



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

V.S.B. COLLEGE OF ENGINEERING TECHNICAL CAMPUS

NH-209, COIMBATORE - POLLACHI MAIN ROAD, EALUR PIRIVU,
SOLAVAMPALAYAM (PO), KINATHUKADAVU TALUK, COIMBATORE -

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

V.S.B College of Engineering Technical Campus (VSBCETC) was established in the year 2012 to impart professional education with a great futuristic goal of uplifting students from a rural environment to excel in the field of Engineering and Technology. The institution was founded by the V.S.B Educational trust and is located on NH-209 Coimbatore to Pollachi National Highway about 20 km from Coimbatore Railway Station. Mr. V. S. Balsamy, B.Sc., L.L.B., a leading luminary is the Founder-Trustee and Correspondent of V.S.B Group of Institutions. VSBCETC is approved by AICTE and affiliated with Anna University, Chennai. The institution currently offers 6 Under Graduate courses in Engineering and 2 Under Graduate courses in Technology. Our college has a vibrant Placement Cell, Women Development Cell, Internal Quality Assurance Cell, Entrepreneurship Development Cell, and the local chapter of NPTEL.

Our Management extends its fullest support in building the institution as a Centre of excellence with technically superior ethically strong and competent engineers. The serene vibrant campus with aesthetic bliss in an exhilarating convenient location is easily accessible and well connected by road, rail, and air. The eco-friendly ambiance creates and bestows a healthy learning atmosphere. Good numbers of Doctorates, qualified, experienced, versatile, and efficient faculty members mold the students diligently in academic, ethical, and moral aspects. Active tutorial and advisory services are extended to the students to inculcate and harness managerial acumen, knowledge assimilation, respect for the nation, and human values with uncompromised discipline. A spacious library is an epitome of knowledge to imbibe the reading habit with a vast collection of Books, Newspapers, National & International Journals, Magazines, reference books, Encyclopedia, World of Science, ASM handbooks, and course materials. E-learning through NPTEL video lectures by NIT and IIT Professors is available. Various Club activities are conducted to encourage, motivate and inspire students from diverse cultures to harness their talent through their perseverance. The College Hostel is a home away from home which provides all amenities for a comfortable and happy stay.

Vision

We endeavor to impart futuristic technical education of the highest quality to the student community and to inculcate discipline in them to face the world with self-confidence and thus we prepare them for life as responsible citizens to uphold human values and to be of services at large. We strive to bring up the Institution as an Institution of Academic excellence of International standard.

Mission

We transform persons into personalities by the state-of-the-art infrastructure, time consciousness, quick response and the best academic practices through assessment and advice.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Devoted Management with a vision for academic excellence and rural upliftment
- Dedicated team of highly committed, task-oriented faculty members.
- A well-structured system for monitoring teaching-learning process.
- Sprawling lush green campus in a pristine environment
- Conducive environment and state-of-the-art infrastructure
- CCTV monitored campus
- Uninterrupted power and water supply throughout the campus
- ICT enabled Teaching–Learning process
- Training students for enhancing employability skills
- Appropriate feedback mechanism for continuous quality improvement
- Two NBA accredited courses
- Management Scholarship for meritorious students. Buses are operated for students and staff connecting all the places within a 60km radius.
- Ragging free campus.
- Best academic results record in Anna University Examinations
- Excellent placement record

Institutional Weakness

- Departments need to become recognized Research Centers by Anna University
- Lack of funded projects and patents
- Institute lacks in revenue generation through consultancy

Institutional Opportunity

- Focus on placement in top Multi-National Companies.
- Practicing outcome-based education in all aspects of engineering disciplines
- Offering courses through NPTEL influences the self-learning initiative of students Value added courses provide opportunities to explore new areas of interest
- Establishing continuous interaction with industry for mutual growth

Institutional Challenge

- To become more accountable to a broad range of stakeholders
- To face high competitive environment.
- To cope up with the fast change of technological transformations.
- To bring more funded research projects for research and development.
- Encouraging students for competitive examinations and higher studies.
- Promote the college in the areas of excellence, value and quality.
- Attracting well-qualified and passionate teachers to the teaching profession.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

V.S.B College of Engineering Technical Campus, Coimbatore is an affiliated Institution under Anna University, Chennai, Tamilnadu. Six undergraduate programs are offered as per the university regulations, curriculum & syllabi and have been implemented in an effective manner. Each course follows the Choice Based Credit System (CBCS) and syllabus framed by the Syllabus Committee, Board of Studies of Anna University, Chennai. Anna University's curriculum combines different domains in curriculum and curricular gaps are identified through inputs from stakeholders. Academic Calendar is diligently prepared to implement the curriculum effectively. Institute adheres strictly to the Academic Calendar prepared at the beginning of each semester as per the academic schedule provided by Anna University which includes weekly working days, holidays, internal assessment test dates, practical exam dates, Department wise workshops schedule, technical seminars, industrial visit, parent teachers meeting, sports day, cultural day, last working day, etc. Internal Tests and Model Exams are conducted as per the schedule. The teachers are always encouraged for the participation of assessment and evaluation process to develop their skills in teaching subjects. The college conducts value-added/add-on/NPTEL courses for the self-development and professional skill enhancement of the students. The curriculum has incorporated the cross-cutting issues of gender equality, human values, professional ethics, and environment and sustainability in the core courses. Analytical and aptitude training classes are conducted to ensure better placement. Students' knowledge is enriched through experiential learning, fieldwork, internship, and project work. Based on the feedback on the syllabus from different stakeholders, Institute offers certificate courses to the students every year to cater to the requirements of the stakeholders and the job market. Teachers of the Institution are also participating in the design and development of the curriculum and evaluation process. Feedback on the curriculum is collected from various stakeholders like Students, Faculty, Employers, and Alumni of the institution. The feedback obtained is analyzed and the recommendation of action to be taken is informed to the individuals concerned and the action taken report is uploaded to the institute website.

Teaching-learning and Evaluation

The institution has well-planned policies that are executed from time to time to address the issues of diversity in students' learning levels. The institute develops its own academic calendar in line with affiliating university's academic schedule and followed it meticulously. A course file with all the materials required for an effective teaching-learning process is maintained by every faculty. Our Institution encourages teachers to use innovative teaching-learning methods using ICT tools in the classroom for a better understanding of the concepts and problem-solving ability of the students. An effective mentoring system has been followed to address academic and personal needs.

Continuous assessment of learning is followed by internal assessment examinations for theory courses and model examinations for practical courses. The students are assessed by continuous assessment through the Continuous Internal Assessment Test (CIAT) with a weightage of 20% and the end semester examinations with 80% weightage. As per the Affiliating Anna University norms, three CIATs are being conducted for which the Time Table will be prepared and displayed in the notice board well in advance. The answer scripts are evaluated within four days of the internal exam's completion, using the answer key prepared by the course teacher. Students are free to interact with the teacher to resolve grievances if any, regarding the assessment.

Program outcomes, Program-specific outcomes, and course outcomes for all programs are communicated to all stakeholders through the Website, Notice Boards, Question papers, etc. The attainments of Course Outcomes are measured by direct and indirect assessment tools. Bloom's taxonomy is being followed during the preparation of question bank, lab manual, and internal assessment question paper settings.

Research, Innovations and Extension

V.S.B College of Engineering Technical Campus is committed to working towards attracting research projects to solve complex problems and supporting the society that brings solutions to the problem. The institution received a sum of Rs.27,40,000 from non-government agencies, where 7 faculty members are working on the 8 research projects. The agencies from which funding is received are Selvam Engineering works, Selvam fabrication works, Ajith associates, ABE Semiconductor design, Vishnu infrastructure, and Orbit solar power. Our faculty members have published 60 research articles in reputed journals indexed in Scopus, Web of Science, and also UGC care-listed journals. Faculty members have also published various books/book chapters and also published their research work at national and international conferences. To develop various skills of students, the institution has conducted several seminars/workshops/conferences delivered by expert members. The impact of extension activities in sensitizing students to social issues and for their holistic development, the institution has conducted extension and outreach programs with the help of NSS, RRC, and YRC. VSBCETC has MOUS with around a number of industries and through these MoUs various activities are initiated such as internships, placements, expert lectures, industrial visits, corporate social responsibility, etc. For the overall development of the students in VSBCETC, we join hands with many more organizations to bridge the gap between academics and industry.

Infrastructure and Learning Resources

Our institution has adequate infrastructure, learning resources, and an upright academic ambiance to provide excellent technical education. It has excellent ventilated classrooms, seminar hall, drawing halls, and well-equipped laboratories. The college land area spread across an area of 13.18 acres of lush green environment. There are 24 classrooms available for students. Out of which, 20 classrooms are equipped with all necessary ICT facilities to enhance the teaching-learning process. All laboratories are equipped with essential equipment to meet the requirements of the curriculum

Our Institution has 290 computers for students and administrative usage and the student-to-computer ratio is 3.6:1. The entire campus is networked and built with Wi-Fi internet connectivity through an optical fiber network which ensures reliable connections all the time over the entire campus including the hostel. The internet facility is supported by Bharti Airtel Ltd with 300 Mbps (1:1) Internet Leased Line

The library is spacious, well ventilated & lighted with an area of 450 Sq.mt, and functions with a seating capacity of 150. Library activities are fully automated by Lips I NET- Dolphin Software (Ver 5.0) including OPAC and barcode scanner. The college library has reprographic services and other essential services. The college has institutional memberships for DELNET, J-Gate, E-Shodhganga, and NDL. The Digital section is connected to the internet to access various online resources.

Exclusive sports facilities are available for outdoor games viz., football, cricket, basketball, and athletics, and also for indoor games. The Physical Director trains the students in their chosen games in the time slot allocated to them.

Separate Hostels for boys and girls equipped with adequate furniture, R.O water, Gym, Sports equipment, and wi-fi facilities. Common rooms and canteens are available for students. CCTVs are installed in all the buildings, common areas, and students' hostels for safety and continuous monitoring of the campus.

The Institute ensures optimal allocation and utilization of the available financial recourses for physical &

academic maintenance and upkeep by holding regular meetings with the maintenance team.

Student Support and Progression

VSBCETC offers essential support to students for their development and progression. As part of student support, many of our students are benefited from scholarships and fee waiver schemes. A good number of students are benefited from the merit scholarship scheme every year. Competency enhancement programs are piloted for the improvement of students' skills such as soft skill training, Resume building, Communication skills program, and ICT by the placement cell. The competitive exam coaching for pre-final year students is conducted by our senior faculty. Our students are getting qualified in national-level competitive examinations like GATE/TOEFL etc.

Student grievances related to teaching-learning, ragging, and sexual harassment are dealt with and resolved immediately by the Grievance committee. Many sports and cultural activities/ competitions are organized at the Institutional level every year. NSS is actively functioning on the campus to find the needs of the community and students are involved in problem-solving activities, thereby inculcating a sense of social and civic responsibility among them. Alumni Association Interaction between the Alumni and the present students is made for the benefit of present students. The guest lectures and seminars are conducted by Alumni who help their juniors in terms of projects, internships, and placements.

Governance, Leadership and Management

The Institution has an effective and obvious Governing system in harmony with its vision & Mission. A strategic plan is prepared and implemented in line with the core competencies of the Institution as per the plan with regular follow-up of activities. Each of the functionaries has specific roles and responsibilities.

The vision of the college is to achieve excellence in technical education and in turn, the mission of the institute is well articulated. The organizational structure of the institution and decentralization is clearly defined by service rules and procedures. The Governing Council of the Institution meets periodically to monitor progress and suggest strategies.

The institution has an apparent strategic plan and it is deployed effectively. The academic policies, rules, and regulations for different programs offered by the institution are framed under the strong leadership of the Principal. External & internal financial audits are conducted periodically and strategies are developed based on the audit report. The institution has implemented e-governance in all the areas of administration, finance and accounts, student support system, and examination. Welfare measures provided to the teaching and non-teaching staff are very supportive.

The Institution has well established Internal Quality Assurance Cell (IQAC). IQAC conducts meetings periodically to review and monitor the Academic and Administrative Audit. Periodic skill enhancement training for non-teaching staff is being conducted. Average 26.5% of teachers were provided with financial support for attending conferences/workshops during the last 5 Years. Average 16% of Professional Development / administrative training programs are organized by the institution for teaching/Non-teaching during the past 5 years Average of 50.1% of teachers have attended Professional Development Programs during the last 5 years. The Faculty Performance appraisal is done every year to review faculty performance & development.

Institutional Values and Best Practices

VSB College of Engineering Technical Campus not only aims in providing superior education but also educates students about social values, gender equality, and the importance of the environment. These are achieved by different activities and best practices carried out in our institution. Following these activities helps in widening the knowledge and also in our development.

VSBCETC promotes gender equity among students by organizing programs through WDC and by providing a secured environment with 24x7 security, separate counseling rooms, and common rooms for girls' students and faculty members.

Also, our college has a great consciousness of the environment and sustainability. Towards the interest of this, we provide alternative energy sources like solar energy, biogas plant, and sensor-based, LED lights for energy conservation.

Our institution takes serious steps toward the management of different wastes that mainly aim to reduce pollution in and around the campus. We use solid waste, liquid waste, and e-waste management for managing bio and non-biodegradable wastes. Also, we endeavor a waste recycling system around our campus that helps in the preservation of resources. Facilities like rainwater harvesting, conserving water through open wells, construction of tank, and maintenance of water bodies is given more importance.

Certain measures like automobile restriction inside the campus, use of battery-powered vehicles, ban of plastic inside the campus, and also audit for energy are taken as a green initiative practice. Our institution provides disabled-friendly pathways, ramps; signage boards, etc. to help disabled people. In addition to this Assistive technology is also been provided for the people.

Our institution inculcates students with human skills and professional skills and educates them about the rights, values of a citizen, and the importance of different events and festivals in our country. We have a specific code of conduct for students, and staff.

We have a distinct best practice like executive meetings and mentoring that helps in the growth of the students and helps out to provide students with the best and most peaceful environment for professional growth. We have a peculiarity by providing good and best education to the students and providing the finest placement to all the students.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | V.S.B. COLLEGE OF ENGINEERING TECHNICAL CAMPUS |
| Address | NH-209, Coimbatore - Pollachi Main Road, Ealur Pirivu, Solavampalayam (po), Kinathukadavu Taluk, Coimbatore - 642109 |
| City | Coimbatore |
| State | Tamil Nadu |
| Pin | 642109 |
| Website | www.vsbctc.com |

| Contacts for Communication | | | | | |
|----------------------------|---------------|-------------------------|------------|-----|----------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | V. Velmurugan | 04257-230408 | 8220041212 | - | principal@vsbctc.com |
| IQAC / CIQA coordinator | D. Shamia | 04257-230448 | 8870908222 | - | shamia@vsbctc.com |

| Status of the Institution | |
|---------------------------|----------------------------|
| Institution Status | Private and Self Financing |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
|-----------------------|--|

| | | | | |
|--|--|---------------------------------------|-------------------------------|----------------|
| Date of establishment of the college | 10-05-2012 | | | |
| University to which the college is affiliated/ or which governs the college (if it is a constituent college) | | | | |
| State | University name | | Document | |
| Tamil Nadu | Anna University | | View Document | |
| Details of UGC recognition | | | | |
| Under Section | Date | | View Document | |
| 2f of UGC | 03-04-2019 | | View Document | |
| 12B of UGC | | | | |
| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| AICTE | View Document | 10-07-2021 | 12 | |

| | |
|--|----|
| Details of autonomy | |
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |

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

| Location and Area of Campus | | | | |
|------------------------------------|--|------------------|-----------------------------|---------------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | NH-209, Coimbatore - Pollachi Main Road, Ealur Pirivu, Solavampalayam (po), Kinathukadavu Taluk, Coimbatore - 642109 | Rural | 13.21 | 18928 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---------------------------|--------------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/ Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BTech,Agricultural Engineering, | 48 | Higher Secondary or Equivalent | English | 60 | 42 |
| UG | BTech,Artificial Intelligence And Data Science, | 48 | Higher Secondary or Equivalent | English | 60 | 57 |
| UG | BE,Civil Engineering, | 48 | Higher Secondary or Equivalent | English | 60 | 21 |
| UG | BE,Computer Science And Engineering, | 48 | Higher Secondary or Equivalent | English | 120 | 119 |
| UG | BE,Electronics And Communication Engineering, | 48 | Higher Secondary or Equivalent | English | 60 | 56 |
| UG | BE,Electrical And Electronics Engineering, | 48 | Higher Secondary or Equivalent | English | 60 | 35 |
| UG | BTech,Information Technology, | 48 | Higher Secondary or Equivalent | English | 60 | 49 |
| UG | BE,Mechanical Engineering, | 48 | Higher Secondary or Equivalent | English | 60 | 21 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 5 | | | | 9 | | | | 72 | | | |
| Recruited | 3 | 2 | 0 | 5 | 7 | 2 | 0 | 9 | 30 | 42 | 0 | 72 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | | | |
|---|-------------|--|---------------|--|---------------|--------------|
| | Male | | Female | | Others | Total |
| Sanctioned by the UGC /University State Government | | | | | | 0 |
| Recruited | 0 | | 0 | | 0 | 0 |
| Yet to Recruit | | | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | | | 11 |
| Recruited | 8 | | 3 | | 0 | 11 |
| 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 | | | | 10 |
| Recruited | 4 | 6 | 0 | 10 |
| 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. | 3 | 2 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 11 |
| M.Phil. | 0 | 0 | 0 | 1 | 0 | 0 | 7 | 17 | 0 | 25 |
| PG | 0 | 0 | 0 | 4 | 0 | 0 | 21 | 25 | 0 | 50 |
| 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. | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| 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 | 664 | 0 | 0 | 0 | 664 |
| | Female | 338 | 0 | 0 | 0 | 338 |
| | 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 | 29 | 21 | 20 | 22 |
| | Female | 23 | 19 | 16 | 24 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 1 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 89 | 119 | 89 | 96 |
| | Female | 46 | 72 | 53 | 49 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 4 | 10 | 5 | 2 |
| | Female | 0 | 4 | 2 | 4 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 192 | 245 | 185 | 197 |

Institutional preparedness for NEP

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | V.S.B College of Engineering offers various programmes in Engineering discipline. The programmes offered in various streams gain a multidisciplinary status to the institution. The |
|---|---|

| | |
|---|---|
| | <p>programmes offered fall under CBCS (Choice Based Credit System) pattern in which the courses prescribed have specific credits. The courses are categorized as Core, Elective, Skill based, and Value Based with specific number of credits to each course. Almost all the UG programmes have experiential learning in the form of Projects, Field visits, Study Tours, and Internships. To sensitise the students to environmental issues and to make them eco-conscious a course on Environmental Studies is included in the curriculum for all UG students. The scope of various programmes and the specific objectives of various courses ensure the holistic development of the students. Being an affiliated institution, the college follows the procedures framed by the parent university regarding the entry-level qualification needed for a programme, and the duration of a programme /course. The institution is limited in enabling multiple entry and exits as the norms are decided by the university which approves each programme offered in the college. Students registering for research programmes will be encouraged to carry out multidisciplinary research that would help in finding out appropriate solutions for the current issues and challenges. All the programmes have a non-major elective course in which the students of a particular programme are exposed to multidisciplinary education by choosing a course in a different domain.</p> |
| <p>2. Academic bank of credits (ABC):</p> | <p>Being an affiliated institution, the college has less scope in taking initiatives to implement ABC system. However, the institution will follow the procedures as framed and prescribed the affiliating university. So far, the institution has not taken any measure to register under ABC. The teachers working in our college are encouraged to offer valuable suggestion in curriculum design and development. Regarding pedagogy, the teachers are always encouraged to try out new strategies that are learner centric. In teaching learning, besides, the prescribed text books and reference books, the teachers have the liberty to access any other book or material with content related to the topics prescribed in the syllabi. The teachers are also encouraged to provide additional resources / reading materials. Regarding assessments, both internal and external, the assessment criteria prescribed by the affiliating university are strictly</p> |

| | |
|--|--|
| | adhered. |
| 3. Skill development: | <p>Most of the programmes have a course which is named Skill Based Course with an aim to master a specific skill related to the domain. Soft Skill enhancement is achieved by conducting special programmes on Soft Skill Development with experts in the field. Besides teaching the curriculum, the institution takes various initiatives to offer value based education. Life Skill Programmes are conducted to promote life values. Important days like Republic Day, Independence Day, Constitutional Day, Voter's Day, Environment Day, National Integration Day, and many other important days / events of national importance are celebrated to promote national integration. Competitions are conducted on such occasions to motivate the students and to inculcate positivity in the young minds. A course on Value Education is also a part of the curriculum that helps in enhancing the humanistic, ethical, and universal values. Every student admitted in college at the Under Graduate level is supposed to enroll in any of the cell or club like NCC, NSS, YRC,RRC, Eco Club, etc, which is mandatory for graduating. Life skill programmes like Yoga, Mediation, Women Safety, Health and Hygiene, etc, are organized with the services of industry experts who offer hands on training.</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>The College is a self-financing institution run by V.S.B Educational Trust. Since its inception the college has been promoting the culture and heritage of our nation. The courses prescribed in the programme focus on Indian tradition, culture, philosophy, and knowledge system. Being a higher learning institution, the college adopts English language as the medium of instruction. The institution has also observed the difficulties faced by students with the use of English for class room instruction. Taking the socioeconomic, cultural, and linguistic backgrounds of the students into consideration the teachers are also encouraged to go with bilingual method of teaching. It is also found that the students' receptive skills has enhanced with bilingual mode of delivery. The college promotes Indian culture and tradition by offering a programme on Indian Culture which is one of the rare subjects in the state.</p> |

| | |
|--|--|
| 5. Focus on Outcome based education (OBE): | <p>Outcome-based education is a system where all the parts and aspects of education are focused on the outcomes of the course. The students take up courses with a certain goal of developing skills or gaining knowledge and they have to complete the goal by end of the course. There is no specific style or time limit for learning. The student can learn as per their choice. The faculty members, moderators, and instructors guide the students based on the target outcomes. The programs and courses prescribed in the syllabi have specific program and course outcomes. More courses with experiential learning are recommended to be included in the syllabi. Skill-based courses, Job seeking courses, and Project works are a part of our syllabi to make our education outcome based. The teaching-learning process is also more learner-centric in recent times and the institution has witnessed a shift from traditional methods of teaching. Students' assessment is made through continuous internal assessments like assignments, seminars, group discussions, and quizzes.</p> |
| 6. Distance education/online education: | <p>Being an affiliated institution, the college offers only regular programs. No program is offered online or in distance mode. In its educational journey, the college has witnessed many phases of the teaching-learning process. Earlier, the most popular method used for teaching was the chalk and talk method. In recent times, the education industry has been completely digitalized with advancements in Science and technology. Our college promotes the use of ICT in the teaching-learning process. The infrastructure and ICT facilities of the college are continuously augmented by our management to meet the existing demands. The post-Covid scenario has increased the use of many virtual platforms in teaching-learning. Both the teacher and student community are now comfortable with many online tools for teaching. During the pandemic, the institution made the best use of blended learning. Online exams, online quizzes, webinars, online assignments along with regular physical classes have been tried by the institution as a part of blended learning.</p> |

Extended Profile

1 Program

1.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 170 | 179 | 177 | 175 | 168 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 796 | 809 | 887 | 968 | 1022 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 290 | 290 | 207 | 207 | 290 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.3

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 197 | 205 | 289 | 271 | 255 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3 Teachers

3.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 72 | 72 | 72 | 104 | 112 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.2

Number of sanctioned posts year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 72 | 72 | 72 | 104 | 112 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 25

4.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 147.66 | 297.73 | 334.06 | 273.63 | 244.34 |

4.3

Number of Computers

Response: 250

4.4

Total number of computers in the campus for academic purpose

Response: 220

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

V.S.B. College of Engineering Technical Campus (VSBCETC) is affiliated with Anna University, Chennai and approved by AICTE. The institution strictly adapts the curriculum and syllabi prescribed by the affiliated university. The institution offers six undergraduate programs, Civil Engineering, Computer Science and Engineering, Electrical and Electronics Engineering, Electronics and Communication Engineering, Information Technology, and Mechanical Engineering, comprised of well-experienced teaching and non-teaching staff members.

Faculty members insisted on attending conferences/seminars and workshops to update themselves on present trends. In addition, faculty members are motivated to submit articles in reputed journals. Use NPTEL videos as Audio-Visual Aids for the effective teaching-learning process available in Communication Skills Lab. Students' academic performance and attendance are maintained and recorded in each department through Automated Software Entry. The Great learning (Learning Management System - LMS) web portal is used for online mode of teaching. Web Portal. [www.https://olympus.greatlearning.in](https://olympus.greatlearning.in).

Subjects are allotted to the faculty based on their qualifications, expertise, experience and willingness. The faculty is informed to prepare a course plan and course material for the forthcoming semester for the allotted subject. The academic calendar is designed as per the Anna University academic schedule and department Co-curricular activities. The academic department calendar for the semesters is prepared and available to all faculty and students.

The institution follows the systematic examination process, standard question paper as per bloom's taxonomy, prompt evaluation and dispatch of reports to the parents. The course files maintained by all faculty members which contains lesson plan, Previous University Examination question papers, Question bank with answers for around 100 numbers of 2-marks questions and Unit-wise bigger questions, Students name list signed by Class Adviser and HOD, Syllabus copy, Course Objectives and Outcomes, CO-PO mapping , Time Table (Class Time Table and Individual Faculty Time Table), Practical plan and batch details applicable to practical courses, Lesson plan for Theory course, Tutorial plan for Theory course if any, Tutorial sheets for Theory course if any, Contents beyond syllabus plan, Question paper for Internal Test I, Marks statement for Internal Test I, Classification of Students (A/B/C Categories), Question papers for Assignments / Motivated study questions, Marks statement / grades allotted for Assignments / Motivated study, Question paper for Internal Test II, Marks statement for Internal Test II, Question paper for Internal Test III, Marks statement for Internal Test III, Academic Process Monitoring, Academic Performance Monitoring, Special classes / Coaching classes schedule if any, Question paper for Improvement / Practice Test if any, Marks statement for Improvement / Practice Test

if any, Question paper for Model Practical Examination if any, Marks statement for Model Practical Examination if any, Consolidated attendance statement based upon the number of periods for practical course if any, Consolidated Internal marks statement, Question papers for Model Theory Examination, Marks statements for Model Theory Examination, Expected Result for the Subject and University Examination Question Paper feedback.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

1.1.2

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

Response:

The institution has developed an effective curriculum and practices its extensive action plan for implementation through the following measures.

Adherence to the academic calendar

Starting the academic year, the university will publish the academic schedule of the UG programme. Similarly, the institution prepares the academic calendar based on the university academic schedule at the beginning of the academic year. Which includes:

- Date of commencement of the semester
- Preparation of course file, which provides for COs, Course plan and Notes of the lesson, etc.,
- Syllabus coverage schedule for all five units
- Internal Assessment Test schedule
- List of Government holidays and month-end holidays
- Model Theory Examinations schedule and Model Practical Examination
- Dates for parent's meeting
- Dates for placement training
- Last Working Day

Apart from this, the dates for the reporting period for attendance and internal assessment mark the entry in the University COE web portal is published on the University website. In addition, copies of the College and University Academic schedules are given to all Departments to circulate amongst the faculty members to inform the students. The Head of the institution and the head of the Department strictly monitor the academic calendar.

Updation of the academic schedule will communicate to the college, and information will pass to the students. In any condition, the department faculty members will follow the academic calendar.

Process for internal semester question paper setting, evaluation and effective method of Implementation

- As per Anna university's regulations, the examination for internal mode is three and an End Semester Examination per semester.
- The course instructor prepares two sets of quality question papers for each theory subjects based on the course outcomes of the particular topic.
- Questions are framed based on Bloom's Taxonomy levels and taken from the previous year's University examination question papers.
- The HoD verified the quality of the question paper prepared by the faculty members. Then the soft and hard copies of the question papers were forwarded to the Principal for approval. Based on the question paper's suggestion, the correction will be incorporated and submitted to the exam cell.
- Answer scripts are evaluated based on the answer keys prepared by the course instructor.
- Evaluated answer scripts are distributed to the students for their reference.
- Answer scripts evaluation is randomly checked and verified by the HOD to ensure the evaluation standard and reports are prepared and submitted to the Principal by the HOD.
- To simulate the university evaluation system, a different faculty member evaluate the Internal Test answer scripts for each subject.

For the students benefit, the institution conducts value-added courses like Add-on and certificate courses for the students. Moreover, it helps the students to attain knowledge beyond the syllabus that is not covered in the exams conducted by the university but is still relevant.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

1.1.3

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

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

Response: C. Any 2 of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View Document |

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

Response: 6

| File Description | Document |
|--|-------------------------------|
| Minutes of relevant Academic Council/ BOS meetings | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

1.2.2

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

Response: 55

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

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Brochure or any other document relating to Add on /Certificate programs | View Document |

1.2.3

Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 69.4

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 557 | 579 | 630 | 711 | 623 |

| File Description | Document |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View Document |
| Any additional information | View Document |

1.3 Curriculum Enrichment**1.3.1**

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

Response:

Entrepreneurship Development Cell

The Vision of the Entrepreneurship Development Cell is to encourage and support the students to develop as entrepreneurs by creating an eco-system. The Vision of the Entrepreneurship Development Cell is to inculcate the spirit of entrepreneurship among students and to provide them with all necessary support and mentoring, including equip them with the right skills and attitude to convert an idea into a business venture.

Women Empowerment Cell

The Women Empowerment Cell was established in our college to empower girl students and staff, enhance their understanding of issues related to women in society, and face the challenges with great courage. The goal of this policy is to bring about the advancement, development and empowerment of women. The cell functions arduously to enhance their status and thereby empower them through Guest Lectures, Seminars, Workshops, various awareness programmes and other welfare activities.

Professional Ethics:

Professional ethics are principles that govern the behaviour of a person or group in a business environment. Like values, professional ethics provide rules on how a person should act towards others and institutions in such an environment. Developing professional ethics and human rights will improve one's ability and judgment and refine one's behaviour, decisions and actions in performing the duty to the family, organization, and society. Therefore, Anna University has made "Professional Ethics" one subject for all engineering branches, enabling the students to gain professional knowledge.

Environment & Sustainability

V.S.B. College of Engineering Technical Campus is a green campus, focuses on energy efficiency by preserving natural resources for healthy living and a good learning environment. Rainwater harvesting system is implemented to recharge the groundwater by collecting the rainwater from catchment areas like building's rooftops. The RO Plant is established in the college campus to provide safe and sweet drinking water to all. Awareness of environmental issues and its sustainability is given to the society through extension activities by NSS. Received Green Campus award from Nature Science Foundation, Coimbatore. Students learn several compulsory courses on Environmental Science and Engineering to address the environment and sustainability issues.

National Service Scheme

V.S.B College of Engineering Technical Campus has a Unit of NSS functioning successfully. There are around 150 active volunteers from different disciplines. The NSS unit started in our college to work for society's betterment and instil the spirit of social service among young students. Our NSS volunteers are involved in various activities to improve societal benefits. They are working with social responsibility and for the development of the nation. They have the spirit of service to fellowmen.

Anti-Ragging

1. Ragging or misconduct towards any student on the college campus or outside will be considered a criminal offence and immediately reported to the police. Perpetrators will not be permitted to continue their studies.
2. At the time of admission, students and parents shall furnish an affidavit to the effect that the students shall not indulge in ragging.
3. The anti-Ragging committee and the squad are formed in college to monitor the discipline of students.

| File Description | Document |
|---|-------------------------------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View Document |

1.3.2

Average percentage of courses that include experiential learning through project work/field work/internship during last five years**Response:** 53.85**1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 108 | 73 | 96 | 100 | 90 |

| File Description | Document |
|--|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses | View Document |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

1.3.3**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year****Response:** 60.3**1.3.3.1 Number of students undertaking project work/field work / internships**

Response: 480

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

1.4 Feedback System**1.4.1**

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

1) Students

2) *Teachers*

3) *Employers*

4) *Alumni*

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Any additional information (Upload) | View Document |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View Document |
| URL for stakeholder feedback report | View Document |

1.4.2

Feedback process of the Institution may be classified as follows:

Options:

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| URL for feedback report | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrolment percentage (Average of last five years)

Response: 60.76

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 198 | 249 | 205 | 230 | 220 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 420 | 420 | 300 | 300 | 420 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2

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

Response: 84.4

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 191 | 230 | 197 | 224 | 213 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

2.2 Catering to Student Diversity

2.2.1

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

Response:

Steps to identify the students learning levels:

- The newly admitted Student's profiles are analyzed based on their cut-off marks scored by the student for admission.
- The performance of the student in the **Continuous Assessment Test (CAT), overall performance up to previous semesters, orientation towards academics and feedback from subject teachers** enables the faculty members to identify the Advanced Learners and the Slow Learners.
- **Class committee meetings** are conducted as per affiliating Anna University regulations and feedbacks are collected from subject handling faculties regarding student's performance.

Program for Advanced Learners:

- Department wise Best Outgoing Student Awards for final year students are awarded.
- Students are encouraged to attend workshops, symposium, and seminars, publish papers and participate in technical events to gain knowledge of the latest developments of technology.
- Encourage the Students to involve themselves in technical projects which are presented in different technical events organized by academic institutions and industry.
- Involving the Students to join and get qualified in MOOCs and NPTEL value added courses.
- Students are encouraged to participate in competitive examinations.
- Students are encouraged to take part in internships and to take up special value added training in industries.
- Motivating and provide them with career guidance for higher studies, placement and entrepreneurship.
- Model Examination with University pattern question paper is conducted to score good grade in the end semester examination.

Program for Slow Learners:

- Extra coaching classes and retests are conducted for slow learners after the regular class hours.
- Simplified study materials are prepared and distributed along with 2 marks question banks, 13 marks question banks and University question papers for their improved performance in end semester examinations.

- Class advisors apprise the parents regarding the performance level of their ward on regular basis to get encouraged by them.
- Each mentor is assigned with group of students to provide one to one counselling for overall improvement and to support them in academics / non-academic issues.
- Diversified group combining with advanced learners is formed during study hours which will give better learning platform for slow learners.
- Identified two mark and thirteen mark question's answers revised and at the end test will be conducted. The answer books will be corrected and suitable inputs will be given to improve further.

Student induction program for first year regular and second year lateral entry students are conducted to facilitate the new comers in adopting the new environment and made aware of the Engineering curriculum, rules and regulations of the Anna University and the institution.

The above methods followed in the institution helps in taking the slow learners to the level of advanced learner and prepare advanced learners to become Industry Ready Engineers.

All the students are motivated by the special speech sessions by eminent professionals and by the chief guest addresses during department and college organised events.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

2.2.2

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

Response: 11.06

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The Teaching-Learning Process of V.S.B College of Engineering Technical Campus (VSBCETC) is learner-centric by empowering the students to think critically, reply with confidence and pose queries without hesitations. Effective teaching-learning process is accomplished through regular course delivery

to attain and improve COs, POs & PSOs. The institution uses Outcome Based Education (OBE) through inspiring questions, collaborative learning, mini-projects, seminars, assignments, quiz, PPTs, video lectures, etc.

Experiential learning:

- Faculties use ICT tools during their course delivery to enhance the experiential learning.
- All laboratories in various departments are well equipped and periodically updated to enable the students to gain proper practical knowledge through experiential learning, in-line with Anna University curriculum.
- Mini projects in pre-final year and main projects in the final year help the students to gain knowledge on industrial environment.
- Workshops are conducted by faculties and professionals to impart hands-on training in relevant fields.
- Industrial training and Internships through Memorandum of Understanding are part of the learning through experience process in the institution.
- Value-added courses are arranged to provide hands-on experience to the students.
- Industrial visits are organized to enhance the experiential learning.

Participative learning:

- Students are encouraged to organize and participate in inter-collegiate events such as symposia, project contests, workshops, seminars, design and coding contests, which imparts participative learning among the students.
- Interactive learning is encouraged in regular classes through seminars by the students and technical quiz.
- Tutorial classes with two teachers as facilitators, interacts with the students in disseminating knowledge to solve the problems.
- Club and Extension activities such as Literacy Club, Science Club and NSS provide more opportunities for participative learning.
- The students are motivated to register for online NPTEL certificate courses in addition to their regular curriculum.
- As a part of the curriculum, language laboratory has been established to develop student's English proficiency.
- Interactive sessions by industry experts and academic experts are organized by the respective departments to provide knowledge beyond the prescribed syllabus. Webinars from experts within/outside India augments the students to enhance their skills.
- Aptitude and programming training, Group discussion and mock interviews by external experts are carried out at regular intervals.
- Sports and games activities prepare the mind-sets of students on participation and sportsmanship

Problem-solving methodologies:

- Students learn theory in the class room, practice it in lab sessions and apply it in industry to solve specific problems.
- Industry sponsored projects in the final year as required by the Affiliating University provides knowledge to our students in solving the problems identified by industry.
- Students are guided to participate in the Hackathon events to apply their problem-solving skills.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

2.3.2

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

Response:

Information & Communication Technology (ICT classroom teaching, enhances the delivery of course for Effective Teaching and Learning process. Faculty use ICT tools to supplement their teaching process through Power Point Presentations, Video Clippings and other online resources available, which deliver cutting-edge knowledge and practical understanding to the students. 20 classrooms are equipped with LCD Projectors and LAN/WIFI connection. As high speed Internet is the foremost facility required for effective implementation of ICT, VSBCETC is having a 310 Mbps 1:1 bandwidth which enables the students to fast access the educational resources available in the web.

- Prior to the start of each semester, the faculty prepares the course plan and list out the teaching method.
- Subject's lesson plan, e-learning resources, assignment topics, and question bank are made available to the student's access.
- Analytical portion of the courses and Engineering Drawiiscourse are taught using chalk and boarThe theoretical portion of the courses are taught using Power Point Presentations and videos using the ICT facilities.
- Seminar Hall is provided with Computer along with Internet connectivity, LCD Projector and Speakers.
- A digital communication lab provides a collaborative platform to accomplish language skills.
- Digital library with a collection of 7032 E-Books, e-journals and other e-resources are made available to the students and faculties.
- BlogSpot in the name of (libraryvsbcetc2012blogspot.com) is created and maintained with Affiliating University question papers for the students and faculty to use.
- Central library subscribes J-Gate (e-Journal Gateway), DELNET (Access the Major Digital Library Resources in South Asia) and National Digital Library of India (NDLI) which is a virtual repository of learning resources. These sources of e-learning is available for the student and faculty
- ERP management system is used with different modules like Examination, Admission, Accounts, and Administration etc.
- GREAT LEARNING platform linked with ZOOM classroom is used for online teaching which enables student attendance maintenance, study material upload, Affiliating University end semester examination question paper upload, conduct of test and proctoring during the test.
- Online GOOGLE form is used for collecting common information from the students and faculty.
- The students and faculties are motivated to undergo online NPTEL certificate courses to enhance their knowledge.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

2.3.3

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

Response: 9.95

2.3.3.1 Number of mentors ?????????????? ???????

Response: 80

| File Description | Document |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | View Document |
| Mentor/mentee ratio | View Document |
| Circulars pertaining to assigning mentors to mentees | View Document |

2.4 Teacher Profile and Quality**2.4.1**

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

Response: 100

| File Description | Document |
|--|-------------------------------|
| List of the faculty members authenticated by the Head of HEI | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

2.4.2

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

Response: 7.1

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 12 | 07 | 02 | 01 | 06 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

2.4.3

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

Response: 3.04

2.4.3.1 Total experience of full-time teachers

Response: 218.84

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Internal Assessment Procedure:

- Academic Calendar will be prepared before the start of semester based on Academic Schedule given by Anna University. It contains specific dates for syllabus completion and tentative dates for conduct of internal Continuous Assessment Test (CAT) for theory courses.
- The CAT process is communicated to the students by respective faculty advisor in the start of every semester for higher semester students and during the orientation program for first-semester students.
- Any changes in schedules and procedures are immediately informed to students through

classroom meeting by respective class advisors and it will be displayed in department notice board.

- Institute follows standard formats for CAT question papers, depend on Course Outcomes (COs). Previous years affiliating university exam questions are given preference to enable the students get confidence.
- Head of the Department appraise the question paper quality and coverage of COs. The question papers are prepared in such a way that COs 1 & 2 are attained in First CAT, COs 3 & 4 are attained in Second CAT and COs 5 and any one of the COs again which is considered as important by the respective faculty are covered in Third CAT.
- The Exam Cell monitors the entire process of evaluation process which includes the quality of questions, invigilation schedule, marks allocation & attainments and provides its recommendations for continuous improvement.
- Faculty members are instructed periodically on practicing fairness and transparency with respect to evaluation process.
- Syllabus for CAT is communicated to students by class teachers in advance.
- Faculty members prepare two sets of question papers per course and after getting approval from corresponding HOD, it is submitted to Exam Cell one day before commencement of test.
- One of the question papers is randomly chosen by COE and given for the exam.
- **Question Paper Pattern:**
 - **Internal Assessment Tests (50 Marks)**
 - **Part A – (5 x 2 Marks = 10 Marks)**
 - **Part B – (Either or Questions 2 x 13 Marks = 26 Marks)**
 - **Part C – (1 x 14 marks = 14 Marks)**
- **Evaluation** Process: Answer scripts of CAT are evaluated and distributed within one week of the internal exams for verification of answer and marks.
- After the assessment of test papers, Answer Key is made available to the students to compare their answer and final results are discussed in class.
- One retest for the students those got failed in CAT with same procedure is conducted and the marks scored are accepted.
- Results of internal tests are uploaded within scheduled time in affiliating University web portal, from which internal assessment is calculated by the affiliating university.
- Students can view at any time their attendance and internal test marks in Anna University web portal.
- Students are free to discuss with course faculty to resolve grievances if any in the assessment.
- Transparency is always maintained in the system of CAT which improves Teacher Student relationship.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.5.2

Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Response:

- Academic schedule published is published at the start of every academic year contains the tentative schedule of conducting Internal Assessment Examination (IAE).
- As per the Affiliating University guidelines, three IAEs are conducted for students with extreme care, transparency and fairness.
- As per Affiliating University norms, the weightage of the evaluation is 80% for End-Semester Examinations and 20% for Internal Assessment Examinations (IAE) for both theory and practical subjects. This weightage of evaluation is conveyed to the student during orientation programme and in the class room briefings to maintain transparency.
- Question papers are prepared for internal examinations by respective faculty and approved by HOD, which provides scope for improving the quality.
- The question paper contains the marks allotted for each question, the details of that question asked in the Affiliating University end semester examination, Course objective attainment from each question and Blooms Taxonomy objectives. This provides transparency in evaluating the student.
- Such question papers enable students to write their end-semester examination confidently and regularly understand the course objective.
- If a student finds ambiguity in the subject question paper it will be immediately intimated to Exam Cell by Invigilator and necessary steps will be taken to correct the same.
- In case of malpractice in internal examination, Invigilator immediately hands over student's answer booklet to the exam cell and corrective action will be taken after review, by giving a fair chance to the student for explanation.
- **Evaluation:** Scheme of evaluation is discussed in classroom with students for presenting answers in internal tests. Answer key is made available to the students which ensure transparency in evaluation.
- Valuation of answer scripts is completed within four days of the test. The evaluated answer scripts are verified by the HoD. It is revealed to the students to bring out the ambiguity.
- If students face any discrepancy like total mistake or no mark/less mark awarded and not satisfied with assessment in answer script, concerned Faculty member would solve it immediately. If the student is still not satisfied with resolution, he/she can take it to HOD.
- After every internal test, mentors will discuss the performance of internal test with their mentees and provide assistance for improvement.
- Retests are conducted for Students who remain absent due to genuine reasons and those who failed, but interested to improve their internal mark.
- Students can view their Internal Assessment marks which are entered in University Web Portal.
- The marks awarded in the internal assessment tests and the attendance percentage is periodically communicated to the parents. If the performance of a student is not good in more than two subjects, parents are intimated to meet the class advisor to identify and resolve the problem faced by the students.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.6 Student Performance and Learning Outcomes

2.6.1

Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

VSBCETC always aims to become the most sought institution for all the stakeholders. The Vision and Mission statement of the Institution emphasize to impart futuristic technical education of the highest quality and to inculcate discipline in them to face the world with self-confidence. The Learning Outcomes plays major part to achieve the Vision, Mission and Quality Policy of our Institution.

- Program Educational Objective (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs), are defined and made available in the Affiliating Anna University regulations. We, at VSBCETC follow these meticulously for all Programmes / Courses in the curriculum. These regulations are available in the Affiliating University website.
- Trainings are provided for Faculty members to improve the awareness about PEOs, POs, PSOs and COs mapping and attainment. Every academic year for new faculty, evaluation followed by these training is a regular process at VSBCETC.
- The above goals along with Programme Outcomes are communicated to students and parents through various mediums, including the Principal's address and class room briefings. In addition, Course Outcomes of each subject is explained by the respective faculty when communicating to students in the classroom besides to displaying on the website and significant locations in the college.
- Course Outcomes describes the intellectual mechanism that a course offers, which result in the information and skills that students learn at the end of each course. In this way, each course is designed to meet around 5 Course Outcomes. The faculty members prepares detailed lesson plan for their course file, including laboratory, based on POs, PSOs, and COs mentioned in the syllabi.
- Head of the Department (HOD) at the beginning of semesters review the COs and success of academic process implemented in the earlier semester.
- The concerned HOD assesses the lesson plan to confirm the objectives. COs attainment are reviewed after each Continuous Assessment Test for all students in the classroom and corrective steps are taken to address the gap, if any, through counselling and special coaching.
- Each Course Outcome is mapped to Program Outcomes in terms of relevance. Three levels of relevance based on the degree of correlation are used and the levels of correlation are marked as 1, 2 and 3 for low, medium and high respectively.
- POs, PSOs and PEOs are displayed on College Website, Departments, Classrooms, Laboratories, Course Delivery Plans and in Internal Test Question papers.
- COs are specified in the Curriculum, Syllabi and Course Plan. POs, PSOs and COs are also communicated to the students through class room briefings and Induction programme.
- In addition, there is a continuous thrust given by course teacher and mentors to make the students aware of the outcomes of any course and convince them to understand the importance of an Outcome-Based Education system.

| File Description | Document |
|---|-------------------------------|
| Upload COs for all courses (examples from Glossary) | View Document |
| Upload any additional information | View Document |

2.6.2

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

Response:

VSBCETC always aims to impart outcome-based education and transform the students into socially responsible, proficient engineers. Each Program consists of twelve Program Outcomes (POs) and two Programme Specific Outcomes (PSOs) and every program has its specified number of courses with five Course Outcomes (Cos). The curriculum includes theory courses, practical courses, projects, seminars and technical presentation. Each subject has to meet the requirement of three to five POs and PSOs as mentioned in the curriculum and syllabi of the Affiliating University. The COs accomplished through effective delivery of the curriculum through teaching learning process.

Attainment of the POs and PSOs is calculated using direct and indirect methods.

Direct method consist COs attainment of individual courses through the faculty.

Indirect Method consists of the following methods.

1. **Exit Survey:** Student's Outgoing feedback is considered as an important assessment tool. The feedback form is based on a 3 point scale.
2. **Alumni Survey:** Alumni feedback is obtained annually in the prescribed format to help their juniors in various aspects.
3. **Employer Survey:** The survey obtained annually from the employers of the industry where the students are employed.

Attainment of Course Outcomes:

Benchmarks are set for the achievement of COs to determine whether they have been achieved or not. Attainment levels are decided based on the following:

| Benchmark | Attainment Level |
|---|------------------|
| 60% of students get more than or equal to the threshold | 1 |
| 70% of students get more than or equal to the threshold | 2 |
| 80% of students get more than or equal to the threshold | 3 |

Weightage for the Attainment of Course Outcomes:

Assessment Tools for Theory Course:

| | |
|-------------------------------------|----------------|
| Continuous Assessment Tests (CAT) | Weightage:20% |
| End Semester University Examination | Weightage: 80% |

Assessment Tools for Practical Course:

| | |
|-------------------------------------|----------------|
| Practical Model Examination | Weightage:20% |
| End Semester University Examination | Weightage: 80% |

Attainment of Program Outcome (PO) and Program Specific Outcome (PSO):

Benchmark of 70% (3.1 out of 4) is set for the achievement of POs and PSOs to determine whether they have been achieved or not.

Weightage for the Attainment of POs and PSOs:

| | |
|---------------------|----------------|
| Course outcome | Weightage: 80% |
| Student Exit Survey | Weightage: 10% |
| Employer Survey | Weightage: 5% |
| Alumni Survey | Weightage: 5% |

Head of the Department will collect the entire Cos, Student Exit Survey, Employer Survey and Alumni Survey, and calculate the attainment of POs and PSOs for a particular batch of passing out students.

Principal and respective department HoDs will review the POs and PSOs of every batch of students passing out from that particular department and identifies the area required for improvement. HoDs will implement the suggestions arrived at the deliberations during subsequent years to achieve the vision and mission of the institution.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

2.6.3

Average pass percentage of Students during last five years

Response: 92.37

2.6.3.1 Total number of final year students who passed the university examination year-wise

during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 197 | 203 | 236 | 238 | 238 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 197 | 205 | 289 | 271 | 255 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format | View Document |
| Paste link for the annual report | View Document |

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.98

| File Description | Document |
|--|-------------------------------|
| Upload database of all currently enrolled students (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: 27.4

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)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 15.1 | 0 | 12.3 | 0 | 0 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

Any additional information

[View Document](#)

3.1.2

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

Response: 29.63

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

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

3.1.2.2 Number of departments offering academic programmes

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

3.1.3

Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 82

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 15 | 19 | 17 | 14 | 17 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |

3.2 Research Publications and Awards

3.2.1

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

Response: 0.35

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4 | 5 | 4 | 6 | 11 |

| | |
|---|-------------------------------|
| File Description | Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

3.2.2

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: 0.08

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 1 | 1 | 0 | 0 |

| | |
|---|-------------------------------|
| File Description | Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

3.3 Extension Activities

3.3.1

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

Response:

VSB College of Engineering Technical Campus is committed to working with others by attracting research and projects to solve complex problems and supporting the society that brings solutions to the problem. The institution receives Rs.27,40000 of funds from non-government agencies, where faculty members are working on the eight research projects. The agencies are Selvam Engineering works, Selvamfabrication works, Ajith associates, ABE Semiconductor design, Vishnu infrastructure, and Orbit solar power. Our faculty members published 60 research articles in reputed journals like Scopus, Web of Science and UGC care journals. The faculty members also published books/book chapters and published their research work at national and international conferences of their work. To improve the student's skills, the faculty members conducted 81 seminars/workshops/conferences with the expert members. The

impact of extension activities in sensitising students to social issues and for their holistic development, the institution conducted 62 extension and outreach programs with the help of NSS and YRC. VSBCETC has MOUS with industries through these MoUs, and various activities are initiated, such as internships, placements, expert lectures, industrial visits, corporate social responsibility, etc. Overall development of the students in VSBCETC, we join hands with many more organisations to bridge the gap between academics and industry.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Upload any additional information | View Document |

3.3.2

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

Response: 0

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

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copy of the award letters | View Document |

3.3.3

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

Response: 60

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 12 | 10 | 15 | 12 | 11 |

| File Description | Document |
|---|-------------------------------|
| Reports of the event organized | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

3.3.4

Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 62.28

3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 538 | 407 | 652 | 616 | 576 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

3.4 Collaboration

3.4.1

The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 87

3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job

training, research etc year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 24 | 9 | 20 | 19 | 15 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of linkage related Document | View Document |

3.4.2**Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years****Response:** 15**3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 6 | 0 | 4 | 2 | 3 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |
| e-Copies of the MoUs with institution./ industry/ corporate houses | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc., providing ample opportunities to both staff & students for academic development. The college strongly believes that good infrastructure leads to good academic ambience resulting in quality education. The institute consistently upgrades the infrastructures facilities anticipating future requirements. Thus, the main focus is to create an environment which encourages the students to fully utilise the facilities for their growth and development.

The college land area spread across an area of 12.29 acres of lush green environment with a built-up area of 16105 Sq. meters. The institution provides admirable infrastructural facilities for the teaching-learning experiences and rolls-out Value added programmes, Activity based learning, Laboratory oriented theory classes which bridges the gaps in academic teaching and in line with industry requirements. The available physical infrastructure is optimally utilized beyond regular college hours to conduct co-curricular activities / extra - curricular activities, Placement training classes, campus recruitments, meetings, seminars, conferences etc. Each class is provided with a blackboard and stage with sufficient number of lights and fans. Good ventilation is provided. Classrooms are mounted with LCD projector with a WI-FI facility for ICT enabled learning. The institution has 5 Computer Centres with 220 PCs. It maintains a student computer ratio of 3.6:1 against the AICTE requirement of 6:1.

The institution possesses the following infrastructures for teaching and learning:

Classroom: There are 24 class rooms available for students. Out of which, 20 class rooms are equipped with all necessary ICT facilities to enhance the teaching learning process. The optimal utilization is ensured through encouraging innovative teaching learning practices inside the classrooms through well experienced teachers.

Laboratories: Spacious and well-furnished laboratories with good ventilation and lighting facilities are available. All laboratories are equipped with essential equipment to meet the requirements of the curriculum. Latest software & tools are available to enable the students to work on their interest by participating in various technical events. Laboratories are utilized beyond the college hours for the convenience of the students to enrich their knowledge. All the labs are equipped with good technical support staff available during working hours and beyond (as and when required).

Seminar Hall: Seminar Hall is equipped with LCD projector, computer workstation, audio-visual facilities and wireless internet facilities. The Webinars, Guest lectures, Seminars, Conferences and Symposium are conducted in the seminar hall which helps the students to get new ideas and provide them the opportunity to acquire in-depth knowledge on various topics.

Library: The college library is occupied in the second floor of the building. The library is spacious, well ventilated & lighted with a total area of 450 Sq. Meter. The college library is equipped with a large number of books and journals with open access facility. Students and faculties can also refer their relevant subject textbooks from the department library for their reference.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

4.1.2

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

Response:

Response:

Sports Facilities:

The college is provided with adequate facilities to encourage the students to practice and participate in various sports activities with the help of well experienced and qualified physical director. The Institution has provided both an indoor and outdoor games for the students to excel in sports of their own interest. The outdoor games facilities include a Cricket net, Volley ball, Ball Badminton and Kabaddi court. The indoor games are provided with various equipment to facilitate a variety of sports activities such as Table Tennis, Carrom and Chess. Our students are encouraged to participate in Anna university zonal matches, Interzonal selection and various tournament matches hosted by our college and also participate in the matches conducted at various colleges and universities.

Gym and Fitness centre:

In addition to the above sports facilities, a gymnasium is in place at boys' hostel to keep themselves healthy and fit. This develops student confidence and determination with their mastery of skills and improved fitness.

Yoga centre:

Yoga centre is a sacred space for self-transformation where one can stay and dedicate time towards their inner growth. Every year, students were given awareness about the importance of meditation or relaxation and various yoga practices. Our students were provided with the facility to meditate and practice yoga regularly.

Cultural activities:

The institution offers a good opportunity for the students to come out with their talents in dance, music, art and mime. The cultural club organizes various cultural activities to make the students relax, enjoy and

balance leisure. In this connection, the infrastructural facilities of our college paves pathway towards professionally organizing the events. To elucidate the same, the seminar hall of 526Sq.mwith 500 seating in the main block is employed towards conducting various events.

Department of Physical Education

| Sl. No: | Sports Ground and | Facilities |
|---------|--------------------------|-----------------------------|
| 1 | Cricket Nets | 1 Ground |
| 2 | Kabaddi | 1 Ground |
| 3 | Volleyball | 1 Ground |
| 4 | Badminton | 1 Court |
| | Indoor facilities | |
| 5 | Table tennis | 1 Board |
| 6 | Chess | Available |
| 7 | Carrom board | Available |
| | Gym facilities | |
| 8 | Boys Hostel | Gym hall with weightlifting |

List of Major Equipment available in Gym:

The following are the list of major equipment available in Gym:

- Tread mill
- Spin cycle
- Cable Cross over
- Smith machine etc.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

4.1.3

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

Response: 84

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 21

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

4.1.4

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

Response: 24.37

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 22.23 | 87.92 | 116.88 | 45.09 | 63.08 |

| File Description | Document |
|--|-------------------------------|
| Upload audited utilization statements | View Document |
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

4.2 Library as a Learning Resource

4.2.1

Library is automated using Integrated Library Management System (ILMS)

Response:

Response

The college library is occupied in the second floor of the building. The library is spacious, well ventilated, well lighted with a total area of 450 sq.m. Open Access System is followed in the library. It consists of Reading section, Circulation section, Stack area, Reference section, Periodical section, Acquisition section and Technical section. The total collection of the college library is 9064 titles, 14822 Volumes and subscribes to 96 journals.

The library has an Integrated Management System called **Lips I NET Dolphin Software** (Ver 5.0) is being used. The Lips I NET -Dolphin Software system has functionalities that enables the library to manage its operations viz., acquisition of books and materials, creation and maintenance of catalogue database, circulation of its holdings, transaction, etc. The library is equipped with 3 CCTVcameras for strict surveillance.

Name of ILMS Software: Lips-iNet (Library Information Processing System- Dolphin Software)

Nature of automation (fully or partially): Fully Automatic with Barcode

Version: 5.0

Lips –iNet Dolphin software is a fully integrated, versatile, user-friendly, cost-effective and it is a multi-user library automation software

Salient Features of Library Management Software

1. Open Access System

Free to read and unrestricted system in accessing all resources directly from its stored places. It helps to compare the resources between authors and publishers. It also facilitates to access the contents and then selects the appropriate resources.

2. OPAC Service

OPAC (Online Public Access Catalogue) is a search engine to search the books and journals catalogued through automation software.

3. Library Blog

Library Blog is a single webpage for accessing all the catalogue of library resources and online links. , e-Books, e-Journals, Question Papers are accessed directly from this Library Blog.

4. Digital Library with 12 systems

The institution library consists of 12 PCs for the Digital Library users for accessing all digital contents including CD/DVDs.

5. Current Content Service (New Arrivals)

Current Content Service is a service to alert the users of the contents of the new arrived resources in the library.

6. Other Services

The library also provides Referral Service, Selective Dissemination of Information, News Paper Clipping Services

Support to students for self-learning activities

Regular Orientation Program

Orientation programs are conducted to educate the users on the available resources and the method to access all the resources. It also gives information on the new arrivals on the resources.

Library Hour

Students are allotted with compulsory library hours in a week to utilize the printed and e-resources available in the library.

NPTEL Video Sessions

Lecture Videos from IIT institutions are subscribed and downloaded from the NPTEL Portal. It is being displayed to the students as a Video Session on the relevant course or topic.

Help Desk Reference service

Help Desk Reference assists the users personally by the library professional in accessing and retrieving information at any time.

Thus, the automation software ensures quality service through organised storage and retrieval system which helps the student community for the effective use of library resources.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for Additional Information | View Document |

4.2.2

The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

4.2.3

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

Response: 8.11

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3.10 | 11.99 | 9.80 | 9.56 | 6.11 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |
| Audited statements of accounts | View Document |

4.2.4

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

Response: 28.69

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

Response: 249

| File Description | Document |
|---|-------------------------------|
| Details of library usage by teachers and students | View Document |

4.3 IT Infrastructure**4.3.1**

Institution frequently updates its IT facilities including Wi-Fi

Response:

Response

The IT facilities available in our institution are state-of-the-art. We have a dedicated team to work round the clock to ensure that all our hardware and software are up-to-date and functioning without any problem. The college provides computer facilities to the students to learn experimentally and also to gain access to the cutting-edge technologies in the IT world. These systems have excellent networking facilities with additional Wi-Fi routers in each block.

The IT facilities that are available in supporting academic and non-academic activities include:

- 1) Desktop computers in all departments.
- 2) Wi-Fi Internet throughout the campus.
- 3) All desktop computers are connected to Campus Network.
- 4) Laser Printers Provided in all departments
- 5) LCD projectors available in all class rooms
- 6) All the latest Software are regularly updated to keep in pace with development.
- 7) All computer systems are connected to Uninterrupted Power Supply.
- 8) A firewall is used to protect the network from internal and external network threats. Firewall firmware and signatures are regularly updated to keep away from the network vulnerability.
- 9) The institution has started with the internet bandwidth of 10 Mbps then upgraded to 60 Mbps in 2016 and in 2019, it has been upgraded to 100 Mbps. It has been further upgraded to 300 Mbps since Sep 2021.
- 10) Both indoor and outdoor spaces in the college premises are under surveillance with 88 CCTV cameras for the safety of students and faculty. The cameras are increased from time to time based on the requirement
- 11) The institution has a digital library server for the students and faculty members. They can access the server through intranet at any time for e-books and a lot more.
- 12) The institution uses primary internet connection through optical fibre from Airtel ltd and also there is a secondary line from InfoTech ltd which is based on both Optical fibre and RF-based internet connectivity.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

4.3.2

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

Response: 3.62

| File Description | Document |
|--------------------------|-------------------------------|
| Student – computer ratio | View Document |

4.3.3

Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

| File Description | Document |
|--|-------------------------------|
| Details of available bandwidth of internet connection in the Institution | View Document |

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 40.26

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 45.56 | 115.51 | 138.15 | 118.57 | 114.76 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |
| Audited statements of accounts | View Document |

4.4.2

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

Response:

Response

An exclusive maintenance department takes care of routine cleaning, maintenance of buildings, electrical items, equipment and furniture, etc. Minor repairs are carried out through in-house staff and major repairs are done through outsourcing. Besides, Annual Maintenance Contracts are also executed to maintain the facilities and equipment wherever required. There are established systems and procedures for maintaining and utilizing the facilities.

Maintenance of Physical Facilities

All the buildings are constructed with RCC and are insured in case of accidents due to fire and other calamities. Lightning arrestors are also installed.

The classrooms, laboratories, seminar hall and restrooms are cleaned on a daily basis by the maintenance department.

Students can register their complaints in a class committee meeting on housekeeping of physical facilities provided to them for usage. Remedial steps are taken immediately as and when required.

Sick rooms for girls and boys are maintained by hostel wardens.

Training & Placement department has interview panel rooms and group discussions hall with the air-conditioning facility and is maintained properly on a regular basis.

Maintenance of Academic Facilities (Preventive and Breakdown Maintenance):

Laboratory:

The working condition of the equipment are periodically checked

The students are given instruction in handling the equipment before doing the experiments

Laboratory manual is given to the students which include list of experiments and the procedure of doing the experiments

Stock register is maintained in laboratories and the working of the equipment is checked periodically

UPS back up is provided for all system-based laboratories

Service register is maintained in each laboratory

The laboratory staff and lab technician keep a strict vigil regarding the maintenance and upkeep of the scientific instruments and chemicals.

The repair or replacement of instruments are undertaken by the laboratory in charge assisted by lab technician either by internal resources or through outsourcing

If maintenance service is identified to be done by external agency, concerned department head submits the external service requirement requisition letter to principal for approval.

Once the principal approves, then concerned external agency is contacted for the respective work. Once the work is completed, HOD/Supervisor needs to verify the acquired service with the help of technicians and give satisfactory completion report to process the payment for the bill.

The payment for the bill will be made through administrative office after getting the approval from Administration officer and Principal

Breakage of instruments and devices is reported to the higher authority regularly. Equipment is stored in proper & safe places.

The stock verification is held every semester and maintenance requisitions are invited from lab in-charges through proper channels.

The calibration of the equipment is performed periodically.

The electrician and the supporting staff are assigned responsibility for the upkeep of electrical equipment and their maintenance.

Library

Maintenance activities are performed to keep the library clean.

Preserving books from insects, dusting and shelving of reading materials are promptly carried out on a regular basis by the maintenance staff.

Sports Facilities

Sports equipments, court, playground and gym are maintained by physical education director and the sweepers of the college

The damaged sports materials are replaced immediately by new ones.

The sports equipments are checked and serviced at regular intervals

Computers

All the PCs and related equipments like printers, scanners etc are backed by UPS

All computers are checked for applications regularly by technicians.

Maintenance of Computers, AC, Printer toner filling and other equipment are carried out periodically.

Class Rooms

Every day the class rooms are swept and the corridors are wiped clean

All rest rooms are cleaned and sanitized on daily basis

Every day the lawns and gardens are cleaned

Maintenance of Support Facilities

Internet connectivity and CCTV security systems are maintained through the system administration team.

The institution has an uninterrupted supply of electricity.

Load shedding and power cuts are facilitated with the generator on the college premises.

Water is filled-in earth pits outside the generator room and EB yard inside once in a month.

Earth connections in all electrical equipment are checked once in two months.

All the power supply of the equipment has been provided as per Tamil Nadu Govt. Electrical Safety inspection rules.

MCBs are used at all electrical installations.

The Electricity Generator Room is situated away from the academic and administrative areas.

Fire extinguishers are kept in all the labs and prominent places (students, faculties and visitors' area) for effective safety purposes.

RO Water Plant maintenance: All the blocks and hostels are provided with RO water facility. RO consumables are covered within the Annual Maintenance Contract.

Supplying uninterrupted water through 3 bore wells. A water tanker lorry is owned by the institution for

bringing water from external suppliers to meet the shortage of water for general usage and for plants and trees.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Average percentage of students benefitted by scholarships and freeships provided by the Government during last five years

Response: 66.82

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 585 | 507 | 500 | 734 | 672 |

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.1.2

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

Response: 15.22

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 157 | 198 | 158 | 93 | 46 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format | View Document |

5.1.3

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

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link to Institutional website | View Document |

5.1.4

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

Response: 30.06

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 258 | 274 | 261 | 254 | 290 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

5.1.5

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

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View Document |
| Details of student grievances including sexual harassment and ragging cases | View Document |

5.2 Student Progression

5.2.1

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

Response: 77.7

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 151 | 171 | 194 | 197 | 226 |

| File Description | Document |
|---|-------------------------------|
| Self attested list of students placed | View Document |
| Institutional data in prescribed format | View Document |

5.2.2

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

Response: 6.6**5.2.2.1 Number of outgoing student progressing to higher education.**

Response: 13

| File Description | Document |
|---|-------------------------------|
| Upload supporting data for student/alumni | View Document |
| Institutional data in prescribed format | View Document |

5.2.3

Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 60

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 05 | 0 | 02 | 01 | 0 |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 05 | 0 | 02 | 01 | 0 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting data for the same | View Document |
| Institutional data in prescribed format | View Document |

5.3 Student Participation and Activities**5.3.1**

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

Response: 1

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

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

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of award letters and certificates | View Document |
| Any additional information | View Document |

5.3.2

Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

A **class committee** has been constituted with a chairperson, class advisor, subject handlers and students representatives as members. The deliveries of lecture, conduct of class work and overall discipline, academic plan, execution of every subject in a semester have been discussed. The action is taken based on the minutes of class committee meeting for the improvement of academic performance.

Anti-Ragging Committee:

At the start of every year, an **Anti- Ragging Committee** has been formed with HoDs, Senior Professors and Assistant Professors, students as members by the Principal. The various duties and responsibilities have been assigned to squad members.

Grievance Redressal Committee

At the beginning of every academic year, **Grievance Redressal Committee** has been formed with the senior faculty members as conveners. The meeting has been conducted periodically once in 15 days to look into the complaints and grievances of students..In every block, a suggestion box has been provided.

Anti sexual Harassment Committee

The cell has well – developed guidelines and norms for a policy to upload zero tolerance towards sexual harassment. The aim of the cell is that achieving gender equality, removal of gender bias or discrimination, sexual harassment gender based violence by organizing awareness programmes for the benefit of all members of the college.

.Hostel Committee

The hostel committee comprises of Chief Warden, Deputy Wardens and Student representatives. The meeting has been held once in a week. Students can express their suggestions/ideas during the meetings regarding the mess menu, sanitation, health issues and overall maintenance etc.

Sports Committee:

The Physical Director encourages the students to participate in indoor and outdoor games. The team spirit has been developed and the coaching has been given to the students in their field of interest.

Cultural Committee:

The cultural committee is one of the most dedicated platforms whose main motive is to find our inner talent and abilities. With a wide range of activities to choose from they provide plethora of opportunities for the students and faculty members.

Internal Complaints Committee:

Women Empowerment Cell has been established to empower the women in various activities socially, economically and legally with a focus on decision making

NSS:

VSBCETC has established NSS for doing social services in which students are volunteers along with a staff coordinator. The students are encouraged by NSS to involve in social activities like blood donation, environmental awareness camp etc.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

5.3.3

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

Response: 20.4

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

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

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |

5.4 Alumni Engagement

5.4.1

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

Response:

The alumni are the brand ambassadors of an educational institution.

- The suitable improvements in the institution can be made by the interaction of alumni with the respective HoD's regarding recent trends and practices in the Industries where they work.
- Alumni guide the final year students in preparing for campus interview in core companies as well as IT.
- Alumni help to identify the industries for the in-plant training of students.
- The guidance is provided by the interactive sessions of alumni regarding higher studies, competitive exams and placement for juniors.

Every year, the feedback is received from all the graduates on infrastructural facilities, computing

facilities, library facilities,, games & sports facilities, placement activity, etc. The suggestions have taken into consideration for effective improvement of the Institution.

The Alumni interaction helps to know about the recent industrial scenario in the current technology, service and maintenance, product development and the challenges faced by the industries. This helps the faculties to teach about what is required in the industries to improve the employment of students. Alumni meeting have been conducted once in two years and refreshment has been arranged by the management.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

5.4.2

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

Response: A. ? 5 Lakhs

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Response:

The institution has a well-structured organization chart with governance at various levels to achieve the vision and mission of the institution.

Institution Vision

We endeavour to impart futuristic technical education of the highest quality to the student community and to inculcate discipline in them to face the world with self-confidence and thus we prepare them for life as responsible citizens to uphold human values and to be of service at large. We strive to bring up the institution as an institution of academic excellence of international standard.

Institution Mission

We transform persons into personalities by the state-of-the-art infrastructure, time consciousness, quick response and the best academic practices through assessment and advice.

Governing Council

The institution is managed by a Governing Council consisting of eminent members of the management, renowned academicians, eminent industrialists and prominent educationalists. This council conducts the meeting once a year to review the activities and recommends new initiatives. The major decisions and the goal of the institution are thoroughly discussed in this council meeting and are executed by the Head of the institution. The HoDs and the staff members ensure the proper implementation of the decisions and directions given.

Participation of the teachers in the decision making bodies:

The Principal is the head of both the academic and administrative bodies including IQAC. The Principal is the member secretary of the Governing Council of the institution and also takes decisions in the academic frontiers in tune with the regulations of the affiliating University.

Regular affairs are the periodic discussions of the Principal with the HoDs as well as with the faculty. HoDs are empowered for executing the policies in each department. Faculty meetings with HoD play a pivotal role as the collective suggestions are well analyzed later in the HoDs meetings with the Principal. Principal's subsequent meetings with the top management and with the Governing Council ensures that

all the information and the suggestions reach from the bottom to top and from top to bottom in a smooth way. Priority is given to the faculty members to express their opinions for the improvement of the institution. They are nominated to be the members of the institution committees so that they can put forth their innovative ideas to achieve better results.

The other supporting arms of the Governance are

- Planning and Monitoring Board
- Internal Quality Assurance Cell (IQAC)
- Quality Improvement Cell
- Discipline Committee
- Anti-Ragging Committee
- Anti Ragging Squad
- Grievance Redressal Committee
- Academic Squad Committee
- Research and Development Cell
- Industry Institute Participant Cell (IIPC)
- Library Committee
- Department Advisory Committee (DAC)
- Class Committee
- Women Empowerment Cell
- Entrepreneurship Development Cell
- Training and Placement Cell
- Sports Committee
- SC/ ST Committee
- Hostel Committee
- Student Clubs

Perspective Plan

According to the Vision & Mission, all activities are planned structurally. The individual characters are elucidated in the form of prime aphorism. The Road Map visualizes the vision for the future path.

2022 – NBA for Minimum Four Programmes,

2022 – NAAC Assessment

2023 – Autonomous status

2025 – Excellence in R&D and Industry Interaction

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.1.2

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

Response:

Response:

The institution promotes a culture of decentralization and participative management at various levels. The management, Principal, faculty members and the students play an important role in participative management. They have the freedom to suggest ideas and can provide constructive feedback on the operational activities of the institution.

The management involves maintaining the quality and welfare aspects of the institution. The Principal is responsible for the co-ordination of all the Academic activities, Co-curricular and Extracurricular activities in accordance with the norms and standards prescribed by AICTE, Anna University and the Government of Tamil Nadu. The Principal executes all the academic as well as non-academic activities effectively by involving HoDs and faculty through various committees and delegates various roles to the members in the committee to act autonomously. All faculty meeting with Principal is conducted every month to disseminate the policies and decisions to all.

| Stakeholders | Participation in committee |
|--------------------------|---|
| Management Members | <ul style="list-style-type: none"> • Governing Council • IQAC • Planning and Monitoring Board • Quality Improvement Cell |
| Principal | <ul style="list-style-type: none"> • Governing Council • IQAC • Planning and Monitoring Board • Quality Improvement Cell • Discipline Committee • Anti-Ragging Committee/Squad • Grievance Redressal Committee • Academic Squad Committee • Research and Development Cell • Industry Institute Participant Cell (IIPC) • Library Committee • Women Empowerment Cell • Sports Committee • SC/ ST Committee |
| Heads of the departments | <ul style="list-style-type: none"> • Department Advisory Committee(DAC) • Quality Improvement Cell • Academic Squad Committee • Research and Development Cell • Academic Squad Committee • IIPC • Class Committee • Grievance Redressal committee |

| | |
|--------------------------------|--|
| | <ul style="list-style-type: none"> • Anti-Ragging/Anti-Ragging Squad • Committee Disciplinary Committee • IQAC • Women Empowerment Cell |
| Faculty | <ul style="list-style-type: none"> • Governing Council • Planning and Monitoring Board • DAC • Quality Improvement Cell • Disciplinary Committee • Anti-Ragging Squad/Committee • Grievance Redressal committee • Academic Squad Committee • Research and Development Cell • Class Committee • Library committee • IQAC • SC / ST Committee • Entrepreneurship Development Cell • Student Clubs |
| Students | <ul style="list-style-type: none"> • DAC • Class Committee • Library committee • IQAC • Hostel Committee • Grievance Redressal committee • Sports Committee • Anti-Ragging Committee/Squad |
| Alumni | <ul style="list-style-type: none"> • DAC • IQAC • Planning and Monitoring Board • Quality Improvement Cell |
| Employers and Industry experts | <ul style="list-style-type: none"> • Governing Council • Planning and Monitoring Board • IQAC • Quality Improvement Cell • DAC |

Recruitment process for faculty members

Recruitment of faculty is the important processes in the institution. It has been made as a very transparent process and fully carried out by Human Resource (HR) department. The HR department follows the recruitment process as below:

- Identifying the staff requirements well in advance before the start of the academic year as per the affiliated University & Statutory body norms.
- Publishing the advertisements in leading newspapers and media.
- Constituting the staff selection committee with the approval of Chairman/Secretary.
- Scrutinizing the applications received online/postal/in-person mode by the staff selection

committee.

- Communicating the venue and date of the interview to the shortlisted candidates through call letter. Coordinating the entire interview process on the interview day.
- The registered candidates are interviewed by the staff selection committee based on different parameters. Candidates are instructed for technical board presentation to assess their capacity to the full extent.
- Shortlisted candidates are directed to attend a personal interview with the management. Based on their performance and the remarks from the panel members, the management appoints them with a proper review of their details and various criteria.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic / Perspective plan is effectively deployed

Response:

Response:

The Institution has well defined strategic plans and the deployment documents are available. The most important of the strategic plan is to develop Quality of education in line with vision and mission of the institution. The institution has prepared a strong Strategic plan for 5 years and formulated objectives very clearly.

OBJECTIVE 1: Achieving academic excellence by nurturing experiential learning through ICT.

OBJECTIVE 2: Exploration of knowledge through innovation and research.

OBJECTIVE 3: Exponents for the development of a well- rounded person with global vision & social responsibility.

OBJECTIVE 4: Relentlessly pursue institutional effectiveness through quality assurance systems.

The plan is deployed through a regular plan of actions, day-to-day-activities, resource-allocation and involving all stakeholders at various levels. Performance, quality indexes measured at times provide clarity in achieving the strategic plan.

The Strategic plan of the institute for the next five academic years from 2017-18 to 2021-22 is as follows:

- To achieve NAAC ranking by 2022.
- To achieve NBA accreditation for four departments.

- To place all final year eligible students in top MNCs
- To achieve more University Rankings
- To Create digital Campus in the year 2022
- To sign more MOU with industries and other state / foreign University
- To Implement Entrepreneurship Development initiatives
- To encourage to Participate more Events in AICTE
- To implement more Green Initiatives
- To take initiatives to place the institution in national/international rankings
- To introduce more job oriented value-added courses to meet the current requirements of the job
- To enhance the research competence of faculty members and students through various motivational schemes.
- To become an autonomous institution by 2022

Deployment:

The strategic plan for 5 years of the institution strictly adheres to excellence at all levels. The Management, Principal, HODs and the staff members continuously ensure that the vision is deployed efficiently by promoting value-based quality education with ethical values.

- Appointing highly qualified and experienced faculty members.
- Providing excellent infrastructure facilities.
- Encouraging faculty to upgrade their knowledge in line with the latest technology.
- Promoting research & development culture among faculty and students.
- Encouraging tie-up with industry through MoUs.
- Organizing programmes to increase the employability skills of students.
- Augmenting library and computer facilities
- Encouraging participation of students in diversified activities to help them grow physically, emotionally and intellectually

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Strategic Plan and deployment documents on the website | View Document |

6.2.2

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

Response:

Response:

The organogram hosted in the website represents the administrative hierarchy of the institute.

Administrative set up of the institution is publicized in the organization chart of the institution. The hierarchy is maintained as per the organogram and responsibilities are carried out at all the levels. Chairman looks after all the functions including academic, administrative and developmental activities. Under the guidance of Chairman, Vice Chairman and Secretary help to maintain the management system. The Principal is the main coordinator communicates the management decisions to all the faculty and students.

The Principal heads the Academics, Cell/Committees, Hostel, Placement and Administrative Office also responsible for the co-ordination of all the Academic activities, Co-curricular and Extracurricular activities in accordance with the norms and standards prescribed by AICTE, Anna University and the Government of Tamil Nadu. He is responsible for tuition fees, transport fees and student scholarships.

Head of the Department is responsible for all the academic activities, co-curricular and extracurricular activities of the concerned department. The placement officer is responsible for all the activities relating to the students placement like training programmes, interacting with various MNC companies, industries and organising Placement drives. The Librarian maintains the documentations of books, journals, newspapers, magazines & library materials and purchase of books and journals. Exam-Cell In charge is responsible for all registers and records concerning the examinations and conducting of examinations for theory and practical courses HoDs are responsible for overall department activities including budgets, academics and student improvement programs.

Functions of various Bodies

Functions of Governing Council

The Governing Council being the supreme administrative authority of the institution performs the following functions:

- To monitor the academic, placement and other related activities of the College.
- To consider the recommendations of the Staff Selection Committee.
- To consider the important communications, policy decisions received from the University, Government, AICTE, etc.
- To monitor the Faculty Development Programs and R&D activities.
- To prepare for accreditation, affiliation and autonomous process.
- To consider the intake details and introduction of new courses.
- To consider college infrastructure developments and maintenance.
- To approve the annual budget of the college.

Functions of Internal Quality Assurance Cell (IQAC)

IQAC is formed to ensure and promote the quality of education. The coordinating team comprises the ISO/NBA coordinators, research coordinator, sports, training & placement coordinator, office manager, industrialist, alumni and students

Functions of Internal Complaints Committee

Conducts the women empowerment related events. Motivates the women students and staff to exhibit their skills in a holistic manner. Enquires the complaints received from the aggrieved women with respect

to sexual harassment and Suitable recommendation is forwarded to the Principal.

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Link to Organogram of the Institution webpage | View Document |

6.2.3

Implementation of e-governance in areas of operation

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces | View Document |
| Institutional data in prescribed format(Data template) | View Document |
| ERP (Enterprise Resource Planning) Document | View Document |
| Any additional information | View Document |

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Response:

The institution has well-defined effective welfare measures for teaching and non-teaching staff members. Welfare measures include various facilities, services and amenities provided as support for their academic and career development, health, efficiency, economic standard betterment and social status of the faculty Members. The welfare measures followed in the VSB institution are mentioned below

- Yearly twelve days on duty for attending workshops/ Seminars/FDPs/Conferences
- Yearly twelve days on duty on University Examination assignment

- Yearly twelve days of Casual Leave.
- Maternity Leave for Female Staffs
- For Ph.D. scholars to meet their Supervisors 12 ODs per year has been provided
- For presenting the papers in National and International Conferences respectively, a sum of Rs.2000/ and Rs.5000/ is awarded.
- For faculty members yearly Vacation leave is provided
- Per month one hour permission
- Provident fund for Employees’
- Group Insurance
- Free Transport facilities for faculties
- Free Staff Quarters for faculties
- Supporting faculty members for Higher studies
- Reward, Promotion & Increment for best result and university rank producing faculty members
- Research facilities for faculty members for pursuing their Ph.D

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.3.2

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

Response: 32.21

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 23 | 15 | 26 | 37 | 41 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

6.3.3

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

Response: 20.2**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 20 | 15 | 25 | 21 | 20 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centres) | View Document |
| Institutional data in prescribed format(Data template) | View Document |

6.3.4**Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).****Response: 57.09****6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 56 | 44 | 50 | 44 | 39 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | View Document |
| IQAC report summary | View Document |
| Institutional data in prescribed format(Data template) | View Document |

6.3.5**Institutions Performance Appraisal System for teaching and non-teaching staff****Response:****Response:**

Self-appraisal is the review system of the Annual Performance where the faculty members of the institution can evaluate their performance. It defines the objectives and performance standards expected from the faculty members. This report has been prepared by each staff Member for career advancements. It is helpful to identify their strengths and weaknesses for betterment in the future. Hence, the teaching and non-teaching staff members are instructed to submit 'Self Appraisal Report' at the end of every academic year which is inscribed by the respective HoDs.

The Performa contains the details of

- Performance of Teaching
- Projects guidance for Supervisory Support
- Organized Activities (Seminars /Workshops/Conferences/Symposia/FDPs, Continuing Education Programmes, etc.)
- Participated Activities (Seminars/Workshops/Conferences/Symposia/Continuing FDPs, Education Programmes, etc.)
- Papers presented in Seminars /Workshops/Conferences/Symposia/Continuing FDPs, Education Programmes, etc.
- Research papers published /Books, Monographs, Lab manuals authored, etc.,
- N.S.S. / Sports / Industrial Visits / Career Guidance / Counseling / Placement Training / Warden /HOD Activities
- Achievements /Awards/ Recognition during the year

Apart from this self-appraisal, students evaluate each and every staff through a well-structured questionnaire including the parameters such as staff preparation, presentation skills, knowledge of subject, punctuality of staff member and approachability. To evaluate the overall performance of the faculty confidently the identity of the students remains unrevealed. The HoD analyzes the reports of teaching and non-teaching staff, and communicates it to the Principal. Based on the analysis, the Principal meets the faculty as and when required.

The following factors are considered as parameters in the appraisal system for non-teaching staff:

Experience, skill up-gradation through orientation programs, feedback from HoD and Principal, active participation in team-work, work discipline and outstanding achievements in their works.

This ensures the reviews of the top management in all the activities involved in the performance appraisal system.

| File Description | Document |
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| Upload any additional information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal and external financial audits regularly

Response:

Response:

VSBS Education Trust maintains a very transparent financial system. There are well-defined processes for sanctioning budget to expenditure. The sole purpose of a financial audit is to give management, Principal, and HoDs reasonable assurance that financial statements are accurate and complete. Fee payments are encouraged through online mode and proper records are maintained by the accounts department.

Internal Audit

All the bills/vouchers are audited by the Internal Auditor once in three months. Trust deposes the officials to carry out the internal auditing. Detail observations are carried out and any deviations or clarifications are discussed with the accounts department/Principal. Internal Auditor prepares a detailed report mentioning the short comes and ways to rectify them, the report is forwarded to the management for follow-up activities. The internal auditor report casing all matters related to account maintenance is preserved for perusal.

The following are the parameters internal audit are conducted.

- Salary statements and attendance registers
- Fees statements are verified with the books of account.
- Audit on income and expenditure towards the events such as seminars, workshops, conferences, value-added courses, sports, games, etc.
- Remuneration and gifts to invited speakers, experts, juries of the events, etc.
- Purchase of instruments/equipment, computers, stationeries, books, etc.
- Maintenance of accounts towards construction, computer, lab equipment, landscape, hostel & mess, transportation, etc.

External Audit

The Trustees appoint the external auditor. At the end of every financial year annual accounts statement, balance sheets, receipt & payment, and income & expenditure are submitted to the external auditor and a final audit finding is presented to the management. Audited financial statements are made public by placing them on institution portal; annual returns are submitted to the income tax authorities in time.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.4.2

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

Response: 0

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

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

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |

6.4.3

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

Response:

Response:

Mobilization of funds

The major source of income for the college is through fee collection since this institution is a self-financing institution, so it mobilizes the required funds through its source. The Trust looks after the capital expenditure on infrastructure and functional expenditures.

Optimal Utilisation:

At the beginning of the academic year utilization of financial resources is planned out, for optimum deployment of funds on payment towards salary, tax, suppliers, contractors, service providers, etc.

The budgeting system plays a pivotal role in judiciously allocating and effectively utilizing the financial resources of the institution. The annual budget of each department is prepared by the respective HoDs in consultation with the senior faculties and submits the proposal to the Principal. After scrutiny of the

requirements of each department Principal consolidates the budget and presents it to management. The budget proposal is analyzed and funds are sanctioned on a priority basis. Every transaction is recorded and updated in the centralized accounting system.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any 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

Response:

RESPONSE:

The institute always envisioned that organic growth is possible when all stakeholders grow together. In align with the above statement, IQAC evolved in the institute in the academic year 2017-2018. The institute has always attempted to create a learner-centric environment and IQAC acts as a fulcrum in achieving it. IQAC is the nodal center for developing a system for conscious, consistent, and catalytic action to improve the academic and administrative performance of the institute. The IQAC committee meets quarterly to discuss, review and propose the best practices for the institution.

IQAC plays an essential role in implementing quality initiatives in every aspect, the following are a few:

Academic and Administrative Audit

By adopting proper guidelines, the process of Internal Academic and Administrative Audit intends to observe and enhance the standards of technical education. An internal audit is conducted twice a year. A team of senior faculty performs the audit, and the principal and Head of the Departments along with the auditee discuss the remedies to be taken to overcome the observation and non-conformity. The auditors will verify the following details during an audit,

- Monitoring of syllabus coverage
- Attendance Maintenance
- Lecture Notes & Log Book Maintenance
- Preparation of Internal Assessment Question Paper, Answer Key and Question Bank
- Conduct the Internal Assessment Test
- Maintenance of Mark List
- Result Analysis of University Examinations
- Class Committee Meeting and Follow-Up Action
- Student Centric Activities
- Mentoring System

- Remedial Coaching
- Students Progress Report Library, Laboratories, and Internet Facilities
- Conduction of Value Added Courses
- Budget and Utilization

Implementation & Effectiveness: The suggestions given by the audit members are accepted and implemented in the department to make the academic process effective.

Training and Placement Activities

Centre for Training & Placement interacts with reputed organizations all over the country for arranging campus interviews for the final year students. IQAC makes efforts to organize technical seminars, workshops and corporate expectation sessions. Industry personnel are invited periodically to enrich the knowledge of our student community with the latest technological innovations and industry practices. Our college produces graduates who are well equipped to handle the working norms of the industry and commerce in the public and private sectors and help every student to define his/her career interest through individual counseling through experts.

Last five years companies like TCS, Cognizant, Wipro, Infosys, Capgemini, ZOHO, et al have visited and recruited our students. During AY 2020-2021, 77% of our students cracked 457 offers, and in that 70% of students had CTC of more than 3.0 Lakhs. The numbers are the testimony of the efforts put in by the placement cell, IQAC and the students. Every year “Placement Announcement Day” is conducted where students along with their parents jointly receive the offer letters in the presence of our Respected Chairman VSB Group of Institutions, Mr. V.S.Balsamy, B.Sc., L.L.B.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

(For first cycle - Incremental improvements made for the preceding five years with regard to quality

For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

RESPONSE:

Teaching-Learning Process (TLP), structures & methodologies of operations are reviewed in our institute through the IQAC committee formed as per the guidelines of NAAC. Over the years IQAC consciously developed a mechanism for monitoring and evaluating TLP and ensures that quality teaching takes place through continuous and rigorous Academic audits. The following are the areas IQAC reviews to ensure quality TLP is implemented.

- Ensure adhering to the academic calendar.
- Ensuring Internal Assessment Test Question papers are prepared in alignment with Blooms Taxonomy, previous University questions
- Enacting Value-added courses for students
- Facilitating practical learning through industry internship
- Organizing Faculty Development programs to enhance faculty competency.

The following are a few examples of institutional reviews and implementation of teaching-learning reforms facilitated by IQAC.

Mentoring System

The Institute is working towards enhancing the Institutional culture to better serve the needs of the ever-changing and dynamic learning community. When it comes to academic success and persistence, there is no substitute for a healthy relationship between faculty and student. Mentoring system helps students in identifying their “IKIGAI” ‘IKI’ in Japanese means life, and ‘GAI’ describes value. Mentor's primary objective is to identify what each student is good at and what each student’s requirements are, to achieve its continuous monitoring and the mentoring system is put in place.

Mentor-mentee is allotted in a ratio of 1:20. Mentors are duly assisted by other faculty members in providing individual care, and counseling, and also in monitoring the student’s academic progress. Mentors maintain the individual mentee reports containing details of their counseling and academic history, Co-curricular/Extracurricular activities, and achievements. Information about the progress and problems of the individual student is intimated to the respective parents periodically through phone calls/SMS/posts.

Feedback System

The Institution follows a well-defined and formal feedback system. The feedback collection processes are:

Class Committee Meetings

- The feedback on course handling faculty, institutional facilities, and other service matters is collected from the students through the class committee which is conducted three times per semester.
- Members for class committee meetings include one Chair Person, Class Advisor, Course teaching faculty members, and six students from different levels representing that particular class and HoD.
- Students are given the freedom to raise any kind of issues related to the teaching-learning process, facilities provided, or any other relevant matter.
- The report of this meeting is analyzed and if any problems are identified then corrective measures

are taken by the HoD in consultation with the principal.

Students' feedback on faculty

- The feedback on faculty by students for every course is collected from every student in the mid of the semester on different parameters through Google forms, which helps to measure the performance and efficiency of faculty in teaching methodology, course knowledge, accessibility, etc.,
- Necessary corrective actions are initiated for the faculties who have obtained scoring less are counseled by the Head of Department and the Principal as per HR policy of the Institution. This helps the faculty to identify the areas of improvement in their teaching pedagogy.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.5.3

Quality assurance initiatives of the institution include:

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Upload e-copies of the accreditations and certifications | View Document |
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

GENDER EQUITY

1.SAFETY AND SECURITY

Growth of the country is estimated on the progress of women empowerment and gender equity. To maintain gender equity and women development in V.S.B College of Engineering. Women development Cell (WDC) was established in 2012. The WDC plays a vital role in preventing any unpleasant experience for the women faculty members that may arise out of gender difference. 120 CCTV cameras fitted all over the campus both in academic blocks and hostel areas add to the protection extended to the girl students and women faculty members in V.S.B College of Engineering. Girl students are encouraged to participate in cultural programs which are being conducted inside the campus to bring out their innate abilities.

Women's day is celebrated on 8th March every year to highlight the value of women faculty members and girl students in our institution. Women development cell coordinators and girl students organize this event and interact with their faculty members.

During night our campus is under the total surveillance of security personnel and adequate lighting facility to ensure safety of girl students and women faculty members in the hostel. Moreover, they have provided ID cards containing personal data viz... contact address, Phone number, blood group etc. for personal identification and safety. Healthy and hygienic food is provided to them both in the hostel and in the cafeteria. Ro water is provided to the students through RO plants installed in the campus.

Bus facility is provided to faculty members from remote areas. We offer transit to the students around 70 km radius from the institution.

2. COUNSELLING

Counselling helps girl students to face the challenges and find practical solutions that they come across every day. Moreover, it may release mental stress, raise the awareness and make them confident in all walks of their professional life.

With a view of guiding and counseling students on their career opportunities and options for future a career guidance and counselling cell, with principal as chairman. HOD's as members. Has been constituted by the management. The cell organizes sessions with internal resource persons to train students on higher education opportunities in India and abroad, employment opportunities, industry requirement of skill sets, student development programs etc.

For the successful mentoring “proctorial system” has been adopted and followed meticulously in our campus. Each faculty member is assigned with the overall development of 10 -15 students in respect of academic and extra-curricular system

3.COMMON ROOM

We have a separate and well protected hostel for girl students .Restrooms are provided in each floor separately for girls kept always cleaned and hygienic .Common rooms are provided both in the institution and in the hostel for the woman faculty members and girl students to be in isolation during their physical inconveniences .We also have a sick room in hostel furnished with first aid kits ,cots and other facilities. In case of emergency students will be taken to the nearby hospital for a better medical care through transit.

| File Description | Document |
|---|-------------------------------|
| Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | View Document |
| Annual gender sensitization action plan | View Document |

7.1.2

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

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

Response: B. 3 of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Geotagged Photographs | View Document |
| Any other relevant information | View Document |

7.1.3

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

- Solid waste management
- Liquid waste management

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

Response:

Our waste management system is sophisticated and effective to assure a healthy environment. We have initiated many steps to make our campus eco-friendly. We have a separate maintenance team to monitor and keep the campus clean and tidy. Also we have a lush green campus with all kinds of trees, medicinal plants, herbs etc. Necessary steps have been taken for solid waste management, sewage treatment, Waste water treatment and reuse to keep our campus pollution free

SOLID WASTE MANAGEMENT

Solid waste management is the process used for collecting, treating and disposing of solid wastes .The following steps have been carried out to reduce solid waste in our campus

- As it is an educational institution use of papers is more. In our institution these types of recyclable wastes, papers, cardboards are collected periodically and disposed through vendors
- As a part of Internal reuse process one side papers are used to make a rough draft and for internal circulation of communication in the department and among the faculty member
- Paperless documentation is been followed through electronic devices to preserve environment
- Regular maintenance of cleanliness all over the campus is carried out by the staff members
- Bio degradable and non biodegradable dustbins are provided in each floor
- Usages of non biodegradable wastes is reduced in our campus
- Scraps are collected and disposed periodically
- Food and Vegetables wastes are collected from the mess and canteen sent out on alternate days to feed animals outside the campus
- Our college also encourages students to use E books which are eco friendly in usage

LIQUID WASTE MANAGEMENT:

In order to provide hygienic efficient and safe disposal of liquid waste sewage treatment plant has been installed. Waste water from college and college is being collected in separate tanks through wastewater line and treated in the treatment plant. The treated waster is used for watering the plants and trees around the campus.

- There are two sewage treatment plant to treat waste water.
- RO plant has been installed for water purification.
- Drainage tanks are provided with separate pipe lines and in closed containers that is being cleaned regularly.
- Waste water is proficiently treated and used for watering plants and trees.
- Drinking water is provided in each floor of the campus and in hostels.

BIOMEDICAL WASTE MANAGEMENT:

In order to avoid unsafe disposal of sanitary napkins, bins are provided in the required places and cleared

out then and there.

E- WASTE MANAGEMENT:

- The electronic are serviced periodically and maintained in proper condition
- Certain electronic items are reused for students project
- Completely broken materials that are not being used are separated and these scraps are safely through authorized persons

WASTE WATER RECYLCING:

- The liquid waste is treated and used for maintaining the greenery throughout the campus
- The organic wastes are dumped in compost pit and it is used as manure for plants
- Food wastes is collected and sold to feed the animals outside the campus

| File Description | Document |
|---|-------------------------------|
| Geotagged photographs of the facilities | View Document |
| Any other relevant information | View Document |

7.1.4

Water conservation facilities available in the Institution:

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

Response: C. 2 of the above

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |

7.1.5

Green campus initiatives include:

- 1.Restricted entry of automobiles**
- 2.Use of Bicycles/ Battery powered vehicles**
- 3.Pedestrian Friendly pathways**
- 4.Ban on use of Plastic**

5. landscaping with trees and plants**Response:** A. Any 4 or All of the above

| File Description | Document |
|---|-------------------------------|
| Geotagged photos / videos of the facilities | View Document |
| Any other relevant documents | View Document |

7.1.6

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

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

Response: A. Any 4 or all of the above

| File Description | Document |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View Document |
| Certification by the auditing agency | View Document |
| Certificates of the awards received | View Document |
| Any other relevant information | View Document |

7.1.7

The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

| File Description | Document |
|--|-------------------------------|
| Policy documents and information brochures on the support to be provided | View Document |
| Geotagged photographs / videos of the facilities | View Document |
| Details of the Software procured for providing the assistance | View Document |
| Any other relevant information | View Document |

7.1.8

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

Response:

To build a young india with the students of positive and noble attitude and empowered with moral responsibilities,our institute takes immense effort to organize and conduct several activities. To build and promote an environment for ethical, cultural and spiritual values among the students and staff the institute's efforts are well established.

The institute, faculties and students jointly celebrate the cultural and regional festivals like New-year day, Teachers day, Youth day, Women’s day, yoga day, festivals like Pongal, Diwali, and New year celebration. On Youth day, motivation lectures are given by eminent persons in the field. It is useful for student’s personality development and make them responsible citizens. Apart from academic activities, we provide sports activities for physical development.

The unit of National Service Scheme (NSS) in our institution conducts creative social activities like Tree plantation programmes and Road safety programmes in nearby kinathukadavu village. We have planted around 50 tree saplings to motivate the students on the importance of plantation. In road safety programme, we advised the importance of wearing the helmet and seat belt during travel. By conducting such programmes, the students can gain experience and realize social responsibility through participation.

Every year our institute celebrate the traditional Pongal celebration. Sweet Pongal is prepared in mud pots and students and faculties members after completion of rituals . On that day all students and faculties wear traditional dress.Students are encouraged to celebrate the regional festival.

Teacher’s day is celebrated to honour the great service of teachers to mankind . Diwali is celebrated to share the joy of lighting lamps. Dussehra is aso celebrated every year to make the students to grow with religious significance of festivals .

Thus our institute takes efforts/initiatives in providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other

diversities.

| File Description | Document |
|--|-------------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View Document |

7.1.9

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

Response:

Our VSB College of Engineering Technical campus encourages our students' development by taking various initiatives and different activities to sensitize them towards constitutional obligations Values, Rights, Duties and Responsibilities of the citizens.

REPUBLIC DAY AND INDEPENDENCE DAY:

Republic Day (26th January) and Independence Day (15th August) are celebrated in our campus headed by the Chairman in the presence of Principal, Heads of various Departments along with teachers and students assemble together and hoist the National Flag and through special lectures students are trained to grow with national values and ethics.

VOTER'S DAY:

National Voters day is observed every year on the 25th January to learn the value of adult franchise. Through lectures of eminent personalities students are sensitized to learn their responsibilities in choosing the right persons for the right governance. This day is celebrated with the slogan "VOTE IS YOUR RIGHT. SO VOTE FOR THE RIGHT ONE"

WOMEN'S DAY:

Women's day is celebrated on March 8th in our Institution with an active participation of our Principal, Heads of various departments, teachers and students. This day is celebrated with motto "Gender equality today for a sustainable tomorrow" stated by UN. It is celebrated to create gender equity in the campus.

AWARNESS PROGRAMS:

Our Institution imparts training to students and faculty members to plan and organize various public welfare programs such as blood donation camp, NSS activities for promoting the eco-friendly environment by planting saplings and COVID 19 awareness programs. Our Institution also encourages students by conducting various Motivational programs to empower them on the social values and duties

as a responsible citizen.

EDUCATION DAY:

With the motto of, "Powerful Weapon to Energize the Nation" Education day is celebrated on 24th January. On this special occasion the chairman of VSB Group of Institution addresses the students and stresses that Education is not only to gain knowledge but also to build character which in turn builds a disciplined nation.

TEACHER'S DAY:

Teacher's day on September 5 is celebrated to commemorate the birth anniversary of Sarvepalli Radhakrishnan and as a tribute to the contribution made by teachers to the society. As teachers lay the basement for the students' career, the day is celebrated to honour them. In the Institution the Students plan and organize the programme to honour the Heads of various departments and teachers for their continuous supports for the students' career and growth.

| File Description | Document |
|--|-------------------------------|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | View Document |

7.1.10

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

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims. | View Document |
| Code of ethics policy document | View Document |
| Any other relevant information | View Document |

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

College is a place where students from all walks of life converge for education. It has many social responsibilities that help students to know about cultural beliefs, tradition and also to show respect towards different national festivals. It is very important to install in the students about the values related to nation and cultural beliefs of our country. All these could be done by conducting activities, events and celebrating festivals and commemorative days.

REPUBLIC DAY

Every year on January 26th our college celebrates Republic day to make students understand about the adoption of the constitution of India and the transition of the country to a republic. On this day students assembled and our principle hoists the national flag and gives a motivational speech. Also students are encouraged to give speech about the importance of celebrating Republic day and also different events like debate; essay and drawing competitions are held.

WOMENS DAY

Women's day is been celebrated on 8th March in our institution to enhance gender equity and to encourage girls students and faculty member to achieve in all aspects. On this day students are encouraged to participate in different events conducted followed by general talk on women empowerment .

ENVIRONMENT DAY

Environment day is celebrated to make students understand about environment, its importance and to create an awareness to students to preserve our environment. Activities on conservation of energy , use of recyclable materials etc. will be carried out. Students will be motivated and encouraged to participate in events like drawing competition, rally creating awareness about nature preservation etc.

YOGA DAY

On June 21th Yoga day is celebrated to motivate students towards their physical health and wellness. On this day different yoga practices will be taught to the students and advised to practice. Also awareness regarding the benefits of each yoga is been taught.

INDEPENDENCE DAY

It is a day not only celebrated to glorify our freedom but also to pay tribute to the freedom fighters. On this auspicious day our vice principal will begin the day by hosting the national flag followed by pledge, events and finally ends with national anthem.

TEACHERS DAY

Dr Sarvepalli Radhakrishnan birthday is celebrated as Teachers day in our institution on 5th September. This day becomes a day of appreciation for teachers in our institution. It includes celebrations to commemorate the contribution made by teachers to the society.

SARASWATHI POOJA

It is a festival celebrated which symbolizes wisdom, arts and knowledge. On this day students take initiative to decorate their classrooms and departments. They carry out Pooja and celebrate the festival with religious fervour

ENGINEERS DAY

It is a day to recognize and honor the engineers. It is celebrated in our institution by conducting technical events and motivating young engineers to participate so that they could build their future with this as a foundation. Special seminars will be conducted which creates a good impact among students to understand the importance of role of engineers to the society.

| File Description | Document |
|---|-------------------------------|
| Geotagged photographs of some of the events | 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 1:

Title:“Employability Skill Development Training Program”

Objective:

To train students in various aspects to meet the need of industry expectation and make them eligible to get placed successfully

Context:

This is a continuous training session planned to meet the need of the present industry expectation where students will be taught and trained accordingly both in technical as well as soft skill aspects and ensure them to gain confidence to face interviews boldly.

Practice:

Two hours per week is allocated to pre final year and final year students to stay focused on placement training following preplanned schedule. Students are divided into batches. These sessions include as follows

- Quantitative Aptitude
- Logical Reasoning
- Verbal Reasoning
- Group Discussion Training
- Extempore
- Mock interview
- Pre placement talks from HR's of various companies

Evidence of Success:

- Proper training is disseminated over students' assessment. Pre final year students are categorized into groups and based on that training is planned
- Mock interviews and group discussions are conducted to improve the confidence level of students
- Final year students placement details are the best output obtained by following this systematic procedure

Problems encountered and resources required:

Balancing academic timings is a major problem faced. Apart from that the other problems are

- Identifying the time slot for students' group
- Allocating faculty in charge for proper conduction
- Fixing time slot for company persons for interaction
- Ensuring time slot for external agencies for training

Best Practice 2:

Title: "Executive Meeting"

Objective:

To furnish a quality education and to provide a safe, healthy, well-disciplined environment for students, the teaching faculty and the other staff members work tirelessly. A peaceful ambience is also ensured for harmonious development.

Context:

It is the responsibility of any institution to provide good knowledge to the students. To acquire the same, students should be satisfied in all aspects. In order to satisfy students with all their needs a regular monitoring is done in our campus that includes both academic and non-academic.

Executive meeting is conducted for all the academic and non-academic heads with the direct involvement

of the management. By reviewing the progress of the work done, timely remedial work is carried out. Targets have been fixed to the respective department to rectify problems immediately and thus motivate both faculty members and students for their growth. The work done every 15 days is reviewed and actions are taken immediately. Good works are appreciated and areas that need improvement are guided for the successful completion of work. Difficulties faced are discussed and suggestions are provided through experienced heads along with top management.

The work progress is also monitored daily. All the teaching faculty members report their work through mail which is viewed directly by the top management. Any problems or issues are reported instantly. The consolidated report of the progress will be reported by the heads and these are discussed in the executive meeting.

Practice:

The meeting is held once in 15 days on Thursdays between 10.00 AM to 1.00 PM. All the heads of academic and non-academic, managers will be present in the meeting. Points related to the weekly work done will be reviewed and target will be fixed for the next week. General points towards the development will be discussed. All the faculties present will take a note of the general instructions and the individual instructions in their particular parameters. The same will be discussed further in their respective department.

Evidence of Success:

Following the above-mentioned procedure visible improvement occurs in the performance of all the departments.

- Contribution of faculties and students in co-curricular and extra-curricular activities.
- Direct response towards students' issues,
- Development in work progress and involvement towards work

| File Description | Document |
|--|-------------------------------|
| Any other relevant information | View Document |
| Best practices in the Institutional web site | 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:

Systematic and well-planned teaching learning process

Our Campus strives to achieve academic excellence by futuristic outlook in the fields of Engineering and Technology in a well-disciplined environment through:

Commitment to continuous improvement in all areas through well planned strategies and continuous efforts of both faculty members as well as students. Institute is determined to provide education to the students from rural areas and help them with scholarship to those who secured good percentage in their 12th board exams. Not only this, our institution provides scholarship throughout their study period of four years. This encourages students from rural sector and deprived classes and serves as driving force to study well and avail the opportunity.

We achieve the optimum of success by setting target among ourselves. A significant example of it is that everyone in the institution work with untiring commitment and dedication to accomplish the next level of growth and improvement through review individually and review of the target periodically. This self-evaluation enables both the teaching faculty and non-teaching staff to get motivated and stay focused to realize the target.

Our institution consists of students of different academic levels as they hail mostly from rural areas. Hence it is essential that our teaching methodology need to be flexible and worthy enough to cater the need of understanding capacity of students of varied academic levels. So a proper and well planned teaching system is adopted which strengthens the academic performance of students

We follow a strategy to ensure the best academic output in students. A seven point strategy is adopted that involves micro level monitoring in different aspects mentioned below

- Maintaining students and staff attendance
- Material Verification
- Question paper setting
- Answer Scripts Review
- Identification of Slow Learners
- Preparation of Coaching Class Schedule
- Conducting Parents meeting for students who avail leave for more than four days
- Intimation through SMS to parents regarding students marks and conducting Parents meeting for students who have failed in more than 1 subject in Internal Assessment test – I

faculty Attendance is properly maintained through records and bio metric attendance and faculties members are advised to take leave with proper alteration of classes so that students won't be affected

Students attendance is strictly monitored through class advisors .But for genuine reasons students are advised to avoid taking leave unnecessarily .For implementing and following it students who availed more than 04 days leave are insisted to bring parents to meet class advisors plays.Each day before starting the session class advisors ensure students attendance and absentees are identified and are being called over phone to learn the legitimate reason for the absent. A separate absentee's register is being

maintained by the class advisor

To ensure quality question paper blooms taxonomy strategy is adopted and students answer scripts will be reviewed properly by the concerned faculty members. Slow learners will be identified and categorization of students will be done after academic performance through which faculty will be insisted to give special care for students who need additional attention for better performance .Special coaching class will be planned and conducted for students exclusively for their academic enhancement.

Marks of students will be intimated to parents after the completion of one Internal assessment through messages which help the parents to know about their ward's performance in academics and proper measures can be taken promptly.The main aim of these procedures is to develop a good relationship with parents and enhance the growth of students under proper supervision of both college and parents

By implementing the procedures systematically we can achieve better academic performance which enables our students to get placed in top multi-nationalcompanies.

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

5. CONCLUSION

Additional Information :

Precisely, the institution will struggle hard toward providing/establishing

- The effective practice of quality assurance to regularly address, monitor, and evaluate the quality of education offered to students, and promote effective teaching-learning methods for the benefit of both students and teachers making the institution a place for excellent temple of knowledge in engineering science and technology.
- Best in class standards and practices of good governance to bring in transparency of operations and improve credibility at all levels.
- Skills among students are developed through Interactive Teaching–Learning Process, Corporate exposure by Industry Internship, and project work and thus make them ready to get into the industry soon after the completion of their course.
- VSBCETC is committed to providing educational opportunities in engineering disciplines by exposing students to the latest technologies, maintaining a healthy competitive environment, developing confidence, and exploring potential talent for meritorious leadership.

Concluding Remarks :

In view of meeting the vision and mission of our institution, our organization develops abilities and characteristics to pick esteem added courses, delicate expertise projects and potential chances to learn new things. Our Management has a decent criticism framework through which the complaints are figured out in time and ideas are considered for the improvement of the establishment. Our mentor framework has been exceptionally powerful and it has been standardized as quite possibly the best practice. Parent - Teachers' meetings pave way for improvement in scholastics and discipline.

In future, we wish to further develop our research activities including working on the quantity of patent filings, foundation of exploration focuses in all divisions, to accomplish scholarly greatness and advance new businesses in the organization. Getting NAAC certification will be critical in the achievement of our establishment in scholastics and further supports accomplishing independent status through which the educational plan improvement is plausible for incorporating ongoing advances winning in the enterprises and making it workable for the upliftment of the provincial understudies of our region to meet the worldwide requirements.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|---|----|---|---|----|---------|---------|---------|---------|---------|---|---|---|---|----|
| 1.1.3 | <p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per supporting documents any two considered (Sl. No. 3 &4).</p> | | | | | | | | | | | | | | | | | | | | |
| 3.2.1 | <p>Number of papers published per teacher in the Journals notified on UGC website during the last five years</p> <p>3.2.1.1. Number of research papers in the Journals notified on UGC website during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>11</td> <td>7</td> <td>7</td> <td>29</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>5</td> <td>4</td> <td>6</td> <td>11</td> </tr> </tbody> </table> <p>Remark : input edited as per provided document</p> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 6 | 11 | 7 | 7 | 29 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 4 | 5 | 4 | 6 | 11 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 6 | 11 | 7 | 7 | 29 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 4 | 5 | 4 | 6 | 11 | | | | | | | | | | | | | | | | | |
| 3.3.2 | <p>Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years</p> <p>3.3.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>3</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 3 | 4 | 3 | 1 | 1 | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 3 | 4 | 3 | 1 | 1 | | | | | | | | | | | | | | | | | |

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

Remark : Local Awards are not to be considered. The value seems to be ZERO for all the assessment years

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 12 | 11 | 16 | 12 | 11 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 12 | 10 | 15 | 12 | 11 |

Remark : input edited as per provided document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

3.3.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 538 | 437 | 697 | 616 | 576 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 538 | 407 | 652 | 616 | 576 |

Remark : input edited as per provided document

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

1. Solar energy

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

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: B. 3 of the above

Remark : as per provided document Any three may be considered

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

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

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: C. 2 of the above

Remark : input edited as per provided document

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|----|----|----|-----|-----|---------|---------|---------|---------|---------|----|----|----|-----|-----|
| 1.1 | <p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>86</td> <td>85</td> <td>89</td> <td>104</td> <td>114</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>72</td> <td>72</td> <td>72</td> <td>104</td> <td>112</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 86 | 85 | 89 | 104 | 114 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 72 | 72 | 72 | 104 | 112 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 86 | 85 | 89 | 104 | 114 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 72 | 72 | 72 | 104 | 112 | | | | | | | | | | | | | | | | | |