noted down in the counselling book, which is exclusively meant for mentoring. The counselling books subsequently follow the students when they are promoted to the next level, i.e., from the first to the second year. The same counsellor will counsel the student until the fourth year. In this way, the

counselling book consists of every student's month-wise attendance, internal marks, external marks, etc. These counselling books are kept with the respective HoDs permanently, even after the completion of their studies. During counselling, students' marks, attendance, behavior and so on are brought to the notice of their parents. The college conducts **Daily Practice Tests (DPTs)** and **Soft Skills Training Programs (SSTPs)** for all the classes to improve their academic performance and personality development. **University Preparatory Classes (UPC)** and remedial courses are conducted for late bloomers to enhance their grade in University Examinations. For the Toppers, question banks are given and sending Students for Internships and suggesting to do mini projects. This mechanism helps a lot in developing Teacher-Parent relationships. In consultation with the parents, the teachers establish solid grounds for the holistic development of the students. The mentors perform academic and career counselling tasks, particularly for students aspiring to pursue higher studies.

Evidence of Success

A strong Triangular bond is cemented day by day among the students, parents and Mentors. This is the major reason for increase of attendance of students from **75% to 90%** resulting in alleviation of the number of dropouts. The system helps to create a congenial learning atmosphere in which students successfully complete their courses without backlogs. The system also helps to develop a good student relationship which ensures a ragging free campus. Students are motivated to take part in conferences, seminars, workshops, symposiums, etc., without hesitation and put out feelers to find new horizons of learning which make them to pursue higher studies and to become an entrepreneur.

Best Practice:II

Title of the Practice: Adopting **Outcome Based Education** for the effective Teaching-Learning process.

Objectives of the Practice:

To assess students learning and effectiveness of all educational and operational activities.

The Context

In the Outcome Based Education (OBE) model, outcome assessment plan is prepared and informed to all stakeholders. It has defined standards of performance and academic expectations from students in the form of learning outcomes at course level and programme level

The Practice:

IMPLEMENTATION STRATEGY OF OBE

Since Outcome Based Education (OBE) focuses on student competency, it concentrates on the outcomes or goals instead of just marks or scores. So the goals which could be a certain number of skills and knowledge that the learner should have at the end of the course. The assessment methods are defined to measure the achievement of these goals. The teachers take the role of being facilitators and mentors. Constructive feedback from the students also helps in reshaping the curriculum.

STEPS

a. Assessment of curriculum and needs b. Defining outcomes c. Collaboration and Implementation
d. Defining the role of assessments and results, and measuring success. e. Feedback and continuous evaluation

Adoption of Outcome Based Education (OBE)

A set of graduate attributes are defined and aligned at all levels. The statements of learning outcomes are articulated from the graduate attributes. The learning outcomes are defined for all programmes and courses using measurable action verbs (blooms' taxonomy) to assess students learning at the end of the programme and course respectively. These outcomes are assessed by using at least one direct and one indirect assessment tool. Attainment of outcome indicates that the corresponding PEO is achieved. As these objectives flow from university level to domain, institution and programme level, and achievement of PEO indicates the corresponding objective at all levels is met. Some of the assessment tools are developed online and the results are reported in the standardized format domain-wise. Based on the results of implementation of outcome assessment, gaps are identified. The whole process is taken care by the outcome assessment committees constituted for the purpose.

Evidence of Success:

It helped in identifying the areas of improvement Institutions had proposed action plan in their implementation report for improvements in teaching pedagogy, infrastructure, learning resources, facilities and support system etc., Four programmes such as **(Mech. Engg., CSE, ECE and I.T)** are accredited by the National Board of Accreditation (NBA) for Three Years from June 2024 that itself indicates success in the implementation of the OBE.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Response:

The institution has been prepared to the educational needs of the most backward, poor and minority sections of society with the best Faculty members and excellent infrastructure. The Four programmes such as **(Mech. Engg., CSE, ECE and I.T)** are accredited by the **National Board of Accreditation**

(NBA) for **Three Years** from **June 2024**, the faculty members and administrative staff members to give their best which in turn resulted in quality enhancements in the areas of academics, sports and cultural activities. The institution strives to induce the social responsibility in the minds of the students. Since its inception the institution has been striving hard to develop all-round personality of the students. The institution aims not only in fulfilling academic needs of the learners but also in reinforcing the values of social responsibility and leadership skills.

The institution is highly committed towards community and rural engagement and participates in development. As a part of institution's social responsibility the following are the major distinctive areas where the institution shows commitments towards societal contribution and nation building. Scholarships and Soft skills Training Programmes to the students are the distinctive areas where the college is different from others.

SCHOLARSHIPS

Scholarships as a part of social responsibility, the institution provides various scholarships for the students. State Government and Central Scholarships, Community Scholarship, Alumni Scholarship for maintaining good academic percentage, Sports Concession and Management Sponsorships etc.,

Table: No. of Students benefited through scholarships last 5 years.

Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Total Number of Students	1438	1207	1315	1016	1107
Government Scholarships	623	503	420	548	449
Non-Government Scholarships	572	664	590	455	621
Total Number of Students	1195	1167	1010	1003	1070
Percentage = (Total 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/Total number of students during	83.10%	96.69%	76.81%	98.72%	96.66%

the last 5 years) X 100					
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ALUMNI SCHOLARSHIPS

Alumni scholarship program is open to students from all backgrounds who meet the eligibility criteria. We encourage all eligible students to apply and take advantage of this opportunity. The scholarship amount can be up to INR 50,000.

Table: no.of Students benefited through Alumni scholarships last 5 years.

Academic year	Scholarship Amount in Rs.
2023-24	2,60,000
2022-23	4,00,000
2021-22	2,00,000
2020-21	6,00,000
2019-20	2,00,000

SOFT SKILLS TRAINING PROGRAMME (SSTP)

Career planning and Development cell (CPD) of the institute puts continuous efforts in imparting best skill-sets to the students. The cell arranges following activities to improve the knowledge of the students with the most recent technological developments:

- Industry – Institution interaction to establish a rapport with the industry.
- Seminars, workshops and lectures by experts from the industry.
- Career guidance for competitive exams and higher studies.
- Industrial training and visits.

Industry-Interaction Innovation cell is established in the College, where experts from the industry regularly conduct training sessions for the students. These collective efforts avail the students the necessary industry exposure which helps them in connecting classroom knowledge with industrial observations. It also prepares them to deal with the working standards of the industry in public and private sectors. The cell interfaces with the reputed organizations for arranging interviews and campus drives. The table below exhibits the record of placements in the last five years.

Table: placement and higher Education during the last five years

Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Eligible students	440	390	321	219	262

Placed (A)	426	371	294	203	245
Higher studies (B)	4	1	4	6	2
Total (A+B)	430	372	298	209	247

This exemplary placement record has positioned the institute among the topmost private institutions in the university. The institute's performance in placements has been acknowledged by various renowned agencies. Institute also believes that today's job seekers also have the potential of becoming tomorrow's job creators. To help the students to develop entrepreneurship skills, the Innovation and Entrepreneurship Development Cell is established in the institute in the year 2013-14. Institution is having MoUs with various industries and organizations. Activities like invited talks, workshops, boot camps, certificate courses, internships, guidance for higher Education etc. are organized in collaboration with them. It gives our students an opportunity to interact with industry persons and eminent academicians directly and hone their skills, thereby improving their experiential and participative learning experience.

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

5. CONCLUSION

Additional Information :

Aalim Muhammed Salegh College of Engineering have various student startup such as “Thozhilali” an application which connects the repair and maintenance workers to be readily available to our doorsteps, “Nourish” a nutrition application used for diabolic management. Our college encourages faculty start up also, GlobeSci Technologies a faculty startup offers IT and Engineering Technology solutions and Technical consultation. Various clubs such as Fullstack club, Data Science Club, IoT (Internet of Things) Club are successfully transfer the knowledge to students for their carrier advancement.

Concluding Remarks :

Aalim Muhammed Salegh College of Engineering run by Aalim Muhammed Salegh Trust is committed to excellence in academics, research, placement and empowering students from rural background. Alumni are our great strength who are empowering the youth society morally and ethically. Our college is a place to experience an education and environment that set the learners on the right path to a professionally rewarding and personally fulfilling future. The college set sights on thinning the ignorance by imparting knowledge and fostering the spirit of research in the field of engineering. This institution provides quality technical education that emphasis on knowledge, technology, information and communication. This institute provides various engineering disciplines, focusing on learning, industry engagement of students, innovative and inclusive pedagogy and ethics The Institution has been accredited by NAAC with ‘B+’ Grade in 2019. Anna University, Chennai has granted “Permanent Affiliation” status to the Electrical and Electronics Engineering, Electronics and Communication Engineering, Civil Engineering, Mechanical engineering and Computer Science and Engineering. Through the dynamic and Experienced Faculty team, our institution is striving to obtain Autonomous Status.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 122 Answer After DVV Verification :40</p>																				
1.2.2	<p><i>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</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>588</td> <td>522</td> <td>718</td> <td>598</td> <td>653</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>165</td> <td>265</td> <td>145</td> <td>168</td> <td>180</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	588	522	718	598	653	2022-23	2021-22	2020-21	2019-20	2018-19	165	265	145	168	180
2022-23	2021-22	2020-21	2019-20	2018-19																	
588	522	718	598	653																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
165	265	145	168	180																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 498 Answer after DVV Verification: 496</p>																				
1.4.1	<p><i>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</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed</p>																				
2.1.2	<p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
271	272	142	233	207

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
194	191	142	208	207

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
294	294	294	336	378

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
290	290	290	331	373

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)*

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	12	14	17	16

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)*

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)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.175	0	0.05	0.075	0.075

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.075	0	0.05	0.075	0.075

Remark : Value has been considering only research grants as per NAAC SOP.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	7	5	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	1	1

Remark : Values have been updated considering the workshops/seminars/conferences conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship has only been considered.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	27	18	18	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	12	15	12	7

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:

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	04	18	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	01	04	00	00

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	10	6	21	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	6	3	16	11

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.***

Answer before DVV Verification : 26

Answer After DVV Verification :6

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
131.58	10.8	6.28	134.29	45.57

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13.86862	9.94809	6.09986	132.7738	45.21594

4.3.2 **Student – Computer ratio (Data for the latest completed academic year)**4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**

Answer before DVV Verification : 622

Answer after DVV Verification: 587

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)**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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36.91	31.11	24.44	50.93	49.94

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9.54	14.45	6.81	23.45	19.64

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
248	212	300	372	430

Answer After DVV Verification :

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

182	174	284	367	260
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5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
262	219	321	390	440

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
190	190	309	384	266

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	2	0	33	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	2	0

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:

2022-23	2021-22	2020-21	2019-20	2018-19
55	8	9	33	54

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	7	8	15	20

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: A. All of the above

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**

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
90	19	26	55	59

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
90	15	25	55	59

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**

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
81	87	93	82	70

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
69	76	93	78	71

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
34	34	34	34	34

6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 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. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste 3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above</p> <p>Remark : Input has been updated as per the supporting documents as the it has been observed that the compost pit has been constructed beyond the assessment period and is still under construction hence it has not been considered.</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 219 Answer after DVV Verification : 148</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>92</td> <td>90</td> <td>90</td> <td>99</td> <td>105</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>71</td> <td>85</td> <td>88</td> <td>99</td> <td>99</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	92	90	90	99	105	2022-23	2021-22	2020-21	2019-20	2018-19	71	85	88	99	99
2022-23	2021-22	2020-21	2019-20	2018-19																	
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