



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**VIDYA VIKAS INSTITUTE OF ENGINEERING AND
TECHNOLOGY**

MYSORE BANNUR ROAD, MYSORE.

570028

www.vidyavikasengineering.com

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Vidya Vikas Educational Trust was established in 1991 in response to the growing need of competent professionals in the technical domain and nurturing young minds who could efficiently manage India's growing industries.

The vision to diversify into various sectors stemmed from the need to expand and keep pace with a rapidly growing job market in order to build the career path of students. Colleges across diverse spheres of Arts, Commerce, Nursing, Hospitality, Management Studies, and Social Work gained root as a result.

With this modest beginning and success, in 1997, VVET ® decided to institute a technical college at the graduate level, which led to the establishment of The VidyaVikas Institute of Engineering Technology in Mysuru.

VidyaVikas Institute of Engineering & Technology (V.V.I.E.T) was started in 1997, in pursuit of developing Science & Technology through teaching, research and development. We deliver best-quality education and training to mould the technophiles into highly professional world-class engineers.

VVIET is recognized by the Government of Karnataka as well as the All India Council of Technical Education (AICTE), New Delhi, affiliated to the Visvesvaraya Technological University (VTU), Belgaum and governed by VidyaVikas Educational Trust. The Institute provides a top class and comprehensive Learning atmosphere for studies in 6 major disciplines and offers Post Graduate programs. In addition, the Institute has set up Research Centres in 8 Departments to promote Research activities in frontier areas

Vision

Our vision is to provide learning opportunities, ensuring excellence in education, research and facilitate an inspiring world class environment to encourage creativity. The Institute is committed to disseminating knowledge, and through its ingenuity, bring this knowledge to bear on the world's great challenges. VVIET is dedicated to providing its students with an education that combines academic study and the excitement of discovery kindled by a diverse campus community.

Mission

- Offer highest professional and academic standards in terms of personal growth and satisfaction, and promote growth and value to our research sponsors.
- Provide students a platform where independent learning and scientific study are encouraged with emphasis on latest engineering techniques.
- Encourage students to implement applications of engineering with a focus on societal needs for the betterment of communities.
- Empower students with vast technical and life skills to raise their stakes of getting placements in top

reputed companies.

- Create a benchmark in the areas of research, education and public outreach.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths(S):

1. Good visionary management to take the institution to highest levels of quality.
2. Transparent Governance and Administration.
3. Highly qualified, committed, experienced faculty
4. Focused towards Research activities
5. Faculty with higher qualifications from premier institutes like, IISc & IITs.
6. Good relation among Management, Principal and Staff.
7. PG programmes and Research programmes in majority of the departments.
8. Good infrastructure with modern seminar halls, auditorium, modern laboratories with latest equipments, etc.
9. Trained supporting staff
10. Encouragement for Student Initiatives
11. Good campus placements
12. Active Alumni Associations in India & abroad. The alumni are in coveted positions both in India & abroad
13. Staff appraisal and reward system
14. EDP and Faculty Development Centre.
15. Good Sports facilities.

Institutional Weakness

1. Institution? Industry interaction- Insufficient linkages and networking with industries, other technical institutions and resource organizations because of non availability of industrial and business hub in the near vicinity.
2. Less industry involvement in projects and programmes
3. Industrial consultancy & applied research.
4. Less placement in core companies especially in Civil, Mechanical and Electrical Engineering areas.
5. Sponsored research from industry needs and demand driven PG program to be promoted.
6. Although there is significant improvement in the R&D initiatives in the institute during the past few years with a large number of research papers and publications, however a lot needs to be done to build excellent R&D culture.
7. Recruitment/retention of senior faculty in cutting edge disciplines
8. Formal Networking with other institutions.
9. Hostel accommodation to meet the increased demand.
10. e-library facility
11. Lack of Automation
12. Health care measures.
13. Strengthening of professional bodies

Institutional Opportunity

1. Enhance research activities through sponsored R&D projects.
2. Establishing the Centre of Excellence in emerging areas.
3. Possible to change the curriculum as and when required.
4. Networking with premier institutes & Industry for advanced, applied research & academic interaction through MOUs.
5. Establishing a continuing education cell.
6. Modern space creation
7. Alumni Networking for Academic and placement activities.

Institutional Challenge

1. Attrition of faculty in high demand areas as to industry/other institutes/foreign universities.
2. Competition from other foreign universities that may setup their operations in India in near future.
3. Possibility of declining quality of students admitted because of the extremely large number of institutes that are being setup.
4. Decreased in availability of quality faculty with passion for teaching

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Visvesvaraya Technological University, Belagavi was started in the Year 1998 and at present 215 Colleges are affiliated to it. The Institution strictly adheres to the syllabus designed by VTU Belgavi. University nominates senior well experienced Professors on Board of Studies (BoS) and Board of Examiners (BoE). During the course of revision of syllabus, the faculty members are encouraged to participate in the revision process with their feed backs obtained by faculty and students.

As an affiliated Institution, we are not authorized to modify, but our faculty members enrich the contents with their own expertise and experience so that the students are made employable which will help them to get jobs in this highly competitive world. To suit the intellectual requirements of the students in the fast paced life, the Institution adopts the following,

- Industry experts deliver expert lectures, seminars, workshop etc. from time to time to update the students and faculty members with the current happening of the industrial world.
- Apart from academic activity, students go on arranged industrial visits to get a practical awareness of the education they are acquiring.

Teaching-learning and Evaluation

A structure is in place for ensuring the desired teaching-learning process. The Academics Department was set up by the appointment of the Dean (Academics). One of its responsibilities is to draft the academic calendar. The academic calendar is approved by the Academic Co-ordination Council. It holistically spans the commencement of term till its closure and encompasses academics, sports, cultural, departmental activities, and internal assessment tests.

Subject allotment is normally done well in advance so that faculty members, especially newcomers, get sufficient time for preparation of class notes and presentation slides. New incumbents are appointed one month in advance so that they become familiar with the system and have sufficient time for subject preparation. Once the subject allotment is complete, the concerned faculty members prepare the Course file & lesson plan as per the VTU syllabus.

Internal Assessment tests are conducted strictly as per the guidelines of VTU. Immediately after the test, the blue books are evaluated by the concerned faculty based on the scheme of evaluation. Students are given an opportunity to see the books as well as the scheme of evaluation and seek clarifications.

- Faculty uses Laptop, digital library, and online journals to download lectures, study materials and data from internet.
- The teachers try to make lectures more student-centric by using ICT based teaching, cooperative learning.
- Institution has developed smart class rooms with web-based teaching. The teachers utilize these facilities to illustrate the concept clearly through audio/video mode.
- The students are assigned Group Assignment, Problem Solving and Mini Projects. This will improve self-learning ability and teamwork among the students.

Research, Innovations and Extension

The Institute has setup 8 Research Centres affiliated to Visvesvaraya Technological University, Belagavi in the Departments namely, CSE, ECE, EEE, Mechanical, Civil, Physics, Chemistry and Mathematics. The Institution has a Research Committee viz.. Research and Development Cell to promote Research Activities encouraging faculty members to publish papers in reputed journals and submitting proposals. It has been constituted to facilitate and monitor research projects and their related activities.

The Committee meets once in a semester. Additional meetings are conducted as per the requirements.

Impact of Recommendations of Research Committee

- For enhancing the research activities and imbibing the research culture at the Institution level, a policy is formulated for financial and other required support for research promotion. The researchers are financially supported for organizing and attending the research activities like Workshops, Seminars, National and International Conferences, Faculty Development Programs etc. The allocation of funds depends on level of the activity, number of participants and duration of activity.
- Funds are allocated for Patents and Research Publications within India and abroad. The registration

charges, travelling and other allowances are reimbursed. An incentive is offered to the Principal Investigator for submitting research proposals. The amount allotted depends upon Research Grant received.

- Researchers are provided with seed money to initiate the research work.
- Identification of Research Areas
- Institution has identified research areas of different faculty. Accordingly, the infrastructure and facilities for research are developed.

Infrastructure and Learning Resources

The Institution has established policies and procedures to create infrastructure as per the standards and norms of AICTE, VTU, and the Government of Karnataka.

Good and modern infrastructure will definitely facilitate the better teaching learning process. As per the policy matter, the Institution has already developed good infrastructure like canteen, transport facility, auditorium, highly equipped laboratories, library with reading room, lush green campus, enough parking, playgrounds, and separate hostels for girls and boys with generator facility, internet with Wi-Fi connection within the Institution campus and in hostel premises. The infrastructure facilities were created with an undeterred motto of developing an Institution unique in its nature for effective teaching and learning processes. For the creation and enhancement of infrastructure the Institution follows a policy such as:

- The planning and monitoring board meets twice a year, at the beginning of the academic session, analyze the requirements submitted by the departments and recommends the need for creating the new infrastructure and enhancing the existing, to ensure effective teaching and learning.
- Detailed discussions and deliberations are done in the planning committee meeting to put forth its recommendations to the governing council for infrastructure expansion.
- The Governing council, sanction the recommendations of the planning and monitoring board based on the merit of the proposals.
- Purchases for development activities are carried out in systematic manner by getting quotations, purchase committee meeting for technical and commercial negotiations thereby ensuring good quality & facilities are created.

The Institution has resourceful library which is accessible to all categories of users. The library has two floors. This area is divided into Book Section, Reading section, Discussion Rooms, Digital Library, property counter and Newspapers Section. A Reference section is provided to refer reference books, competitive exam books, Novels, journals, back volumes of periodicals, newspaper clippings & project reports.

Student Support and Progression

The Institute has well defined Student Support System and facilitates to get the Scholarship for the backward class students from the social welfare department and the Institute offers Cash awards are given to outstanding students and Fee waiver for University Rank students during their next higher admission

The Institution caters to the different academic needs of the students belonging to different strata of the society. Many students from the economically weaker sections of the society are studying in the institution. The Institution ensures financial assistance to the economically – backward students, which is received in the form

of funds granted by the central and state governments, other agencies, and also from the management of the Institution. About 52% students get benefit from these scholarships.

The Institution has unique programs in which twenty students are mentored by a faculty member. Interaction helps in identifying the weakness of the students; the mentors develop a plan of action for meeting the requirements of such students and develop the course of action for effective mentorship. During this process they are also counseled for career opportunities and setting goals for the future – whether to go for jobs or to pursue higher education or start their own enterprise.

As the part of the orientation for newly joined first year students, industry personnel are invited to give them the industrial perspective of engineering education, which can boost the confidence of students.

In the second year, for lateral entry students, branch-specific counseling is given by industry personnel, scientists and academicians.

The Institution provides professional career counseling through:

- Training and placement department.
- Interaction with the corporate world.
- Pre-placement talks.
- Alumni visits to the campus and addresses to the students.

The Institution encourages and promotes setting up of Students Council at the College level to impart necessary skills and provide an opportunity to exhibit their talent.

Governance, Leadership and Management

The quality policy of the Institution is well conveyed from the Vision and Mission statements which have been designed by the Top Management and faculty. For implementing the quality policy, an action plan is prepared collectively by the Principal and the Heads of Departments. According to the action plan, specific roles are assigned to various faculty members.

The Institute has a well-defined administrative structure as follows for effective governance and for building the organisational culture.

1. Management of VidyaVikas Educational Trust
2. Members of Governing Council
3. Principal
4. HODs

The management of the Institution has long term vision for both, academics and administration. They guide, initiate, persuade the staff to actively involve themselves in realizing the goals and objectives of the Management of the Institution. In addition to this, Principal coordinates with outside agencies like University authorities, UGC, and other government bodies to comply with necessary regulations. The Principal also

follows an open door communicationsystem and often allows the staff to come up with their constructive suggestions andgrievances if any and goes out of the way to address them. The policy statements and action plans are formulated after careful consideration of all by themanagement.

The Management is in constant touch with the head of the institution and gives enlightened leadership for the smooth functioning of the Institution. The members of the Governing Council meet at the beginning of the semester to discuss the problems and issues pertaining to Institution development, administration, appointments and infrastructural needs and student disciplines. The Management and the head of the institution provides adequate freedom to faculty in strengthening teaching learning process, academic advancement, nurturing multifaceted talent in students. Faculty are given full liberty to represent and formulate plans for supporting slow learners, preparing required learning material, organizing various programs for enhancing curricular activities, encouraging enthusiastic learners for professional competency, conducting new experiments in laboratories, and taking up innovative projects. The freedom and the support motivates faculty in developing creative and innovative practices with mutual coordination and team work.

Institutional Values and Best Practices

The Core Institutional Values are

1. Quality and Continious Improvement:The Institute will strive for quality and will also strive for continuous improvement in all areas, and will measure its progress with appropriate standards.

2. Student Learning and Student Development:

The Institute is a student-centered institution. It will strive to provide educational experiences of exceptional quality and a student life environment that provides for healthy personal development.

VidyaVikas Institute of Engineering and Technology has been practicing series of good practices ranging from academics, co-curricular and extra-curricular to administration.The Institute believes that the best practices will have a larger impact on the students. It has a number of best practices that have become the culture of the organization and they are

- 1. Skill Development Programs:** Imbibe additional skill sets, attitude and qualities to the students to make them industry-ready. Further, certification programs are arranged in collaboration with industries/organizations.
- 2. Proctoring and Counseling Facilities:** Increase the efficiency of the student for better academics performance through timely Proctoring and counseling. The lack of ability of students, at entry level and to adjust to the professional college environment, new type of subjects and overcome home-sickness is a real challenge. During the above cited process, the students are over-stressed and feel out of place. To keep them focused during their internal as well as external examinations – Proctoring and counseling facilities are in place at Institution.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIDYA VIKAS INSTITUTE OF ENGINEERING AND TECHNOLOGY
Address	Mysore Bannur Road, Mysore.
City	MYSORE
State	Karnataka
Pin	570028
Website	www.vidyavikasengineering.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	RAVISHAN KARM	0821-2471232	9845550525	0821-2473586	principalvviet@gmail.com
IQAC Coordinator	SRIRAM N S	0821-2471635	9880016359	0821-2473586	dean.vviet@gmail.com

Status of the Institution	
Institution Status	Self Financing and Private

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	04-09-1997

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Karnataka	Visvesvaraya Technological University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	04-04-2018	12	

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	Mysore Bannur Road, Mysore.	Urban	56	20120

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Electronics And Communication Engineering	48	PUC OR EQUIVALENT	English	120	97
UG	BE,Electrical And Electronics Engineering	48	PUC OR EQUIVALENT	English	120	87
UG	BE,Mechanical Engineering	48	PUC OR EQUIVALENT	English	60	44
UG	BE,Computer Science And Engineering	48	PUC OR EQUIVALENT	English	60	51
UG	BE,Information Science And Engineering	48	PUC OR EQUIVALENT	English	60	45
UG	BE,Civil Engineering	48	PUC OR EQUIVALENT	English	60	49
PG	Mtech,Electronics And Communication Engineering	24	BACHELOR DEGREE	English	18	2
PG	Mtech,Mech	24	BACHELOR	English	18	1

	anical Engineering		RE DEGREE			
PG	Mtech,Civil Engineering	24	BACHELO RE DEGREE	English	18	14
PG	MBA,Mba	24	BACHELO RE DEGREE	English	60	59
PG	MCA,Mca	36	BACHELO RE DEGREE	English	30	10
Doctoral (Ph.D)	PhD or DPhi l,Electronics And Commu nication Engineering	48	MASTER DEGREE	English	6	0
Doctoral (Ph.D)	PhD or DPhi l,Electrical And Electronics Engineering	48	MASTER DEGREE	English	4	0
Doctoral (Ph.D)	PhD or DPhi l,Mechanical Engineering	48	MASTER D EGREEMA STER DEGREE	English	6	0
Doctoral (Ph.D)	PhD or DPhi l,Computer Science And Engineering	48	MASTER DEGREE	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Civil Engineering	48	MASTER DEGREE	English	6	0
Doctoral (Ph.D)	PhD or DPhil,Physic s	48	MASTER D EGREEMA STER DEGREE	English	2	0
Doctoral (Ph.D)	PhD or DPhi l,Chemistry	48	MASTER DEGREE	English	4	2
Doctoral (Ph.D)	PhD or DPhi l,Mathematic s	48	MASTER DEGREE	English	2	0

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	16				23				91			
Recruited	10	6	0	16	6	4	0	10	38	53	0	91
Yet to Recruit	0				13				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				13
Recruited	12	1	0	13
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				28
Recruited	19	9	0	28
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	10	6	0	1	1	0	0	1	0	19
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	4	3	0	38	53	0	98

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	1	0	0	0	0	0	0	2	0	3

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1		2		3

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	199	4	0	0	203
	Female	165	4	0	0	169
	Others	0	0	0	0	0
PG	Male	47	4	0	0	51
	Female	39	4	0	0	43
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	2	0	0	0	2
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	20	26	21	26
	Female	31	28	25	18
	Others	0	0	0	0
ST	Male	5	9	4	12
	Female	11	12	5	13
	Others	0	0	0	0
OBC	Male	129	165	180	172
	Female	103	124	154	142
	Others	0	0	0	0
General	Male	33	41	41	43
	Female	32	28	38	39
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		364	433	468	465

3. Extended Profile

3.1 Program

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

Response: 19

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
19	19	19	19	19

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2083	2097	2027	1941	1751

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
652	652	637	622	607

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
551	572	499	457	448

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
132	138	138	135	131

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
117	137	137	137	137

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 56

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

2017-18	2016-17	2015-16	2014-15	2013-14
894	814	475	293	326

Number of computers

Response: 494

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:

The Vidya Vikas Institute of Engineering and Technology affiliated to Vivesvaraya Technological University has governing Council constituted as per the norms of the University. This Cell provides guidance in all aspects for the institutional development (infrastructure, starting of new courses, criteria for education). The Institution meticulously develops action plans for effective implementation of the curriculum and highest priority is given for academics. At the outset, Principal regularly conducts meetings with various department heads to develop strategies for effective implementation of the curriculum. Teachers are encouraged to impart the curriculum through innovative teaching methods including power point presentations, assignments, discussions, workshops, seminars, industrial visits, Technical Quiz, e-learning apart from regular/traditional chalk and talk methods. Infrastructure requirement for all laboratories is provided and upgraded as per the syllabus/scheme of the university.

The detailed process is given below:

- **Academic Calendar** - The academic calendar of the Institution reflects various curricular activities planned during a semester/year which is based on the University calendar.
 - **Lecture Plans** - The lecture plans along with lecture notes are prepared by the faculty members well in advance for all their corresponding allotted subjects before the commencement of the semester. These are duly reviewed by respective heads of the department and periodically inspected by Academic Audit Committee (AAC).
 - **Department Calendar** - All departments prepare Department calendar in line with Academic Calendar of the Institution.
 - **Laboratories** - Laboratory manuals for all the concerned laboratories of the departments are developed by the senior faculty of the respective Departments.
 - **Proctor Committees** – Minimum of 4 Proctor meetings are conducted in a semester on periodic basis. Also the meetings will be conducted whenever there is a requirement. The Proctors review the grievances, if any, and suitable remedial measures, as and when necessary will be suggested.
 - **Meetings** - The Department meetings and Academic Co-ordination Council meeting will be conducted every month to deploy the action plans in an effective manner.
- Regular departmental meetings of Class Teachers, Class representatives, Parents Teacher-meetings will be conducted at regular intervals to take suitable measures for the effective monitoring and implementation of the academic process.
 - The syllabus, question papers, notes, NPTEL materials, PPTs, lab manuals and videos for each subject are provided by the faculty to the students.
 - Student feedback is taken twice every semester to facilitate analysis and corrective measures to be

implemented.

- The seminars, assignments, internal assessments, unit tests with respect to the corresponding subjects as planned in the academic calendar are monitored by the Department Heads.

File Description	Document
Any additional information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 0

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 12.61

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
04	04	02	06	01

File Description	Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 21.05

1.2.1.1 How many new courses are introduced within the last five years

Response: 04

File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 57.89

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 11

File Description	Document
Name of the programs in which CBCS is implemented	View Document

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

Response: 15.29

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

2017-18	2016-17	2015-16	2014-15	2013-14
1077	385	126	2	1

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document

1.3 Curriculum Enrichment

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

Response:

To integrate the crosscutting issues like gender, climate change, environment education, human rights, ICT etc. positively into the curriculum, the Institution has established various activities/committees.

- University, recognizing the importance of the above issues, these topics are included in the regular curriculum.
- Institute gives equal preference for both the genders in all disciplines by accommodating male and female faculty and students in all the committees formed in the Institution. It is evident from the gender ratio as male to female in faculty as 55:45 and in students 61:39 (UG) and 47:53 (PG).
- Students Welfare Committee and Redressal Grievance Cell will address the sensitive issues regarding the woman's right and security.
- Disciplinary committee will guide in administering the rules and regulations governing academic and non-academic misconduct and for assessing reported violations and when necessary, for assigning appropriate penalties.
- Women Sexual Harassment Cell addresses the issues related to girl students and makes the Institution campus a safe place for the girl students. To boost the morale of the women students, accomplished women of repute are invited to the campus to highlight about their achievements and share their experiences on occasions like engineer's day, teacher's day, women's day etc.
- Foundation course on computers and technology will make the students a part of global information system and enhances their employability.
- Environmental studies and Constitution of India, Professional ethics and human rights, Kannada and English are studied as subjects by the students to integrate the crosscutting issues like gender, climate change, environment education, human rights, ICT etc. positively into the curriculum, the Institution has established various activities/committees.

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 105

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 105

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 20.31

1.3.3.1 Number of students undertaking field projects or internships

Response: 423	
File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>A. Any 4 of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>Response: B. Any 3 of the above</p>	
File Description	Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>Response: B. Feedback collected, analysed and action has been taken</p>	
File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.28

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
09	06	07	07	0

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 75.78

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
474	502	514	522	457

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
654	654	654	648	648

File Description	Document
Institutional data in prescribed format	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 41.05

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

2017-18	2016-17	2015-16	2014-15	2013-14
310	280	246	284	185

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

After the students get admitted to the institution, orientation programs is organized for the freshers to help them understand the engineering curriculum. Introductory lectures for all the subjects are devoted to discuss and understand special needs of the students. Students are categorized based on their previous qualifying examinations marks, assessment test, class room performances and personal performance. Assessing the students based on internal examinations helps to identify slow learners and quick learners.

Methodologies to Encourage Advanced learners:

- The bright students are identified from their participation in classroom discussion, performance in the assessment tests, and performance during the oral examination, participation in classroom, seminars, questioning ability, University result analysis etc.
- Bright students are provided with additional study materials and they are encouraged to act as peer guides for their classmates.
- HOD and proctors continuously mentor students.
- Class toppers are honoured with prizes and certificates.
- The bright students are encouraged to participate in symposia, workshops and seminars to gain knowledge on the latest developments.
- Toppers Names & photos are published in Department Notice Boards, Newsletters & College magazines.
- The bright students having high academic track records are encouraged by faculties to achieve university ranks, also encouraged to take up competitive examinations like GATE, TOEFL, GRE,RRB,SSE etc.,

Methodologies to Encourage Slow Learners:

If the students are slow in their learning process, the mentor who is acting as the guide and philosopher

finds the nature of their problems and motivates them in a friendly way to reach particular academic goals. To improve on their academic performance, extra classes with separate time table are organized to clarify the doubts and explain the difficult topics.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 15.78

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	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 learning is made student-centric by following measures:

- Advance information is given about topics to be taught in the next class so that the students can come prepared for active discussion with teachers.
- Giving home assignment and project work and following up.
- Add-on courses to help in developing special skills relevant to the industry requirements.
- Library, internet facility for value addition.
- Availability of learning resources through CDs and DVDs.
- Use of video clips, model to enhance audio visual effect.
- Arranging field/industrial visits.
- Conducting sessions like group discussion, seminar, quiz, poster presentation, group projects to make the learning more interactive.
- Special software has been introduced to keep record of attendance of students and track irregularities.
- Case study methods/role play/group presentations.
- Use of social media like whatsapp, facebook and Twitter is used to spread technical and current affairs.
- The Institution concentrates on making the students as original thinkers. Faculty members motivate

them to participate in various technical festivals so as to encourage the artistic temper among the students. Due to these types of activities the students can think on their-own and develop creative projects which will be useful for them in their career. The students are encouraged to present their creative thinking in various national symposia/conference and publish their work innational/international journal/conference proceedings. The long list ofprizes won by our students in technical festivals, project expos, paperpresentations and other state level competitions bears a testimony to it.

- Student project grants sanctioned by KSCST.
- A habit of life-long learning is imbibed by motivation and providing learning spaces, access to online courses and connectivity with industry experts.
- Students are motivated and guided to build up models which can develop their creative thinking and better understanding.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 81.82

2.3.2.1 Number of teachers using ICT

Response: 108

File Description	Document
List of teachers (using ICT for teaching)	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 18.11

2.3.3.1 Number of mentors

Response: 115

2.3.4 Innovation and creativity in teaching-learning

Response:

- Faculty uses Laptop, digital library, and online journals to download lectures, study materials and data from internet.
- The teachers try to make lectures more student-centric by using ICT based teaching, cooperative learning.
- Institution has developed smart class rooms with web-based teaching. The teachers utilize these facilities to illustrate the concept clearly through audio/video mode.
- The students are assigned Group Assignment, Problem Solving and Mini Projects. This will improve self-learning ability and teamwork among the students.

Impact of innovative practices on student learning

- Learning process becomes increasingly personalized.
- It enables students to develop and realize their personal potential.
- Learning process will help students to enjoy learning and acquire skills that empower them.

2.4 Teacher Profile and Quality**2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 101.69

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years**Response:** 14.38**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
26	21	20	17	13

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years**Response:** 8.15**2.4.3.1 Total experience of full-time teachers****Response:** 1075.65

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 8.16

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	0	2	2

File Description**Document**

Institutional data in prescribed format

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 1.51

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
02	03	02	01	02

File Description**Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)**2.5 Evaluation Process and Reforms****2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

The institution makes appropriate & effective changes in the internal evaluation system w.r.t the changes that are happening at the university level with each scheme change for UG and PG programs. Through interactions & circulars the changes made are informed to the students well in advance.

NON-CBCS SCHEME (2010 scheme)

1. Three Internal Assessments are conducted for each theory course as per the calendar of events. The syllabus is divided into three portions and each portion is covered in an internal assessment. Each internal assessment is conducted for 25 marks. The average of best two internal assessment score is considered as the final IA marks.

2. At the end of semester the university conducts examination for each course. The examination question paper includes two parts with 4 questions each. The students are supposed to answer any 5 questions out of 8 selecting at least 2 questions from each part. Each question carries 20 marks. The student will be evaluated for 100 marks in external examination.

CBCS SCHEME (2015 scheme)

1. Three Internal Assessments are conducted for each theory course as per calendar of events. The syllabus is divided into three portions and each portion is covered in an internal assessment.

2. 20 marks is earmarked for CIE, out of this 15 marks is awarded from the average of two internal assessment tests and 05 marks are awarded based on the performance in the assignment/module tests/seminars/mini-projects etc. Each internal assessment is conducted for 30 marks and scaled down to half of it which is considered as the internal assessment marks of the student for that test. The average of best two internal assessment score and marks scored by students in activity based assessment is considered as the final IA marks. At the end of semester the university conducts examination for each course. The examination question paper will have 10 questions with two questions from each module. The students are required to answer five questions choosing at least one question from each module. Each question carries 16 marks. The student will be evaluated for 80 marks in Semester end examinations.

CBCS SCHEME (2017 scheme)

1. Three Internal Assessments are conducted for each theory course as per calendar of events. The syllabus is divided into three portions and each portion is covered in an internal assessment. The students are informed about the syllabus portions for CIE tests well in advance. There are 40 marks earmarked for CIE, out of this 30 marks is awarded from the average of three internal assessment tests and 10 marks are awarded based on the performance in the assignment/module Tests/seminars/mini-projects etc.

2. It can be seen in this scheme in addition to making the students learn entire syllabus and all the three tests mandatory, weightage is given for assignment/module tests/seminars/mini-projects etc., thus making CIE meaningful

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The institute expects a document as proof of attainment of course and program outcomes. This depends on several factors including course outcomes of the course, program outcomes, and level of mapping of COs with POs, quality of questions asked in internal examinations and assignment to achieve the outcomes. To have a common procedure to set the quality questions, following guidelines have been proposed:

Step 1:

Department Internal Assessment (IA) committee consisting of at least four members is constituted which will look into the authenticity of the question paper.

The committee consists of four members:

- i) Head of the department as Chairperson
- ii) One senior faculty as member.
- iii) Two IA coordinators as members

Step 2:

IA coordinator will announce the IA Dates and circulates the guidelines to prepare the IA question papers.

Step 3:

The IA coordinator requests for the submission of IA Papers and scheme of evaluation one week before the commencement of IA and the same shall be submitted to HoD for scrutiny.

Step 4:

The Internal Assessment (IA) committee scrutinizes the IA Papers.

Step 5:

IA conduction as per the schedule.

Step 6:

The faculties after every internal assessment test evaluate the answer scripts as per Evaluation guidelines and will also explain the solution of the questions in the class, which will enable the students to perform better in the final examination.

Step 7:

The IA coordinator will display the IA marks on the notice board.

Step 8:

The same process is followed for all the internal assessment tests.

Guidelines for Setting Question Paper

1. The questions set shall depend on the course outcomes of that subject/course and level of revised blooms taxonomy.
2. The course outcomes can be set correlating to the modules of the course so that it becomes easy to assess and compute the attainment.
3. Question paper should be framed such that same course outcomes are attained as per VTU in case of choice between the questions.
4. Question paper should be set according to the VTU Examination paper pattern.
5. Marks shall be allotted as per the VTU guidelines.
6. The questions set in the question paper should indicate the COs, POs and Revised Blooms Taxonomy level.

Evaluation Guidelines

1. After every internal assessment, the faculties explain the solution of the questions in the class, which will enable the students to perform well in the final examination.
2. For any genuine reasons, if a student was unable to perform well in the given three internal assessment tests, improvement test is given to him/her.
3. The average of the marks obtained from any best two internal assessment is chosen for the award of internal assessment marks as final marks to VTU Web portal.
4. If a candidate remains absent for all the internal assessments conducted, the Internal assessment Marks are marked as “Absent” in the result.

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

Response:

The redressal of grievances regarding evaluation in both internal assessment and university examination is through the following process:

Internal Assessment

All grievances regarding evaluation, including the internal assessment marks awarded for the students, can be clarified with the concerned faculty. If the grievance cannot be addressed by the course faculty, the student has the option to approach the Head of the Department. Discrepancies if any are treated with seriousness and adequately addressed depending on the nature of the problem.

For maintaining transparency, after the assessment of each internal assessment, detailed scheme and

solution for each subject is announced on the notice board. Students will go through the same and approach the concerned faculty for possible deviations in the allotment of marks. Scheme and solutions prepared by the faculty members are validated by Heads of the department. Internal assessment marks obtained will be announced on the department notice board after one week of internal assessment conduction.

End Semester Examination

If the grievance is about the end semester examination results conducted by the university, the Institution assists the students by helping them to apply for revaluation to the office of the Registrar (Evaluation) of the affiliated University through EMS Co-Ordinator of each department of the Institution. As per the university communication from time to time, students can apply for revaluation. Students can apply for the revaluation within the stipulated period, by depositing the revaluation fee. University authorities get the answer sheets revaluated and then the revaluation results of the students is declared. In addition to this, the university makes arrangements for issuing photocopies of their answer scripts to the students. This allows the students to consult competent faculty to ensure fairness of Evaluation.

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

Response:

- Based on the University Calendar of Events, the Institute Calendar of Events will be prepared before the commencement of Semester and it will be circulated to all the Departments. The Department Academic calendar is prepared as per the University Academic Calendar and Institute Calendar of Events, considering the VTU guidelines of the first and last working days and University Holidays.
- The Calendar of Events consists of the activities planned from the gaps in attaining the PO's , Internal exam dates, assignment submission dates, display of internal marks, display of Attendance, lab IA, co-curricular & sports activities, student counselling, and schedule for unit-tests, Proctor Meeting (PM) Parents-Teachers Meeting etc.
- Subjects are allotted to the faculty members for the forthcoming semester immediately after the end of the previous semester looking into the faculty specialization, experience and workload. Once the subjects are allotted faculty members will prepare a Lesson Plan as per the Course Delivery Plan Template. Course files consisting of timetable, Calendar of Events, Lesson plan, assignments, question bank, previous year question papers are prepared and maintained by the faculty.
- The Institute ensures that the specified contact hours for theory & laboratory as per university scheme is maintained in spite of unforeseen unscheduled holidays.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Direct assessment of both theory and laboratory courses through internal assessment & semester

end University examinations

Course instructor defines the course outcomes using Revised Bloom's taxonomy.

- The Department Accreditation Committee and the Course instructor review the Course Outcomes (CO).
- Each Course Outcome is mapped to Program Outcomes in terms of relevance . Three levels of relevance are used. 1 for low, 2 for medium and 3 for high level of correlation.
- The contribution of a course to each PO/PSO is expressed in terms of average relevance of COs mapped to that particular PO/PSO

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The following methodology is used to measure the attainment of course outcomes. The attainment levels for courses are set based on the previous performance. Each course may have different targets & attainment levels set by the respective course instructors. Setting the three attainment levels will help to determine the extent of attainment of each course outcome against the set target. The attainment is measured in terms of actual percentage of students getting the set percentage of marks.

Course Outcome Attainment:

Attainment through University Examination: Substantial i.e. 3 Attainment through Internal Assessment: Moderate i.e. 2

Assuming 80% weightage to University examination and 20% weightage to Internal assessment, the attainment calculations will be (80% of University level) + (20% of Internal level) i.e. 80% of 3 + 20% of 2 = 2.4 + 0.4 = 2.8.

Theory Courses

Target	40 marks (50% of 80 marks)
Attainment Level 1	50% students scoring more than 50% of Maximum marks
Attainment Level 2	60% students scoring more than 50% of Maximum marks
Attainment Level 3	70% students scoring more than 50% of Maximum marks

Theory courses: Internal Assessment

Target	12 marks (50% of 20 marks)	
Attainment Level 1	50% students scoring more than 50% of Maximum marks	
Attainment Level 2	60% students scoring more than 50% of Maximum marks	
Attainment Level 3	70% students scoring more than 50% of Maximum marks	

Laboratory Courses

Target	40 marks (50% of 80 marks)	
Attainment Level 1	50% students scoring more than 50% of Maximum marks	
Attainment Level 2	60% students scoring more than 50% of Maximum marks	
Attainment Level 3	70% students scoring more than 50% of Maximum marks	
Laboratory Courses: Internal Assessment		
Target(15 Scheme)	12 marks (50% of 20 marks)	
Attainment Level 1	50% students scoring more than 50% of Maximum marks	
Attainment Level 2	60% students scoring more than 50% of Maximum marks	
Attainment Level 3	70% students scoring more than 50% of Maximum marks	

If the target is achieved (i.e., attainment level 3 is achieved) for a course, then the course outcomes are attained for that year and hence the target is raised reasonably (approximately 5%). If the target is not achieved then an action plan is to be specified to take further action to attain the target in the following year

The final attainment is computed as given below

Course Outcome Attainment = 0.8 * AL in University Exam + 0.2 * AL in Internal Assessment. (Where, AL = Attainment Level)

Course attainment= 0.8 * Course Outcome Direct Attainment + 0.2* Course outcome indirect attainment

To know the effectiveness of the delivery internal assessment (IA) mark is conducted on a regular basis (average of 2 internals out of 3 internals per semester). Internal assessment marks for theory and labs is out of 20. The university will conduct external examination after every semester for theory (80 marks) and lab (50 marks).

Indirect assessment tool

Feedback forms are collected from alumni, students and employers to assess the effectiveness of each program.

File Description	Document
Any additional information	View Document

2.6.3 Average pass percentage of Students

Response: 98.28

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 514

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 523

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 31.57

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.10	0.555	30.23	0.55	0.135

File Description	Document
List of project and grant details	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 15.15

3.1.2.1 Number of teachers recognised as research guides

Response: 20

File Description	Document
Any additional information	View Document

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.19

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 25

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 674

File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The Institution has a Research Committee viz.. Research and Development Cell to promote Research Activities encouraging faculty members to publish papers in reputed journals and submitting proposals. It has been constituted to facilitate and monitor research projects and their related activities.

The Committee meets once in a semester. Additional meetings are conducted as per the requirements.

Impact of Recommendations of Research Committee

- For enhancing the research activities and imbibing the research culture at the Institution level, a policy is formulated for financial and other required support for research promotion. The researchers are financially supported for organizing and attending the research activities like Workshops, Seminars, National and International Conferences, Faculty Development Programs etc. The allocation of funds depends on level of the activity, number of participants and duration of activity.
- Funds are allocated for Patents and Research Publications in high indexed journals within India and abroad. The registration charges, travelling and other allowances are reimbursed. An incentive is offered to the Principal Investigator for submitting research proposals. The amount allotted depends upon Research Grant received.
- Researchers are provided with seed money to initiate the research work.
- Identification of Research Areas
- Institution has identified research areas of different faculty. Accordingly, the infrastructure and facilities for research are provided.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 29

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-

Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	5	9	01	02

File Description	Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research	
Response: No	
File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards	
Response: No	
3.3.3 Number of Ph.D.s awarded per teacher during the last five years	
Response: 0.85	
3.3.3.1 How many Ph.Ds awarded within last five years	
Response: 17	
3.3.3.2 Number of teachers recognized as guides during the last five years	
Response: 20	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years
Response: 1.91

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

2017-18	2016-17	2015-16	2014-15	2013-14
79	49	60	38	31

File Description**Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)

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

Response: 0.7

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

2017-18	2016-17	2015-16	2014-15	2013-14
30	15	15	24	10

File Description**Document**

List books and chapters in edited volumes / books published

[View Document](#)

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

- VVIET has the following Student Council Committees: Technical Council, Cultural Council, Career Guidance Council, Sports Council & Community Service Council.
- Institution involves the faculty and students in community network. This helps the students to learn ethical values and understand their responsibilities, and develop as good citizens, in service orientation and their holistic development.
- Social activities like blood donation camps, tree plantation, helping for wiring of computers in government schools and climbathon are organized by the students.

- Faculty members and students visit the social organizations and help them by donating the material as per need (Computers, blankets, food etc)
- Students regularly publish the articles in the newspaper which help to literate the common citizen of developments in technology.
- The student community is being benefited by implementing government reservation schemes and offering good scholarships for both merit and economic basis. The major strength of the Institution is its ability to ensure holistic development of students to make them responsible citizens by teaching them the moral values. Institution provides quality based education to the students by inculcating moral values, scientific temper and employing state-of-the-art technologies. It aims to pursue excellence towards creating students with high degree of intellectual, professional and cultural development to meet the national and global challenges.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

Number of awards for extension activities in last 5 years

[View Document](#)

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 20

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	01	11	1	2

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 7.03

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
300	130	279	15	0

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 203

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
65	47	42	33	16

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 16

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
6	6	2	1	1

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Considering the main aim vision and mission of the institute adequate facilities for teaching learning processes in terms of classrooms, laboratories equipment and computing facilities have been provided as per AICTE and VTU norms.

Classrooms

The Institution has sufficient number of well-furnished, well ventilated, spacious classrooms as per AICTE norms with respect to carpet area, lighting and ventilation. All Classrooms are provided with multimedia projectors for interactive sessions.

Laboratories:

All laboratories are well equipped, as per AICTE norms with respect to carpet area, lighting and ventilation. The laboratories are used not only for carrying out curriculum-oriented experiments, but also carry out project based activities.

Seminar Halls:

The Institution has three seminar halls each with capacity of 150 seats and a boardroom to conduct meetings. All are equipped with LCD projector, white board and public address system.

Auditorium:

The Institution has well furnished state of art auditorium with a seating capacity of 450. All the college events are regularly conducted in this auditorium.

Tutorial classrooms:

Each department has tutorial classrooms to guide students in smaller batches in order to clarify their doubts and queries on individual basis.

Student council room:

The institution has a student council room which helps to share their ideas and interests related to college wide activities.

Research center:

The Institute has set up eight Research Centre affiliated to VTU in the Department of CSE, ECE, EEE,

ME, CV, MBA, Physics, Chemistry and Mathematics. The Institute is providing special infrastructure for research scholars as per the project requirement and encourages innovations to carry out research activities. College also encourages innovative projects through research.

Computing Facilities

1. There are over 494 desktops and 30 laptops for computation and related activities. Sufficient Printers and Scanners are available in the departments and laboratories. All the computers in the institution are networked with servers.

2. All the Computer Laboratories are connected with uninterrupted power supply (UPS), so that the students and staff can access the computers without any interruption. Power generators with a total capacity of 120 kVA for power back-up.

3. The Institute provides internet connectivity of bandwidth 40 Mbps (1:1) with access points for Wi-Fi facility all over the campus. A dedicated computer center with 30 desktops is provided for browsing & accessing E-resources besides computer labs.

Specialized facilities and equipment for Teaching, Learning and Research:

- The Institution has an exclusive language lab equipped with audio and video facility.
- Apart from the central library, each Department has a separate Departmental library with reference and text books.
- E-learning facility is provided covering a wide set of applications and processes, including computer based learning and virtual labs learning.
- For self learning, reference books in all the subjects are available in the Central Library.
- Separate common room for boys and girls are available in the campus.

File Description	Document
Any additional information	View Document

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

Response:

Sports activities occupy a significant part of the extra curricular activities in VidyaVikas Institute of Engineering and Technology. The College provides facilities to conduct indoor and outdoor sports, games and cultural events. It facilitates training for the students and encourages them to participate in the Inter-collegiate, University, State, National and International level competitions. Large play grounds support a wide variety of games such as Cricket, Football, Volleyball, Hockey, Kho-Kho etc. All Departments of the Institute organize Inter College sports events.

Horse riding: Horse riding facility is provided by the institute. It is opted as a passion by the students.

Sports (Outdoor and Indoor games):

Students are encouraged to take part in sports activities. College teams are formed to take part in University level competitions and other intercollegiate competitions. Sports competitions are conducted at the Inter Departmental level every academic year and the winners are awarded.

Two qualified Physical Directors have been appointed to look after the day to day games and sports activities of the college.

Playgrounds/courts are available for outdoor games such as ball-badminton, Shuttle-Badminton, Volleyball, Throwball, Cricket, Football, Kabaddi, Kho-Kho, Basketball, Handball etc. A well maintained tennis court is in place for the Tennis Enthusiast.

The separate indoor games facility for Table-Tennis, Carom and Chess are used by the students regularly.

The Institution has won Several championships in VTU.

Our staff and students have represented the Institution at the National and International level and Excelled in many games.

Cultural Activities:

Students are encouraged to participate in cultural events across the city in various Intercollege activities, across state and also corporate events like Infosys etc.

Inter Departmental competitions are conducted to enhance the talents of students.

A qualified and experienced cultural coordinator is nominated to monitor and train students for the cultural events.

"Vistaara" Students Council of Vidya Vikas Institute of Engineering & Technology and the Cultural Fest Gravviety (two-day annual cultural extravaganza) provides fabulous opportunity for the students of various colleges of Mysuru region to exhibit their talent with uniqueness and magnanimity. In the cultural fest, many cultural and literary events are conducted for the students.

Outdoor facilities

- 200-metre Athletic track
- Equestrian facility
- Court for Basketball
- Volleyball
- Handball
- Cricket Ground
- Throwball.

Indoor facilities

- Table Tennis

- Chess
- Caroms

File Description	Document
Any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 42.86

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 24

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 43.35

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
620.91	500	100	100	100

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The Institution has resourceful library which is accessible to all categories of users. The library has three floors. This area is divided into Book Section, Reading section, Discussion Rooms, Digital Library, property counter and Newspapers Section. A Reference section is provided to refer reference books, competitive exam books, novels, journals, old volumes of periodicals, newspaper clippings & project reports.

For convenience of the users, the books & interrelated subjects are systematically arranged section wise in the book-shelves. Open access system is followed which allows users to have direct access to the book shelf & can locate the books of their interest without any difficulty. Location of books is made easy with the help of rack index provided on each rack. Assistance of the library staff can be taken whenever necessary.

The library at the time of admission/joining issues library card to each student, which will allow them to have access to the library. At a time the borrower can borrow three books, two periodicals, and two magazines, Two CD/DVD for a period of two weeks and they can also renew and reserve the books. Similarly the faculty members can borrow six books, periodicals, and two magazines CD/DVD for a period of one semester and they can also renew the books.

Reference books are issued to students for overnight use and also these books are issued for photocopy against deposit of their Institution identity card and the same has to be returned within a hour For security reasons, the user has to deposit their belongings in the property counter, before getting access to the book-shelf. In the Library, surveillance cameras are installed to avoid any theft, damages etc.

The E-resource access facility is provided across the campus. Apart from this, one computer is provided to access Online Public Access Catalogue (OPAC). Two computers are used by the library staff for circulation, accessioning, cataloguing, periodicals maintenance, requisition, budgeting and acquisition, usage & reading analysis, bar coding generation, report generation, searching etc. The library has High Speed internet connectivity via Broad Band. In the Library students/staff can take document scanning during working hours. Reprographic facility is available in the campus.

Institutional Repositories like syllabus, previous years question papers, Faculty publications, etc., can be accessed by students and staff by using Dspace digital software is available.

The library is neatly laid out over an area of 575.36 sq.m. During the last four years library has made following developments:

- Enriched library with latest, need based collections
- Extension to another floor
- Fully automated with standard library software Newgenlib
- Institutional repository building (using DSpace Software) Digital Library

Name of the ILMS Software
NewGenLib Software (Entire Automation System for Libraries)

DSpace (Digital library Software)

File Description	Document
Any additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

Library has a collection of 52 rare books. The details are as shown below:

Name of the Book	Name of the Publisher	Name of the Author	No. of Copies
Java How to program	PHI	Deitel	1
Speech and Audio Signal processing	Willy	Bengold	1
Novell's netware 5 hand Book	IIOG	Jeffery F Mughes	1
Electric Power Systems	Willy	Weedy B M	2
VHDL: Analysis and Modelling of digital Systems	MGH	Navabi Z	2
VHDL	MGH	Zainalabedin	6
Communicating at Work	MGH	Ronald B Adler	5
Vogel's T B of chemical Analysis	PEA	Mendhan J	1
Introducation to Mechatronics	MGH	Michael B Histan	3
Multi tool Linux Work:	ADD	Michale Schwazz	1
Multi tool Linux Work: Exxential Tips	JAM	Arman Danesh	1
Micro computer Engineering	PHI	Gere H Miller	1
Intelligent Database System	ADD	Elis Bertino	1
Multti Tool Linuse	ADD	Michael Schwarz	1
Microcomputer	PHI	Gerne H Miller	2

Engineering			
Peactive Poulur control in Electric Systems	JWP	Miller T J E	1
Fundamentals of engineering Thermoduynamics	JWP	Michael J Moran	2
Fluid Mechanics	MGH	Frank M White	1
Fundamentals thermodynamics	JOH	richard E Sonntay	2
Power System Stability and Control	MGH	Probha Kundur	4
introduction to Chip and System Design	Kluwar Academic	Daniel D gajski	1
Low-Power CMOS VLSI Circuit Design	JWS	Kaushik Roy	1
R F Electronics	PHI	Behzad Razavi	1
Field programmable Gate Arrays	Kluwar Academic	Stephen Brown	1
Testing of Digital Systems	Cambridge	Niraj The	1
Survey of Energy Conservation in India	Labour & industrial	Jai Prakash	1
Fundamentals and Applications of Uttrasonic Warer	CRC	David N cheeke J	1
Nano Systems:	John wiley	Eric Dvexles K	1
National Building Code of India 2005	BIS	Busearu of India Standards	5
Elementary hydrraulics	Thomson	James F cruise	1
Remote Sensing geology	Springer	Ravi P gupta	2
Structural Analysis	Thomson	Aslam Kassimas	1
Free space Optices: Propagation and Communication	ISTE	Olivier Bouchet	1
JIGS and Fixtures	TMH	Joshi P H	1
Spectral analysis: Parametric and Non- Parametric Digital methods	ISTE	Francis Castanic	1
Material Forming Processes	ISTE	Anne Mari	6
Prediction of Defects in material Processing	ISTE	mircea predeleanc	2

CDMA : principles of spread Spectrum Communication	Addison	Andreq J Viterbi	1
From MDD concepts to experiments and Illustrations	ISTE	Jean-Philippe Babau	1
Image and Video Compression Standards: Algorithms and Architectures	Kluwar Academic	Vasudev Bhaskaran	1
Nano Meterials	Naw Age	bandyopadhyay A k	1
Standard methods: For the Examination of Water and Waste Water	America Public Health	Andrew D Eation	1
Fundamentals of nanotechnology	CRC	gabor L Hornyak	2
Maintenace Replacement & Reliability : theory & application		Andrew K. S. Jardine	1
Unconventional Machining Processes	Atlantic	Adithan, M.	2
Composite Materials Handbook	MGH	Mel Schwartz	1
Laravel Design Patterns and Best Practices:	Arda Kilicdagi	1	
Laravel 5 Essentials:	Packt Publisheing	Martin Bean	1
Handbook of Concrete Engineering	CBS	Fintel, Mark	1
Programminng and Customizing the PIC Microcontroller	MGH,	Myke Predko	3
Programming Python	O'Reilly : Shroff Publishers	mark Lutz	3
Wastewater Engineering	MGH, 2016	Metcalf and Eddy	1

4.2.3 Does the institution have the following:

1.e-journals

- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 8.8

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
8.33	4.87	12.94	14.05	3.8

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 11.29

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 250

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The Institute has an internet connectivity of bandwidth 40 Mbps (1:1) which is provided by M/S Yeshtel [Yashas cable network pvt. Ltd. Mysuru] and has six wi-fi access points currently available in Principal room (1 access point), Office room (1 access point), Girls Hostel (2 access point) and in Boys Hostel (2 access points) 494 computers are provided in the campus with centralized computer lab facility maintained under one common system admin. Presently we avail internet connectivity speed of 40 Mbps. A Separate team with in-house staff is formed to take care of the IT and related needs of the campus like software development, hardware and networking, email solutions etc. All the system labs and Admin blocks are provided with UPS facility.

Name of the Internet provider	Yeshtel [Yashas cable network pvt.Ltd.]
Available band width	40 Mbps
WiFi availability	Yes, Entire Campus
Internet access in labs, classrooms, library and offices of all Departments	Yes
Security arrangements	Yes, Untangle UTM

No. of systems	Updation in system	Year of updation

50	Lenevo intel i3,4GB RAM,1TB HDD	2018
6	Lenevo intel i5,8GB RAM,1TB HDD	2018
71	HP- intel i3,4GB RAM,1TB HDD	2018

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio

Response: 4.22

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 35-50 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 22.57

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities

excluding salary component year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
274.91	115.14	102.41	74.83	68.03

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	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:

The college is maintaining the infrastructure in terms of building maintenance, transport, furniture and auto start generator in case of power shut down. Separate team of Persons ensure the maintenance of various services like electrical, plumbing, housekeeping etc. Concerned lab instructors will report regularly about the breakage of instruments and devices to the higher authority so that the damaged instruments will be immediately replaced.

- Regular cleaning and up keeping of the laboratory equipments is monitored by the lab instructors and faculty member in-charge of the laboratories.
- The annual budget and allocation of funds, along with monitoring of utilization of funds for maintenance ensures the improvement of the infrastructure of the Institution. Annual maintenance contract (AMC) is availed for critical and sophisticated equipments.
- The members of the Computer Maintenance System (CMS) cell will fix the computer hardware/software and network connectivity related issues.
- The estate office consists of an estate officer, maintenance engineer, electrical supervisor, electricians, civil supervisor and workers, gardeners, carpenter, campus supervisor, housekeeping staff, plumber, RO plant technician, lift operator to carry out routine maintenance of mechanical and electrical services.
- In addition to this, technicians designated as lab instructors are also available in all departments to attend to the needs of students and staff in laboratories.

Maintenance of sensitive equipment, Power and Water supply:

Category	Capacity	Total Number
Generator for constant Power Supply	125 KVA	1
RO plant for constant Water Supply	0.4-2kg/Sq.cm	6
UPS for Computers Back	120KVA	All Labs

Up Lift	884kgs(Approx 131 Persons)
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For Computer Laboratories (Utilization and Maintenance)

Students and faculty members are provided separate login credentials to access the intranet and internet. Access to internet is provided in the lab even after college working hours. Apart from the regular lab classes, students can practice in programming languages by various value added courses.

Preventive maintenance and breakdown maintenance procedure is followed so as to ensure maximum availability of the systems in the lab. Installation of antivirus and firewall ensure that the software and system is secured. A daily status check on the hardware and software condition of the machines is maintained. This ensures that the problem is identified and rectified at an early stage itself. Breakdown maintenance wherein the system fails due to SMPS problem or boot failure is recorded in a register. If the problem is minor, the technical support staff of the lab will rectify it. For major failures, support from vendor is taken. Anticipating vendor support, UPS and major equipments have annual maintenance contract (AMC). Periodic maintenance is done by regular cleaning of the lab spaces and updating the software.

Maintenance of Electrical and Electronic lab Equipments:-

- Regular inspection of equipment is carried out at the end of each semester.
- Breakdown register is maintained in the laboratories.
- As per the requirement minor repairs are carried out by the lab assistant and faculty member.
- Maintenance of computers is taken care by Information Technology and Computer Science Engineering department.
- Major repairs are outsourced by following the procedure of the institute.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 30.17

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
383	669	833	581	517

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0.05

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	1	0	0	0

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching

- 5. Language lab
- 6. Bridge courses
- 7. Yoga and meditation
- 8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 34.52

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

2017-18	2016-17	2015-16	2014-15	2013-14
737	713	728	760	493

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 47.69

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1274	1221	1030	898	385

File Description	Document
Details of the students benefitted by VET	View Document

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

Response: Yes

File Description	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: 19.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
169	181	95	48	23

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 5.08

5.2.2.1 Number of outgoing students progressing to higher education

Response: 28

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 70

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	8	4	1	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	8	4	2	0

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 8

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	1	3	1

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

NAAC

BOTTOM UP APPROACH

- 1.The process for recruiting the Student Council is based on the interest of the Student in the particular Team.
2. When a vacancy on the Student Council exists, either due to resignation or removal, the Head of the Institution may fill the seat by the appointment of an eligible student from the same campus as the successor, these appointments will be for one year term.
- 3.The Heads of the Department will select the representatives (05 Male and 05 Female) of each individual Team and out of which a male and a female coordinator is chosen.
- 4.The Head of the Institution will select the male and female convener of that particular team from the coordinators of each Team.
- 5.Finally the Head of the Institution will select the Chair-1 (Male) and Chair-2 (Female) who is active and has Leadership qualities among the Conveners (Male and Female) of each Team.

Once in every month,the Head of the Institution conducts meetings with Chair, Co-chair, and Coordinators of the Students Council to discuss about

- Discipline in the Campus
- Initiatives in disseminating Vision, Mission of the Institute.
- Measures in preventing ragging in the Campus.
- Outreach in enhancing Technical, Sports, Placements, Cultural and Community Service Activities.

Selection of Class Representatives:

The Institute has common procedure to select the class representative in each Department.

1. The Class teacher will be assigned for conducting the process of selection for each class.
2. The Selection process of class representatives shall be conducted during the starting day of class.
3. The Class teacher will brief about the roles and responsibilities of class representatives and also the process of selection to the students.
4. Two CRs from each class – one male and one female will be selected by the class teacher.
5. Based on the academic background, active participation in Co-Curricular and Extra Curricular activities, the Class Representatives will be selected.

Roles and Responsibilities of Class Representatives

A class Representative shall:

1. Act as liaison between the students, staff and Ho
2. CR's help in achieving good rapport between students and staff members
3. They represent their class in all academic, co-curricular and extra curricular activities
4. The class representatives help in maintaining discipline in their respective classroom.
5. The class representatives also ensure there is no ragging in the campus

The active role played by the students in various bodies of the Institute is clearly demonstrated in the above mentioned activities.

File Description	Document
Any additional information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 5

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	6	5	3	3

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The alumnus forms the major strength of the institution. The alumni meet is conducted once in a year, to interact with alumni's and provide a platform to share the new technology, innovative idea with the students where the alumni from different branches of the undergraduate and post graduate programs share their views and give suggestions for the betterment of students

Every Saturday, each Departments will be inviting five alumni's to the Department and each alumni will be allotted five pre-final year students. Each alumni will guide student on resume preparation, How to face the Interview, Skill sets, Group Discussion, project development etc.

The alumni visit the Institution to deliver guest lectures and seminars for the students in their areas of expertise and motivate the young minds. Successful Entrepreneurs from the alumnus are invited to talk on their success stories at various occasions of the Institute. The alumni also help the final year students of the various streams of engineering, business administration and computer applications to get their project placements and summer internship in their companies or to assist them to get it through their reference. They also assist the students for placement in public and private sectors.

The Alumni meet provides a platform for the Alumni's of the department to meet and provide the information to the students and society.

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response:** 40

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	12	10	5	2

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
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 an effective leadership in tune with the vision and mission of the institution

Response:

VISION

Our vision is to provide learning opportunities, ensuring excellence in education, research and facilitate an inspiring world class environment to encourage creativity. The Institute is committed to disseminating knowledge, and through its ingenuity, bring this knowledge to bear on the world's great challenges. VVIET is dedicated to providing its students with an education that combines academic study and the excitement of discovery kindled by a diverse campus community.

MISSION

- Offer highest professional and academic standards in terms of personal growth and satisfaction, and promote growth and value to our research sponsors.
- Provide students a platform where independent learning and scientific study are encouraged with emphasis on latest engineering techniques.
- Encourage students to implement applications of engineering with a focus on societal needs for the betterment of communities.
- Empower students with vast technical and life skills to raise their stakes of getting placements in top reputed companies.
- Create a benchmark in the areas of research, education and public outreach.

The Institution has embarked on a transformative phase of this journey, as embodied in the Vision document, a journey that seeks to transform VVIET into a research focused Institute continuing to offer educational programmes of the highest levels of excellence, with deep and pervasive knowledge to bear on world's greatest challenges.

The Vision journey has been visualized through 'Mission Programmes'. These mission Programmes focused on various thrust areas like - Academic Programmes and Pedagogy, People, Research and Consultancy, Campus Life, Infrastructure and Facilities, Faculty and Staff Development, Industry Engagement, Innovation and Entrepreneurship, Interdisciplinary Research, Quality Assessment and Assurance.

To fulfill the various thrust areas management at VVIET involves faculty, staff members and students contributing to educational administration at various levels based on their nomination for a particular role. The departmental Heads are responsible for the functional activities of the individual disciplines and departments. Individual faculty members can contribute in the capacity of nucleus members of these divisions. Each Class is also represented at various administration committees by elected members of student council and Class Representatives. All functional units are adequately supported by non teaching staff for its various activities. In addition, administrative professionals are also employed for domains where special functions like placements, IT, Finance, HR, etc..require specific domain knowledge. Apart

from these the Institute has various other committees like, Anti-ragging, IQAC, Research , Test & Examination, Student Council and Grievance Redressal Committee. Review of these governance structures is done periodically and changes are made to ensure smooth working of VVIET, a diverse campus community.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Four Committees, viz., Finance Committee, Infrastructure Committee, Staff Committee and Purchase Committee supports the management. Decisions in each of these four areas are taken by the respective committees adhering to the action plan (work plan). The Management regularly interacts with the Principal to review the implementation process of the quality plans. The Principal intends to develop and ensure effective conduction of educational programs and promotes improvement of teaching learning in the Institution.

A bottom up approach is used seeking the requirement, then planning to fulfill the requirement.

There are four levels of participation

- Student through the Student Council
- Faculty level through regular teaching learning progress
- HODs and Deans level
- Management level

Ex: Sports and Cultural team of Student Council plan the annual events and is reviewed by the committee. Similarly, Trainers and contents for aptitude and verbal training courses are decided by the council.

Departments, being the fundamental academic building blocks of the Institute, led by their respective Heads work in a highly collaborative manner amongst other divisions and ensure excellent instructions, high quality research, and useful practical experience to students. Certain functions are led independently by officers or faculty-in-charges. Majority of faculty members participate in activities of academic administration supporting various administration groups. Decision is evolved after extensive consultation with all stakeholders including students, staff, parents, and faculty members. Multiple level discussions culminate in final decision by consensus and approval of the concerned apex body. All new plan implemented follows assessment process to know the success of implementation and assessment for level of success.

Head of the Department is accountable for smooth execution of academic activities of the department. They delegate important academic activities to the faculty members, conduct department meetings regularly to finalize the requirements of the departments such as equipments, consumables, books and

journals. HODs submit the requirements to the principal for approval of the Management before the beginning or at the end of the academic year for processing and procurement . The management, in finance committee meeting draws and approves current year budget for each department and is communicated to departments through the principal. Various functional committees are formed every year with clear specific functional responsibilities. The conveners of these committees are responsible for its successful functioning. The quantum of work and the nature of job for committees are assigned to the staff concerned. Thus, the Institution's decentralization decision provides authority and operational autonomy to the committees. HOD's are empowered to select competent candidates as faculty members for their department.

The institute has made progress in the last 4 years as most of the decisions that were taken in the Academic Co-ordination Council (ACC) meetings have been implemented successfully after consulting faculty, students and Management wherever required. Some of them are

1. Improvements in teaching-learning process

2. Internships

3. Value Added Programmes

4. Research Funding

5. Laboratory upgradation

6. MOUs with Industries

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

The Institute is planning strategically every year for its development. One of the successfully implemented Strategic Plan is Results improvization, Research Fundings and infrastructure expansion.

The Institution has a good Proctor system, where a group of twenty students are assigned to a faculty. The Proctor monitors their performance, advises them, informs them about the institutional rules and informs the parents about their progress through Proctor Dairy and online messages, and if necessary, through

telephonic conversations. Students who are at the risk of dropping out are given special attention and are advised to take the most appropriate decision depending on the number of arrears subjects. The socially and economically disadvantaged students are supported with scholarships. Tutorial classes are arranged for slow learners and detained students. The Results have improved drastically since last 4 Years

The Institution is creating an amicable atmosphere to the faculty members to involve in research activities to face the challenges of the recent trend. The Institution has established Research and Development Cell to promote research attitude among faculty and students with the following activities.

- Teachers are encouraged to submit more Research projects to different funding Agencies.
- Industry experts are invited to interact with students and provide exposure to help them develop entrepreneurial skills
- Eminent scientists and speakers are invited for Technical talks
- Motivating them to attend seminars, workshops, refresher courses and International/ National Conferences
- Publication of papers in national and international journals.

In the year 2016-17, VGST had Sponsored 30 Lakhs for Research Project to Dr. Padmini, Professor & Head, ISE. In the Year 2018-19, Government of Karnataka has sponsored Rs 1,20,00,000/- for Incubation Centre.

This clearly demonstrates the implementation of the strategic plan successfully by the institute. Strategic growth of expansion plan (physical infrastructure) is set in order to meet increase in number of students / faculty / non-teaching staff. The enhancement of infrastructure and reinforcement of the existing infrastructure on a continuous basis consistent with growing needs of our institute are set as a top priority. Further, as technology advances, the existing infrastructural facilities are constantly updated. Relinquishing and elimination of obsolescence is also paid sufficient attention.

Management conducts the meeting with principal along with HOD's to ensure consistency in academic excellence, upgradation of facilities etc. Accordingly, management constructed new hostel for girl students in the campus consisting of rooms with single and double occupancy with Wi-Fi Facilities and dining area to serve hygienic food. Also, the new hygiene canteen/refreshment centers are constructed to provide quality fresh food/meals to the faculty and students.

To ensure that our students benefit from a high quality learning environment a new air conditioned state-of-the art auditorium is constructed with a seating capacity of 400, in the campus. The enhanced infrastructure from the year 2013 to 2018 has been stated below.

Sl.No.	Blocks	No. of Floors	Year of Completion
1	Girls hostel	3	2017
2	Auditorium	2	2018
3	Canteen	1	2017
4	Sports ground	1	2016
5	Horse riding	1	2016

File Description	Document
Any additional information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The Institute, established by Vidya Vikas Educational Trust®, has functions with decentralized administrative setup as follows:

1. Management Committee of VidyaVikas Educational Trust®,
2. Governing Council of VVIET, with Principal as member secretary
3. Principal
4. Dean(Academics)
5. Academic Coordination Council(ACC) (Council of HODs)

Role of the Top Management are:

- To strive to improve the efficiency of the institution in students support services, apply modern **management** principles in the areas of planning, organizing, staffing, directing and controlling.
- Finance Committee, Infrastructure Committee, Staff selection Committee and Purchase Committee report to management and implements strategic plans.
- The Finance Committee of the Management provides budget for requirements like infrastructure, maintenance and developmental needs of institution. Stay involved with other committees regarding new projects and expenditures.
- The Management regularly interacts with the Principal to review the implementation process as per quality program.
- Committees regularly audit various activities to ensure proper implementation.
- Management meets HoD's once in two months for the review of action plan and major policy decisions.

Role of the Principal are:

- Being an active member takes lead in deciding the quality program draws action plans, directs the faculty and coordinators to oversee effective implementation and conduction of quality programs. Fosters the development of students and faculty.
- To sort out issues, if any, related to faculty and student by constituting functional committees, in consultation with management.
- Contributes by developing quality assessment tools through the Internal Quality Assurance Committee (IQAC).
- Initiates liaison with the eminent academicians, scientists, industries, professional bodies and renowned Institutions which helps in planning and implementing the quality policy.

- Along with faculty, initiates orientation, QIP and other programs for quality improvement.

Role of Heads of Departments are:

- Primarily provide strong academic leadership, lead, manage and develop the department to ensure it achieves the highest possible standards of excellence in all its activities.
- Manages matters relating to monitoring departmental staff, the organization of teaching, research and associated activities and the effective performance of staff duties.
- Demonstrate the vision, management skills, the ability to acquire resources and the skills to empower and influence others to contribute to getting the job done.
- Motivates students and faculty for improved academic performance and ensures industry institute interaction by ensuring regular technical talks, internship and workshops.

Role of the faculty

- The faculty plays a major role in the implementation of the quality policy. All faculties, with their experience and expertise, help in implementing the quality program.
- Strives to be role models for the students and to upgrade themselves continuously
- Fulfill responsibilities in teaching, research and administrative activities.
- Contribute in various committees formed by the Principal.
- Work in team for effective implementation and outcome of the quality program.
- Develop quality measures for the evaluation of various processes.
- Counsel students about quality in various activities.
- Take initiative to associate themselves with eminent research organizations, academicians, professional bodies and industries.

Rules, Procedures, Recruitment and Promotional Policies:

The revised and updated service rules were published by VidyaVikas Educational Trust in November 2017 with respect to recruitment, promotion and grievances redressal.

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: C. Any 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Various committees have been constituted by The Principal with each committee given specific tasks pertaining to the smooth running of the institution. Every year these committee members are reshuffled to bring diversity in the committees. Also this enables the members getting familiarized with any kind of activities related to any committee.

6.2.4 Table 1.1 Different Committees & Coordinators	Committee	
	Anti-Ragging Committee	
	Academic Cell	Dr. M F
	Skill Development Cell	Mr. J
	Industry Connect and Placement Cell	Mr. An
	Alumini Connect Cell	Dr. Sri
	Admission Cell	Mr. Ka
	Student Welfare Cell	D
	Accreditation Cell	Dr. Kee
	Sexual Harassment Prevention	Dr. Muj
	Student Council Committee	
	Internal Test & University Examination	Dr. N
	Research & Development Cell	

	Publication		
	Sports		
	Website		Mr. M
	NSS		

The process involved in organizing college fest.

The management and administration team of VVIET has recognized the college fest as an important event in student life as it offers platform to students to exhibit their talents. The fest is also an acid test of some students' managerial skills as well as the flexibility in decision-making.

Keeping the role of student in event management as an important & experiential learning VVIET constitutes & bestows the entire responsibility on the shoulders of students' council which is constituted in the beginning of every year.

The student council comprises of Five committees as below:

1. Technical Committee
2. Cultural Committee
3. Sports committee
4. Career Development Committee
5. Community Service Team

Throughout the academic year above committees organize various events focused towards their area of specialization. For example: the cultural committee organizes interdepartmental, intercollegiate competitions etc.

Under the guidance of Chair and Co-Chair of the student council, all the committees take the responsibilities and exhibit an excellent team work and managerial skills.

The student council members are given a free hand to decide on the various events that they would like to incorporate during the college fest.

Students carry out the creative, administrative and logistical part of the festival,

Selection of the celebrity, Number and nature of events, flow of events, mobilizing sponsorships, stage management, budgeting for the college fest, identifying the guests for inauguration, etc are decided in unison by the student council.

A successful college event means a significant number of participants, a majority of good reviews, an excellent venue, wide publicity to the institution. The students' council teams always excel in achieving this objective.

Financial matters on expenditure during the festival are managed by the faculty in-charge and the core committee members' comprising of faculty representatives from various disciplines.

File Description	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:

Following are the welfare measures for teaching and non-teaching staff:

- The institute deutes the faculty to attend workshops, conferences, seminars etc.
- The institute organizes in- house faculty development programs, administrative skills development programs, value based programs, and teaching-learning courses to enhance professionalism.
- The institute provides sponsorship to the faculty for pursuing higher studies.
- The institute assists and encourages faculty to be member of local, national, international, professional bodies and societies.
- The institute motivates the faculty and staff for arranging industrial training programs/ visits.
- The institute motivates the faculty for research and development by providing seed money, digital library and research equipment and labs. The institute Promotes research culture, research publication by creating infrastructure to carry out research work and run projects.
- To improve the teaching skill, the faculty is encouraged to adopt learner centric education approach viz. better academic planning, use of modern teaching learning aids, application of ICT resources.

The institute motivates the non teaching staff to attend skill development and training program. Allows them to attend courses to improve their educational qualification.

- Institute organizes training programs on office automation, use of open source software etc.
- Faculty members are supported with good infrastructural facilities and positive working environment.
- R&D fund is allocated to the faculty members in pursuance of research activities.
- Institute rewards the staff objectively.
- Special incentives are provided for deserving staff members.

Welfare schemes

- CL, SCL, Vacation leave, Medical Leave and EPF is provided to all teaching and non-teaching staff members.
- Gratuity to all employees.
- Group Medical Insurance for all the employees.

Welfare schemes for non-teaching staff

- One week leave for marriage
- Granting medical leave
- Medical Support
- Free transport facilities
- Motivating them to attending orientation programmes, workshops and conferences
- Providing dress materials for non-teaching staff
- Providing vehicle utilization or transport allowance for non-teaching staff
- Providing dress materials for housekeeping staff
- Group Insurance
- EPF is provided to all teaching and non-teaching staff members.
- Gratuity to all employees.
- Group Medical Insurance for all the employees.

File Description	Document
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:** 35.64

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

2017-18	2016-17	2015-16	2014-15	2013-14
147	13	18	30	29

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	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:** 18.6

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
63	2	10	8	10

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 42.68

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
63	57	126	23	21

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Faculty appraisal process at VVIET has been a critical exercise for ensuring quality of faculty and a means of retaining talent. Periodic reviews of the various appraisal processes are done by the leadership and proactive measures have been taken to upgrade and bring in positive changes to the appraisal process.

The faculty appraisals conducted every academic year. The assessments are made with respect to the outcome of the goals set by each faculty member in terms of teaching, research and institutional contribution.

The institute has well defined and transparent teaching and non teaching appraisal system.

Every academic year, Department Heads are made to submit annual report which consists of 28 Parameters.

The annual report reflects the various activities carried out by the faculty members, their achievements, progress made in the teaching learning process etc., which is taken as the basis for Appraisal. The key points for appraisal are:

- Experience (Teaching and Industry)
- Activities and contribution made in academic and administration (Institution level, Department level and at National level)
- Developmental activities contributing to the growth of the institution and better academic work.
- Research progress
- Contribution to the placement activity
- Self appraisal of the respective candidates.

The management, Principal and HODs are involved in reviewing the performance appraisal report. Top management reviews the performance of the faculty's appraisal, which reflects in increment, incentive, allowances and promotions. The decisions taken in the appraisal committee meeting is communicated to the respective members. The order copies are filed in their individual files and maintained in the Principal office. The appraisal criteria for non-teaching staff is different from that of teaching, however, the procedure followed is similar to that of faculty.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Before commencement of every Financial Year, Principal sends Circular to all the HODs to submit budget requirements for the next financial year under specified head of accounts. In turn HOD's sends the Circular to Laboratory Faculty Co-ordinators to estimate the Budget from various laboratory for purchasing new equipments / softwares. The amount required for conducting various programs like Guest Lectures, workshop, faculty development program and seminar depending on the standard is prepared by a team of faculties under the guidance of concerned Heads of the Department based on the guide lines given by the Principal as decided in the Academic Coordination Council. Principal reviews the previous year budget actual expenses & requirements of all the departments in consultation with Purchase Committee and concerned HODs (if required) and prepares a consolidated college budget. This exercise is carried out considering the recurring and non recurring expenditure required by the respective departments for the entire year.

Principal consolidates the College level requirement and the comprehensive budget proposal is placed to the management committee for final approval. The budget submitted by the Principal for the next financial year is placed before the Governing Council for discussion, and approval. The approval is given on priority basis keeping in mind all the sections of the proposal have fair share. Any additional requirements that arise due to unforeseen expenditure shall be discussed in the HODs Academic Coordination Council

meeting and management committee is requested to ratify. Purchases will be made with the recommendations of duly constituted purchase committee. Audit is done by the Chartered Accountant, at the end of the every year. All the financial transactions of the institute are audited by an external agency. The external audit is carried out by the auditors as per the provisions of the Government rules and regulations. The Institute has maintained the transparency in all financial transactions. It may be seen from the audited reports that all the financial transactions are carried out as per the standard norms. The audited reports are uploaded in the college website as per AICTE norms. An extract of the audited report by the external agency is attached.

File Description	Document
Any additional information	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

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

Response:

Mobilisation of Funds

The Institute is Private and self-financing and it mobilizes funds through various resources such as:

- Tuition Fee from the students
- Fee for the other services rendered to the students for Transportation.
- Fees for Value added Programme.

As per the government norms, at the Under Graduate level, the total intake of the Institute is categorized into three Quota. At present, the admission quota in each program is: 45% CET, 30% COMED-K, and

25% Management quota. The tuition fee per year for admission through CET is Rs. 50,500/-, for COMED-K & Management, tuition fee varies from Rs.1,10,000/- to Rs.1,70,000/- depending on the program.

Utilization of Resources

- Every Financial Year, each department will be submitting their Budget as per their Department requirements in different head of Accounts.
- Upgradation of the infrastructure.
- Purchase and servicing of Equipment's to the Laboratories as per the Curriculum.
- The Head of the Institute monitors periodically, the utilization of the funds allocated to the departments.
- Ensure optimal utilization of the resources according to the plan.

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:

The IQAC of the institution was constituted on 30th October 2017. The Academic Audit of the Departments is conducted by Internal Quality Assurance Cell(IQAC).The objectives of IQAC is to improve and sustain the academic and administrative performance of the Institution. Academic Audit is conducted by IQAC once in a semester.IQAC will be evaluating the Departments on the following Criteria.

1. Theory Course File:The Course file of individual faculty containing study material, assignments.
2. Result analysis
3. Laboratory Course File
4. Personal File
5. Students Attendance registers and Staff Diary
6. Laboratory Stock Books
7. Department Files

IQAC ensures that all the Quality process is in place and the Teaching Staff are fully briefed to carry out their roles as defined in the Process manual. IQAC ensure that records of each semester in the Department are kept accurately and provide feedback to all the Teaching and Non-Teaching Staff to implement the suggestions within given deadline.

Prior to formation of IQAC, as per NAAC requirements, the intended function of IQAC was been performed by an Internal Auditing Committee (IAC) constituted every year. IAC was renamed as IQAC to

meet with the terminologies of NAAC.

File Description	Document
Link for 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

Response:

The Institute has an IQAC that works towards quality sustenance and enhancement of teaching, research and administration. The IQAC is functional at the individual department level as well as at the Institute level. There is a standing review council, which carries out a quarterly review of progress on various initiatives at department level, and annually at the institute level.

Some of the examples of teaching-learning reforms through Institutional reviews and successful implementation are as follows:

1. TSDP [Total Student Development Program]

As suggested by IQAC TSDP was introduced to enhance knowledge and competence of the students resulting towards opportunities in leading companies and to cope up with the new education system when they opt for post graduate education across the globe.

TSDP model was implemented with 4 methods:

a. Bridge Course

The bridge courses help prepare candidates for the next higher level of learning. At the beginning of each semester gaps are identified in the subjects offered and bridge courses designed and conducted accordingly.

b. Collaborative Learning

An alternative to lecture is to make class more interactive through the use of students as active learners. While the quantity of information that can be covered using a participatory teaching method is less than what can be covered in the same amount of time in a traditional lecture, it is often observed that the quality and depth of information is greatly enhanced.

c. Blended Learning

It is a formal education programme that's made up of in-person classroom time as well as individual study online using educational videos. Each student has a range of different strengths and requirements and

a blended learning approach allows tutors to acknowledge this. When they are given the ability to use tools from both traditional and digital spheres, tutors are able to present necessary information in a range of different ways designed to suit the varying learning styles of their students.

d. Project Based Learning

It is a model for classroom activity that shifts away from the classroom practices of short, isolated, teacher-centered lessons and instead emphasizes learning activities that are long-term, interdisciplinary, and student-centered.

2. Video Classes and NPTEL online courses

Video tutorials are important to students because they add another dimension to learning that makes their educational experience more effective. The videos allow a classroom setting to come to life, offering different perspectives and tools that students might not normally be able to take advantage of in their learning. Through these video classes students are exposed to have a thorough understanding of the processes with maximum impact and encourages them to focus on their project work. A regular schedule for proper utilization of the video theatre indicating the date, time, branch and year of study is prepared at the beginning of the semester.

The students and faculty members are encouraged to register for the NPTEL (National Programme on Technology Enhanced Learning) online courses initiated by IITs and IISc. The IQAC is instrumental in implementing new ventures for enabling the learners, acquiring knowledge beyond the syllabus

File Description	Document
Any additional information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 30.2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	44	48	25	19

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

The Institute has grown in all aspects in the last five years. The incremental growth are described below:

1. Intake & number of programs: The Institute started with total intake of 240 students across 4 UG programs, and a total student population of 240. At present, the institute has a total intake of 480 students across 6 UG programs & 5 PG programs and 8 Research Centers, with a total student population of 2000.

2. Infrastructure: The Institute has grown infrastructure wise by providing state-of-the-art smart classrooms with LCD projectors and WI-FI connectivity. All the labs at the institute are equipped with latest devices and installed with licensed softwares. The Institute has a well-established training and placement center, Seminar halls, State-of-the-art Auditorium, Canteen, Horse riding, sports and health facilities.

3. Teaching-learning: The quality of teaching-learning has seen a significant improvement during the last four years. The IQAC cell is formed to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the Institution. It contributes to improving the teaching-learning process by:

- Development and application of quality benchmark/parameters in various activities of the Institution;

- Dissemination of information on quality aspects; organization of discussions, workshops, seminars and promotion of quality circles;
- Monitoring the quality measure of the Institution, acting as a nodal agency of the Institution for quality-related activities; and
- Preparation of the annual quality assurance report and such other reports as decided from time to time.

The Institution has formulated academic committees that aim at enhancing the quality of learning, teaching and assessment across the Institution by providing academic leadership for the continued development of excellence in academic practice. The Institution is committed in creating an environment where students are supported to achieve their potential and working towards creating an inclusive learning community.

4. Results: Every semester, after the University Examinations results are declared, the Departments make analysis of the Results and submit the same to the Institute. The Institute conducts Result Analysis meeting with all the Heads of the Department and Faculty members. Course-wise and year wise results are compared with university average and analyzed. The Institute takes suitable actions to improve the overall result in the next semester. Bridge Courses will be implemented for difficult subjects and also conducts Tutorial Classes for Slow Learners.

5. Training & Placement: A Training & Placement department has been constituted in the Institute to conduct effective training programs and corresponding placements in leading companies to the eligible Students.

6. Faculty, FDPs & Conferences: The Institute started with 2 PhDs, and has steadily increased every year to 19 PhDs at present. The Institute maintains a student faculty ratio of 1:17. All the faculty members are encouraged to publish papers in leading journals/conferences. The faculties are also encouraged to attend FDPs, Workshops & Conferences and are also supported to organize such events at the institute. Every month the Departments and the Institute is conducting value added Programmes to the Students.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 15

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	2	4	1

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

Any additional information

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

A. Safety & Security:

The institute has taken the following safety & security measures:

1. The Institute has constituted Statutory committees like Anti-ragging committee, College Internal Complaint Committee and Anti-sexual harassment committee as per the Visvesvaraya Technological University guidelines.

2. Security: Adequate security measures are at place in the campus and also at the hostel to ensure safety and security of residents. Security has been outsourced to professional agencies. The Institute is well barricaded with boundary wall and with security guards guarding the campus placed at all important locations. The security forces go round the campus at regular intervals of time. Students, faculties and staff associated with the institute shall always wear ID cards for easy identification by the security forces.

3. Safety precautions like First Aid kit, Fire extinguisher are placed in every laboratory and

other places where it is required. Each Department and Classrooms are installed with Cameras (CCTV) to prevent any untoward incidences.

4.Students and Faculties entering the campus in two wheelers should wear Helmet and every semester, Helmet awareness week is conducted by the Students Council of the institute.

5.Health center: A part-time Physician and part-time Nurse provide First-Aid facilities during working hours in the Institute.

6.The Institute has an MOU with nearby Cauvery Hospital. Phone numbers of Cauvery Hospital, and nearest Alanahally Police station, Fire station and Ambulance are displayed in the Departments and laboratories notice boards in order to contact during emergency situations.

7.Do's and Don'ts are displayed in each laboratory and students are briefed about the safety precautions to prevent accidents.

8.Awareness programs on fire safety & security like self-defense program for girls are also conducted.

B. Counselling :

The Institution has a good Proctor system, where a group of twenty students are assigned to a faculty. The Proctor monitors their performance, advises them, informs them about the institutional rules and informs the parents about their progress through Proctor Dairy and online messages, and if necessary, through telephonic conversations. Students who are at the risk of dropping out are given special attention and are advised to take the most appropriate decision depending on the number of arrear subjects. The socially and economically disadvantaged students are supported with scholarships. Tutorial classes are also arranged for slow learners and detained students.

Every faculty member in the department is associated with 10 to 20 students to counsel their academics as well as the other problems. The faculty members will discuss with the parents of the wards with respect to attendance, academic performance and discipline and report to the HOD & Principal for necessary counseling and suitable action. The Objectives of the Counselling Cell is

- To provide counseling to the students facing academic problems.
- To develop self-motivation among students
- To identify the slow learners and frequently interact to develop interest in academics.

C. Common Room: For the Students to relax in the free hours, the Institute has two separate common rooms, one for boys and another for girls. All the required facilities for the students are provided in the common rooms.

7.1.3 Alternate Energy initiatives such as:

1.Percentage of annual power requirement of the Institution met by the renewable energy

sources**Response: 5**

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 13350

7.1.3.2 Total annual power requirement (in KWH)

Response: 267000

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs**Response: 20**

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 21988

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 109938

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

VVIET is putting efforts towards creating eco-friendly campus. The campus is filled with green trees, lawn. It has taken number of steps to develop eco-friendly campus. The dedicated Gardeners are maintaining the lawn.

Hazardous Waste Management

Hazardous Waste Management is not an issue for VVIET as it does not have any department that uses

chemicals or other hazardous material to large extent.

Solid waste

The solid waste is segregated as wet and dry waste. Wet or bio degradable wastes are buried in compost pits, which will be later used as manure for the plants in the campus. Dry or non bio degradable wastes are collected by the city municipality.

Liquid Waste

The institute is planning to set up waste sewage treatment plant in the campus to recycle the liquid waste.

E-Waste Management

NISARGA has initiated several e-waste collection drives in recent years. Consequently, CDs, handsets, batteries, chargers, USB cables, and earphones are collected in separate bins. These are later sent either to an e-waste dealer or to the collection point prescribed by pollution board.

Further, the students are motivated to use e-waste to develop working and non-working models. Several such models are displayed in E & C and E & E Departments. In addition, use of virtual softwares for conducting experiments in E & C and E & E laboratories, have reduced the use of electronic parts, thereby reducing the e-waste. Use of CD and CD drives have been totally eliminated thereby reducing the e-waste.

Some Other Environmental Initiatives

To instill awareness about environment amongst students and faculties several programs such as World Water day, World Environment day, World Earth day are celebrated on respective days in the VVIET campus.

On the basis of a survey, recently carried out, to gauge the environmental friendliness of the institution, responded to by 1521 students, results revealed that 71% of the students have appreciated the efforts as 'Very Good', 24% 'Good' and for 4% 'Satisfactory'. Only 1% of the students surveyed expressed dissatisfaction and felt that there was significant scope for improvement.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain Water harvesting

The campus is away from the urban center and the ground profile is such that the ground water table is at a very low level. The importance of water has been recognized by the management and rainwater harvesting system has been developed in 2005. This further enhanced the groundwater table and the dry bore wells have started yielding more water.

The VVIET campus consists of environment-friendly building and has significant provisions for rainwater harvesting equipped with underground water tanks, rainwater harvesting facilities and large open green areas. The pathways are paved with interlocked tiles to allow rainwater to seep in and replenish the underground water table.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The students and staff are motivated to plant more trees making the campus greener and healthier. The institute has conducted awareness programs on Swachh Bharath. The staff and students even invoked awareness programmes on Swachh Bharath outside the campus. Maximum students use public transport to commute. Inside the campus roads are well maintained and enhanced with lighting, benches, and landscaping. Pedestrians can walk safely through the campus through walk friendly pathways. Entry of vehicles inside the campus is restricted. The institute also has introduced bicycles for staff to go within the campus.

Green landscaping with trees and plants

Plantation

First year students enter the vast arena of extra-curricular activities of VVIET with the planting of a sapling on their orientation day initiating them into a new phase of their lives. Symbolically too, it represents their journey of growth and fruition during their learning experiences here. *NISARGA*, with the support of the college garden staff, has been involved in several plantation initiatives every year in its effort to maintain the aesthetic environment of VVIET. The green space in fact is an inherent part of the inclusive and diverse culture celebrated in various ways at VVIET.

Project Pratham an initiative of VVIET has been another eco-friendly initiative. The VVIET team decided in 2013 to encourage school students to do organic farming as well.

At VVIET efforts are on-going to reduce the carbon footprint while nurturing and planning gardens as well. The principles of sustainable ecology are adopted by careful use of water, banning the burning of leaves and wood and instead using composting vegetal waste. Principles of companion planting are also utilized while planning the garden to avoid the use of chemical fertilizers and pesticides. Planting of marigold and nasturtium as natural insect repellents, or planting of naturally beneficial plants together like basil and tomato are some such examples.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.75

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
4.19	3.06	3.65	3.32	3.32

File Description

Document

Details of expenditure on green initiatives and waste management during the last five years

[View Document](#)

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 4

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	1	1

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 16

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	1	5	4	1

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 14

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	3	3	3	3

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The Institute celebrates all national festivals like Independence Day and Republic day along with staff and students. March-past and Flag hoisting ceremony followed by Cultural events by staff and students with flavor of patriotism. These events recall the contribution of our great leaders in building the nation and will inspire the younger generation towards nation development. Institute also celebrates death and birth anniversaries of great personalities meaningfully. Institute teachers also celebrate Engineer's day and Teacher's day. These activities help students to understand and appreciate the achievements of great personalities and their contribution to the society and Nation. These activities also inspire the younger generation to have greater goals in life.

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The institution maintains transparency in its financial, academic, administrative, and auxiliary functions. The decisions taken by the institute are discussed in the meeting and will take everyone in to confidence before implementing any rules. HODs discuss all academic matters with principal and the proceedings of the meeting is circulated to all the faculty members. To maintain complete transparency in all academic decisions, HOD's call the department meeting to discuss about the academic matters. The student related matters are discussed with CRs and class teachers. The institute has centralized examination section. The

monthly tests are centralized. This system is fully transparent.

All the purchases required by the departments is going through the purchase committee. Each department has purchase Committee coordinators. At the end of the semester, department will give requirements for next year. the committee scrutinize the proposals and forward it to the principal for further action.

The departments prepare the budget requirement for carrying out their activities in each semester, and the same is forwarded to the Management through the Principal for further action and approval. The management will discuss the issues of the institute with principal and HOD's and appropriate solutions are suggested for development of the Institute.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Title of the Practice: Skill Development Programs

Objective of the practice:

Imbibe additional skill sets, attitude and qualities to the students to make them industry ready. Further, certification programs are arranged in collaboration with industries/organizations. The details of department wise value added programs are listed in section 3.7.3

The Context:

Beyond the regular university syllabus, will give better exposure about the concepts and latest technologies to the students. In addition to the theory and practical classes Institute also takes the students for field visits, motivate and create opportunity for them to undergo Internship at industries/organisations. To provide them national/international certifications on industry-specific areas to provide them better opportunity for on and off campus jobs.

The Practices:

These value added programs are planned after verifying with the University curriculum. The skill developments through software training are conducted after completion of necessary theoretical subjects.

Evidence of Success:

The certification/skill development programs make students learn beyond the syllabus so that their employability or entrepreneurship skills are improved. There is a considerable improvement in the placement after implementation of these programs.

Problems encountered and resources required:

- The students vacation period is reduced with increase in number of programs
- Identification of experienced and result oriented trainers well in advance is a challenge.

Future Plans:

The Long term goal/plan of the Institute Management is to obtain deemed university status so that these programs can be merged with the regular curriculum or can be conducted in lieu with reputed industries/organizations or Universities.

Title of the Practice: Parent Teachers Meeting (PTM)

Objective of the practice:

Increase the efficiency of the student for better academics performance through timely Proctoring and counseling.

The Context:

The lack of ability of students, at entry level and to adjust to the professional college environment, new type of subjects and overcome home-sickness is a real challenge.

During the above cited process, the students are over-stressed and feel out of place. To keep them focused during their internal as well as external examinations – Proctoring and counseling facilities are in place at institution.

The Practices:

The Institute is having dedicated committee of Proctors. Each proctor is assigned about 20 students to be mentored. They are treated as the local guardians for those students and will address all the problems faced by the students. They also provide counseling and guidance during difficult times. Proctors dairies are provided for each student and all the data/information with respect to the student is recorded in the diary. Each meeting proceedings will be entered in the diary to help in monitoring the progress and corrective actions taken.

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The distinctive performance of the institute and the main objective of the institute which is aligned with vision of the institute is the excellence in education and research. Teaching - learning process is the main thrust area to achieve excellence in education.

1. Teaching and Learning

The Management ensures effective and efficient teaching learning process by providing State-of-the-Art infrastructure conducive to intellectual growth and all round personality development

- Providing diverse opportunities by creating Wi-Fi facilities in the campus/hostels
- Recruiting highly qualified and competent teaching faculty
- Encouraging the faculty to do higher studies
- Promoting professional development of faculty by providing support to undergo refresher courses to equip themselves in using modern pedagogical tools.
- Pursue doctoral programs
- Attend and organize National and International Seminars/conferences and also to publish papers
- Academic Calendar well in advance before the start of the semester, considering Govt./University holidays.

It includes specific dates for conduction of three theory Internal

- Assessments (IA), lab IA, co-curricular & extra-curricular activities, student counseling.
- Subjects are allotted to the faculty members for the forthcoming semester immediately after the end of the previous semester looking into the faculty specialization, experience and workload.
- Contact hours is maintained as per university scheme
- The Faculty members adopt group discussions, relevant videos, seminars, mini projects, case studies, PPTs, real time examples, simulations, Quizzes, depending on the course and the situation create the best learning environment for the students to make them think critically.
- Tutorial classes are conducted for mathematical subjects.
- Each class room is equipped with LCD projectors, & furniture to have a conducive ambiance.
- Institute has seminar halls and an auditorium with state-of-the-art facilities.
- An excellent library, digital library facilities are made available.
- Career Guidance training programs are conducted for students to help them explore various career options.

As a result students have performed well in examination.

1. Research and Development

The Institution is creating a very amiable atmosphere to the faculty members to involve themselves in research activities to face the challenges of the modern world. The Institution has established Research and Development Cell to promote research attitude among faculty and students with the following activities.

- Teachers are encouraged to submit more research publications and projects
- Eminent scientists and speakers are invited for talks

- Industry stalwarts are invited to interact with students and provide exposure to help them develop entrepreneurial skills
- 5 faculties completed their research program with deputation from the Institution, 48 have registered themselves for doctoral programs. Some of them are almost on the verge of completion of their Ph.D.
- Recognized research centre for CV, ME, EEE, ECE, CSE, MBA, Physics, Chemistry & Mathematics
- Motivating them to attend seminars, workshops, refresher courses and International/ National Conferences
- Publication of papers in national and international journals.
- Providing the facility of VTU consortium for subscription of online journals

1. Decentralization & Empowerment through various committees.
2. Centre for Skill upgradation
3. Industry-Connect Cell
4. MOU with industry for skill upgradation

Departments recognize toppers of every semester and mementoes are give as token of appreciation.

5. CONCLUSION

Additional Information :

- The institute has been selected for a grant of **Rs. 1,20,000,00/-** for starting incubation center under setup of New Age Incubation Network at its campus under the NAIN Scheme, by the Dept of IT, BT and S&T, Govt. of Karnataka.
- Good number of Students' projects gets sponsorship from Karnataka State Council for Science & Technology.
- Project on **“Robot for Bore well Rescue operation”** received award form INFOSYS Ltd., for outstanding innovation concept.
- Faculty of Computer Science Engineering has received a research grant of **Rs. 30 Lakhs** for establishing Qualitative Research Laboratory, from Vision Group of Science & Technology, government of Karnataka
- Final year Students from Electronics and Communication Engineering department have won first place in National Event **“Project Innovation Contest”(PIC-2017)** held at KIIT University, Bhubaneswar, Odisha. Around 150 plus projects were presented at the National Level Contest.
- Faculty members and students get involved in CSR activity
- MBA department has adopted a nearby village and help them in various issues.
- Institution has very good industry interaction leading to internship for students and the skill development cell is lead by experts with a minimum of 30 years of industry experience.
- Institution faculty coach few engineering aspirants by guiding them during Common Entrance Test preparation.
- Institution organizes, every year, MOCK Common Entrance Test for the benefit of rural and urban students.
- Institute joins hands with industry giants like Automotive Axle Ltd., in conducting skill competition for industry personnel in areas like Machining and Design drafting.

Concluding Remarks :

- The Institution is under the umbrella of Vidya Vikas Educational Trust established in 1991 lead by the Founder chairman Sri Vasu who is philanthropist and cares with a vision of education for all.
- Since its inception, Vidya Vikas Educational Trust have catapulted into one of the leading educational institutions ranging from primary school to undergraduate and post graduate colleges covering the Arts, Commerce, Hospitality, Nursing, Social Work, Law, Education and all facets of Engineering in the districts of Mysuru, Chamarajnagar in the state of Karnataka.
- Institution contributes substantially to the development of education by providing holistic education to students particularly from rural domains.
- The institution is located in the outskirts of Mysore and spread over a sprawling campus of 65 acres with academic and administrative buildings surrounded by lush-green ambience
- Vidya Vikas Institute of Engineering & Technology offers 6 UG, 4 PG courses in engineering discipline and 1 PG course in business administration. The institution has 9 research centers.

- Highly supportive management and motivated faculty establish transparency in educational and administrative areas leading to a cordial and disciplined learning ambience.

NAAC