SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

VIDYAVARDHAKA COLLEGE OF ENGINEERING

VIDYAVARDHAKA COLLEGE OF ENGINEERING P.B.NO 206, GOKULAM 3RD
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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vidyavardhaka Sangha (VVS) stands as a synonym for quality education in the Heritage city of Mysore. VVS was established in 1949 by great visionaries namely Late. Sahukar Channaiah and Late. K. Puttaswamy to impart quality education to all the sections of society. There are ten educational institutions starting from nursery to engineering college under the aegis of VVS.

Vidyavardhaka College of Engineering (VVCE), Mysore, popularly referred as VVCE was established in 1997 with four undergraduate programs with an annual intake of 240. The college is situated in the western part of the gorgeous city of Mysore, on a sprawling campus of 23 acres. At present, the Institute has an annual intake of 540 students for undergraduate programs in 6 disciplines and offers four Postgraduate programs with an intake of 174. In addition, the Institute has set up Research Centers in 9 departments to promote research activities in frontier areas and to offer MSc (Engineering) by research and doctoral programs, with a total student population of 2700.

The Institute is affiliated to Visvesvaraya Technological University (VTU), Belgaum, approved by AICTE, New Delhi and recognized by Government of Karnataka. The National Board of Accreditation has accredited five programs namely CSE, ECE, ISE, E&E and Mechanical Engineering for a period of three years from 2017 to 2020.

VVCE continues to adopt innovations in academics & administration to emerge as a benchmark setter in engineering & management education in line with the Vision of the Institute.

Vision

The vision of VVCE is as follows:

VVCE shall be a leading institution in engineering and management education enabling individuals for significant contribution to the society.

The process involved in finalization of vision and mission statements are described below:

Step 1: Vision and Mission of the VV Sangha are taken as reference. The vision & mission of the institute were created during the early years of the institute. The statements were modified later in 2010. When NBA activities started in the institute, the vision & mission statements were reformulated considering the inputs from all the stakeholders.

Step 2: A draft of the vision & mission statements are circulated among stakeholders for suggestions/ feedback/opinion. For this purpose the external stakeholders include Employers, Alumni and Parents, & internal stakeholders include Management, Board of Governors, Faculty members, Supporting staff & Students.

Step 3: Conduct a brainstorming session at the Central Accreditation Committee to discuss the changes suggested by the stakeholders and if required modify the Vision and Mission Statements.

Step 4: Circulate the revised vision & mission statements among stakeholders once again for any feedback. The Central Accreditation Committee reviews the feedback received and if required fine tunes the statements.

Step 5: The Vision & Mission statements are discussed in the Council of HODs chaired by the Principal & on approval it is placed before the Board of Governors of the college for its suggestion & final approval.

Step 6: On approval by the authorities, the vision & mission statements are notified.

Mission

The Institute achieves its vision through the following mission statements:

1. To provide the best teaching - learning environment through competent staff and excellent infrastructure
2. To inculcate professional ethics, leadership qualities, communication and entrepreneurial skills to meet the societal needs
3. To promote innovation through research and development
4. To strengthen industry-institute interaction for knowledge sharing

The detailed explanation of the Mission statements is described below:

To achieve the first Mission Best teaching-learning environment: Learner - centric approach, effective mentoring, transparent and fair evaluation process, thrust on design and hands on experience with industry exposure.

1. Competent staff: Qualified staff with wide experience, in research and industry; faculty with expertise in diverse domains
2. Excellent infrastructure: Well- furnished classrooms with video capture and multimedia support, well-equipped labs, special labs, Wi-Fi facility, digital library, seminar halls, auditorium, placement cell, language lab, hostels

To achieve the Second Mission

1. Professional ethics – Membership in professional societies; faculty being a role-model; awareness on ethics
2. Leadership qualities- Technical fest, clubs, industry trips, cultural, sports and training on leadership
3. Communication skills - Technical fest, clubs, industry trips, cultural, seminars, debate and communication skill training
4. Entrepreneurial skills –E-cell (Aspera), industrial visits and community service

To achieve the third Mission Research: Research centres; solving the problems of the industry and society.

1. Development: Innovations, Projects
2. Innovation: V-Innovate lab and Incubation centre

To achieve the fourth Mission

1.   Strengthen industry-institute interaction: Industry sponsored labs, collaborative research, internships

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Strategically located in the heart of Mysore city
2. Cooperative management, Good Infrastructure, Healthy Environment
3. 5 UG Programs are accredited by National Board Accreditation
4. Open mindedness in accepting, experimenting and implementing new technologies for betterment of the Institute
5. Qualified, committed and passionate faculty with very good faculty retention
6. Consistently very good enrolment ratio
7. Graduation rate with good placements and excellent personality development training programs
8. Consistently very good results and obtained 57 ranks from VTU
9. Industry collaborated Centers of Excellence
10. Financial incentives for paper publications, innovative projects and academic excellence

Institutional Weakness

1. Lack of funded projects and patents
2. Cadre ratio need to be improved with more PhDs
3. Limited number of PG programs in Engineering and Technology
4. Quality publications & research efforts need to be strengthened
5. Needs to improve placements in core branches
6. Lack of student participation at National and International level sports and cultural activities

Institutional Opportunity

1. Opportunity to become an autonomous institute enabling design of curriculum as per industry requirements
2. Students may have more start-ups in the incubation facility
3. Development in Research Activities through nine VTU affiliated research centres
4. Introduction of CodeTantra, CL Educate and Lecture Capture Solution will enhance deep learning resulting good placements in the future
5. Interactions through Industry Academia Board will widen the opportunities for students internship, faculty exchange and collaborative work
6. Alumni pool of the institution serving in the country and abroad widens the opportunity of collaboration and network building

Institutional Challenge

1. Long term sustainability without compromising standards due to horizontal growth of Institution and competitions from nearby colleges and universities
2. Inculcation of research culture among UG
3. Attracting and retaining very good faculty members

4. International students and faculty exchange programs with foreign universities
5. To provide consultancy services to the industry
6. To figure in the NIRF ranking

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The annual affiliation is granted to the Institute by the Visvesvaraya Technological University, Belagavi, which has jurisdiction to affiliate the Engineering Colleges all over the State of Karnataka. The University started in the year 1998 and at present about 212 Colleges are affiliated to it. The university has been regularly updating its curriculum once in every four years. The University has Board of Studies for each of the Engineering Programs, which consists of senior Faculty members, external academicians and Industry experts from concerned specialization that prepares the draft syllabus, reviews after getting feedback from all the stakeholders. The recommended syllabus from all programs are reviewed by the joint Board of Studies and later notified to the Colleges after approval by the Academic Senate and the Executive Council of the University. As many stakeholders are involved in the process, this process almost ensures that the curriculum released will be meeting the Industry expectation at that time. However, sometimes in some programs, due to rapid technological advances certain gaps may exist which need to be addressed from time to time. When the University notifies the new curriculum, the Department Accreditation Committee meets to study the curriculum and prepares a table indicating the distribution of courses to identify the extent of compliance to the AICTE recommendation.

The curriculum gaps if any are identified through Program Articulation Matrix (PAM) prepared by the course instructors and these identified gaps are filled by conducting workshops, training programs, seminars, technical talks and industry visits.

Teaching-learning and Evaluation

The teaching-learning process is given utmost importance in the Institute as it is a deciding factor on the students' career. The faculty provide a highly conducive teaching-learning environment that includes traditional teaching, Lecture capture solution, workshops, technical seminars, group projects, monthly distinguished lectures, industry visits, quizzes, assignments entrepreneurial trainings, group discussions, technical fests, project exhibitions, bar camps and so on. Students are also trained to use online resources to supplement the classroom learning. It is important to note that faculty use various techniques to disseminate knowledge that arouse curiosity in students with the help of innovative teaching-learning club.

Early feedback is taken by each faculty to identify the strength & areas for improvement so that it helps the faculty to implement the suggestions given by the students in the remaining part of the semester. Semester end online feedback is taken from all the students for all the courses in the standard format as per the calendar of events. This feedback mechanism is used to further improve that the teaching-learning process.

Three Internal Assessments are conducted for each theory course as per calendar of events in a fair & transparent manner. The students are informed about the portions well in advance; each internal assessment is

conducted for specified marks. The Course Instructors evaluate the test books within one week from the date of conduct of test. The scheme of evaluation of the CIE questions is shared with students while distributing the blue books and also discussed to clarify doubts, if any.

Research, Innovations and Extension

The Institute has set up nine Research Centres affiliated to VTU in the departments *viz*., CSE, ECE, EEE, Mechanical, Civil, MBA, Physics, Chemistry and Mathematics. The institute provides a seed fund of ?1.0 lac every year to each research centre to carry out research activities. There are over 85 research scholars pursuing the doctoral program in the above research centres. In the department of mechanical engineering, KCTU has sanctioned ? 66 lacs research grant.

The Institute has taken a proactive measure to implement the R&D policy. Dean (R & D) is empowered to conduct all the R & D activities of the Institution. He shall be the driving force to motivate faculty to get the sponsored projects for both students & faculty members from funding agencies.

So far, three International conferences and a couple of national conferences are conducted. Faculty are given financial assistance and encouraged to publish papers in conferences/Journals in India and abroad and attend FDPs. Students are also given financial assistance for R&D activities. Innovative projects like Go-Kart are sponsored by the Institute.

In order to create research culture among UG students, the Institute has signed an MOU with CL-Educate which will be implemented from the current academic year.

To provide research extension, Incubation Centre was established in the year 2016 to promote entrepreneurship amongst our students and to implement the successful research projects. At present there are four start-ups using incubation facilities.

Infrastructure and Learning Resources

The Institute has state-of-the-art infrastructure *viz*., LCD projectors in every classroom, seminar halls, Auditorium, Lecture capture solution, state-of-the-art labs, Wi-Fi connectivity, Centres of excellence, incubation Centre, language lab, computer center, a well-established training and placement department, well stacked central & department library with digital facility, sports and health centre facilities and Hostel accommodation for boys & girls. In addition, there are two busses exclusively for industry visits.

The Institute also provides the following facilities:

1. Faculty members are given laptops at free of cost by the Institute to enhance ICT usage in teaching-learning process.
2. The Impartus lecture capture solution facilitates record of every lecture delivered by the faculty which can be viewed by the students any number of times at a later time and also used for faculty self-improvement.
3. The central library maintains of stock of about 110 Laptops which can be borrowed by the needy

students from the library for a period of one month. Also, library has a computer center with 25 desktops & a server to access e-resources which can be used by the students for accessing the e-learning content and self-learning activities.

4. Indian Society for Heating Refrigerating and Air conditioning Engineers (ISHRAE) have set up a showcase which is first-of-its-kind in association with the institute.

5. V-Innovate lab is set up to provide hands-on experience to the students in the first year itself. There are Apple and Robotics labs to have hands on experience.

Student Support and Progression

The Institute has a very good student support & progression system that include welfare measures, career guidance and training, Alumni engagement for holistic development of every student.

The welfare measures include insurance coverage for all the students, facilitating the sanction of scholarships to most of the students from government agencies and timely distribution to the students and timely grievance redressal mechanism. The Institute also identifies needy & meritorious students every year to give away ?20 lacs VVCE scholarships.

The Institution has a well-defined student mentoring system. The main objective of mentoring is to help each student in taking right decisions for their academic and personal growth. A faculty is assigned a total of 15 to 20 students to monitor once in a month and record their progress. The students with learning disability are given remedial classes and bridge courses.

Career Guidance and training programs are conducted for students to help them explore various career options and sharpen their soft skills. Alumni through Alumni association are invited to address students and to guide them on career options, provide industry insights and to impart knowledge on the current trends and latest technologies. Awareness program on civil service is conducted to encourage students to prepare for civil service exams and other competitive examinations.

The college encourages and promotes setting up of various clubs both at the college level & at the department level to impart necessary skills and provide an opportunity to exhibit the talent.

Governance, Leadership and Management

The Institute practices transparent and participative governance at all levels. All the policies in the matter of planning human resources, recruitment, training, performance appraisal and financial management are carried out systematically considering the overall interest of the Institute and the stakeholders.

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

1. Management Committee of VVS
2. Board of Governors
3. Principal
4. Deans
5. Council of HODs

The institute functions with decentralized administration that has complete transparency in the decision making process. The BOG has delegated powers to the Principal to conduct the Academics, institutional development, curricular and extra-curricular activities. The Principal in turn has delegated certain powers to the HODs and office staff. The council of Deans & HODs with Principal as its chairman meets every week to discuss academic & administrative issues and to take appropriate decisions from time to time. The council of HODs has constituted over twenty committees to decentralize the activities and empower the faculty for smooth functioning of the Institute.

The revised and updated service rules were published by Vidyavardhaka Sangha in January 2014, which shall be followed in all recruitments and promotions.

The financial management of the Institute is transparent and follows the established norms with respect to resource mobilization, allocation of budget and utilization. The income and expenditure are audited.

IQAC plays a major role in inculcating quality culture in the Institute which is functioning effectively and constantly improving the quality level of the institute.

Institutional Values and Best Practices

In line with its vision, the Institute proactively evaluates the various initiatives that are taken from time to time and improves on them to produce graduates who are not only technically competent but have values embedded.

The Institute organizes a number of socially relevant activities like gender equity, safety, cleanliness drives etc. The Institute has taken measures to implement a solar power plant and a sewage water treatment plant in the campus as it believes that a proper eco system needs to be created by practice. In addition, the campus is made differently abled friendly by providing all the necessary facilities.

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. Lecture Capture Solution which helps students to view the recorded lectures any number of times and understand the concepts clearly.
2. V – Innovate Lab helps students to understand the difficult concepts through hands on experience in the first year itself.
3. IQAC has continuously audited all the academic and administrative processes and suggested improvements every semester, thus building a culture of excellence.

The distinctive performance of the institute is the teaching-learning process as the Institute is well known in the region for this. The salient features of teaching learning are:

Excellent infrastructure, qualified faculty, effective delivery, effective mentoring, CAM, action taken on feedback, lecture capture solution, excellent rapport between faculty and students and Parents-Students-Teachers Meeting.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIDYAVARDHAKA COLLEGE OF ENGINEERING
Address	VIDYAVARDHAKA COLLEGE OF ENGINEERING P.B.NO 206, GOKULAM 3rd STAGE, MYSURU 570 002
City	MYSURU
State	Karnataka
Pin	570002
Website	www.vvce.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Professor	CHANDRASHEKAR M PATIL	0821-4276250	9448701898	0821-4276201	patilcm@vvce.ac.in
Principal	SADASHIVE GOWDA	0821-4276225	9945650016	0821-2510677	principal@vvce.ac.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	01-01-1997

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
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
No contents				

Details of autonomy

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

Recognitions

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	VIDYAVARDHAKA COLLEGE OF ENGINEERING P.B.NO 206, GOKULAM 3rd STAGE, MYSURU 570 002	Urban	23	24372

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	101
UG	BE,Mechanical Engineering	48	PUC OR EQUIVALENT	English	120	86
UG	BE,Computer Science And Engineering	48	PUC OR EQUIVALENT	English	120	116
UG	BE,Electrical And Electronics Engineering	48	PUC OR EQUIVALENT	English	60	50
UG	BE,Information Science Engineering	48	PUC OR EQUIVALENT	English	60	56
UG	BE,Civil Engineering	48	PUC OR EQUIVALENT	English	60	59
PG	MBA,Masters In Business Management	24	BACHELORS DEGREE	English	120	111
PG	Mtech,Signal Processing	24	BACHELORS DEGREE	English	18	3
PG	Mtech,Machine Design	24	BACHELORS DEGREE	English	18	5
PG	Mtech,Computer Science And Engineering	24	BACHELORS DEGREE	English	18	13
Doctoral (Ph.D)	PhD or DPhil,Research In Mechanical	48	MASTERS DEGREE	English	16	10

	Engineering						
Doctoral (Ph.D)	PhD or DPhil,Research In Masters Of Business Administartion	48		MASTERS DEGREE	English	4	1
Doctoral (Ph.D)	PhD or DPhil,Research In Mathematics	48		MASTERS DEGREE	English	6	4
Doctoral (Ph.D)	PhD or DPhil,Research In Electronics And Communication Engineering	48		MASTERS DEGREE	English	6	1
Doctoral (Ph.D)	PhD or DPhil,Research In Computer Science And Engineering	48		MASTERS DEGREE	English	4	1
Doctoral (Ph.D)	PhD or DPhil,Research In Electrical And Electronics Engineering	48		MASTERS DEGREE	English	2	0
Doctoral (Ph.D)	PhD or DPhil,Research In Civil Engineering	48		MASTERS DEGREE	English	2	2
Doctoral (Ph.D)	PhD or DPhil,Research In Physics	48		MASTERS DEGREE	English	6	0
Doctoral (Ph.D)	PhD or DPhil,Research In Chemistry	48		MASTERS DEGREE	English	6	1

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				17				37				117
Recruited	13	3	0	16	16	13	0	29	71	46	0	117
Yet to Recruit				1				8				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				112
Recruited	68	44	0	112
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				49
Recruited	38	11	0	49
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	13	3	0	6	2	0	6	2	0	32
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	11	10	0	66	45	0	132

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	5	0	0	5

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	4	0	0	4

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
Doctoral (Ph.D)	Male	13	0	1	0	14
	Female	8	0	0	0	8
	Others	0	0	0	0	0
UG	Male	260	19	0	0	279
	Female	185	4	0	0	189
	Others	0	0	0	0	0
PG	Male	53	0	0	0	53
	Female	78	1	0	0	79
	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	62	100	96	89
	Female	68	76	67	60
	Others	0	0	0	0
ST	Male	13	19	20	22
	Female	14	15	12	10
	Others	0	0	0	0
OBC	Male	203	262	216	196
	Female	130	190	169	164
	Others	0	0	0	0
General	Male	1009	1024	934	851
	Female	536	571	535	483
	Others	0	0	0	0
Others	Male	2	5	7	9
	Female	5	5	9	4
	Others	0	0	0	0
Total		2042	2267	2065	1888

3. Extended Profile

3.1 Programme

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

Response : 21

Number of self-financed Programmes offered by college

Response : 19

Number of new programmes introduced in the college during the last five years

Response : 11

3.2 Student

Number of students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2579	2411	2325	2094	1807

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

2016-17	2015-16	2014-15	2013-14	2012-13
321	321	321	280	224

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

2016-17	2015-16	2014-15	2013-14	2012-13
673	607	606	515	450

Total number of outgoing / final year students

Response : 720

3.3 Academic

Number of teachers year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
161	148	146	132	123

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

2016-17	2015-16	2014-15	2013-14	2012-13
161	148	146	132	123

Number of sanctioned posts year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
166	150	149	132	123

Total experience of full-time teachers

Response : 1372

Number of teachers recognized as guides during the last five years

Response : 31

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

Response : 76

3.4 Institution

Total number of classrooms and seminar halls

Response : 57

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

2016-17	2015-16	2014-15	2013-14	2012-13
1587.54	1265.97	1228.25	1338.92	1305.81

 Number of computers

Response : 1321

Unit cost of education including the salary component(INR in Lakhs)

Response : 0.88

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 0.45

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 institution ensures effective curriculum delivery through a well-planned and documented process.

A. Curriculum Planning

The annual affiliation is granted to the Institute by the Visvesvaraya Technological University, Belagavi. The university regularly updates its curriculum once in every four years for UG programs and once in two years for PG programs. The University process almost ensures that the curriculum released will be meeting the Industry expectations at that time. However, sometimes in some programs, due to rapid technological advances certain gaps may exist which need to be addressed from time to time. When the University notifies the new curriculum, the Department Accreditation Committee meets to study the curriculum gaps in the curriculum and also ways to bridge curriculum gap to identify the extent of compliance to the AICTE recommendation.

B. Adherence to Academic Calendar

Based on the University Academic calendar, the Institute prepares its own 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, and schedule for module-wise completion of syllabus, Students Performance Analysis (SPA) meetings and Continuous Assessment Meetings (CAM). Subjects are allotted to the faculty members for the forthcoming semester immediately after the end of the previous semester considering the faculty specialization, experience and workload. The course files consisting of timetable, calendar of events, lesson plan, assignments, question bank, previous year question papers are prepared and maintained by the faculty designated as Course Instructor. If the same course is to be taught to different classes and allotted to more than one Course Instructor, the faculty with more experience among them will be designated as Course Coordinator. The course coordinator will hold meetings periodically with course instructors handling the same subject to coordinate the syllabus coverage and assessment to ensure uniformity across classes. It is ensured that the minimum contact hours for theory & laboratory as per university scheme is maintained in spite of unforeseen unscheduled holidays. The feedback of the students is an integral and indispensable part of curriculum planning and implementation.

C. Use of Various Instructional Methods and Pedagogical Initiatives

Faculty members who are new to teaching undergo training on pedagogical methods of teaching in addition to in-house Faculty Development Programs. Faculty members are trained to effectively utilize the lecture duration of 60 minutes. In addition to traditional teaching-learning methodologies, 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 to create the best learning environment for the students. The Impartus lecture capture solution facilitates record of every lecture delivered by the faculty which can be viewed by students for complete understanding and this also facilitates flipped classroom teaching. Difficult subjects are identified based on previous results for which tutorial classes are conducted. The innovative teaching-learning club in the college facilitates creative teaching-learning techniques and their implementation.

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

2016-17	2015-16	2014-15	2013-14	2012-13
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: 6.82

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

2016-17	2015-16	2014-15	2013-14	2012-13
13	10	11	08	07

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 of the total number of courses across all programs offered during the last five years

Response: 47.62

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

Response: 10

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: 52.63

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

Response: 10

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: 13.92

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

2016-17	2015-16	2014-15	2013-14	2012-13
481	449	305	339	55

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:

The institution takes proactive measures that help in creating social awareness on issues relevant to gender, environment and sustainability, human values and professional ethics through the following activities:

1 Gender

Students: The committees that are constituted at the college level & department level ensure proper representation of males & females to have adequate gender balance. For example, each class has one male & one female Class Representatives (CRs), cultural committee, E-Cell, NSS, and Swachh VVCE etc. shall have mandatorily male & female students in adequate representation. The institute has about 40% female students in the overall student population.

Faculty: Various committees are headed by women faculty for example, welfare association, Alumni committee, ISTE, Library, Training & Placement and Function committee. In addition, there is female faculty in the Board Of Governors (BOG)

Celebrations: Various activities are conducted regularly by the students as well as faculty without any gender discrimination. For example, women's day celebration, national festivals are celebrated by one and all.

2. Environment & Sustainability

All the students of engineering study Environmental Science (15CIV18/28, 17CIV18/28) in the first year where they are made to understand the importance of environment, ecological balance, sustainability and applicable laws & rules. In addition, events like Swachha VVCE, NSS activities, AICTE sponsored Village adoption (DB Kuppe) are carried out.

3. Human Values & Professional Ethics

All the students of engineering study Constitution o f India, Professional Ethics &   Human rights (15CPH18/28) in the first year where they are taught about human values, ethics and their responsibility towards the society. Students also undergo a three-day induction program in the beginning of first year make them to understand the importance of human values

4. NSS activities

NSS and Red cross youth wing organize a variety of activities with societal concern such as:

Blood donation camp
Voting awareness camp
Marathon
Yoga
Helmet awareness week
Eye checkup camp
Swachha Mysore
Demonetization awareness

E-Cell

Entrepreneurship cell was established in 2008 in Vidyavardhaka College of Engineering in association with National Entrepreneurship Network (NEN). Over the years, E-cell has grown rapidly to become one of the popular clubs in the college & it is now called 'Aspera' the entrepreneurship cell of VVCE. Aspera has trained hundreds of students on the various aspects of entrepreneurship not only within the institute but outside too. Aspera provides students a platform to present their entrepreneurial ideas, hone them and take it to the next level. One of the regular highlights of Aspera is the E -Week conducted in association with the National Entrepreneurship Network (NEN). It is the national level week-long event where E-cells from across the country hold entrepreneurship related events and spread the entrepreneurial spirit. ASPERA entrepreneurship of VVCE continuously bagged Championship Runners-Up Award for the year 2012-13, 2013-14, 2014-15.

In the year 2015-16, E-Week was held from Feb 20th to Feb 27th 2016, which had the theme of 'INNOVATING THE WORLD'.Aspera pivoted to 'INNOVATING MYSURU' and conducted numerous E-Talks, Round Table Conference, Corporate Wars and Café Studio.

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

Response: 23

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

Response: 23

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: 33.88

1.3.3.1 Number of students undertaking field projects or internships

Response: 908

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents For design and review of syllabus semester wise/ year wise

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
Any additional information	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: C. Feedback collected and analysed

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: 0.8

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

2016-17	2015-16	2014-15	2013-14	2012-13
17	12	20	14	24

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 91.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
683	694	722	567	457

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

2016-17	2015-16	2014-15	2013-14	2012-13
742	742	761	648	519

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: 45.16

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

2016-17	2015-16	2014-15	2013-14	2012-13
149	132	160	110	110

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:

Advanced learners & slow learners are identified based on their previous overall performance, orientation towards academics, feedback from course instructors, class teacher & observations by the mentors in consultation with the HOD and such students are supported as illustrated in Figure 1(Refer link)

The following Special programs are carried out to encourage advanced learners:

1. Special skills/Interests are identified, guided and encouraged.
2. Class toppers are honored with cash prizes and certificates.
3. Best outgoing and best achiever awards are given to those final year students who excel in academics as well as co-curricular activities.
4. Encouraged to attend workshops, symposia, seminars and participate in technical competitions to gain knowledge on the latest developments.
5. Facilitated to undergo internships in the industry & campus connect programs.
6. Names & photos are published in newsletters, college magazines and college website.
7. VVCE scholarships of Rs 20 lacs is awarded to needy & meritorious students every year.
8. Financial assistance is given for paper publication, to enrol membership of professional bodies.
9. Research committee is constituted to facilitate the promising students to undertake research activities.
10. Students with entrepreneurial skills are encouraged to have a start-up in the incubation centre.

The following Special programs are carried out to encourage slow learners:

1. Remedial classes for theory courses and extra laboratory classes are conducted.
2. Intensive communication skills and personality development programs are conducted.
3. Personal & professional mentoring is done along with their parents.
4. Additional sessions are held exclusively to motivate the students by the mentors/faculty members

handling courses/HOD/Principal.

5. Any deprived students (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc) are given utmost importance, so that such students feel comfortable to perform to their potential.
6. Financial assistance is also extended to the needy students.

File Description	Document
Link for Additional Information	[View Document](#)

2.2.2 Student - Full time teacher ratio

Response: 16.34

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.11

2.2.3.1 Number of differently abled students on rolls

Response: 03

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:

In order to provide the outcome based education, a number of student centric methods are adopted and they are explained below:

1. In addition to traditional teaching-learning methodologies, the Faculty members adopt group discussions, relevant videos, seminars, mini projects, case studies, PPTs, real time examples, simulations, quizzes, depending on the course that create the best student centric learning environment.
2. The Impartus Lecture Capture Solution facilitates record of every lecture delivered by the faculty which can be viewed by the students and helps slow learners to understand the difficult concepts at

their own pace. This also facilitates introduction of flipped classroom teaching that promotes learning rather than teaching.

3. Appropriate industry visits are planned and organized to facilitate proper understanding of concepts. There are two buses exclusively to take the students for industry trips.

4. An innovative teaching learning club in the college facilitate to experiment with various creative techniques of teaching-learning process.

5. Apart from providing pedagogical training from experts to the faculty members for improving traditional black board teaching, faculty are given laptops at free of cost by the institute to promote usage of power point presentations and animations, referring to online resources such as NPTEL, VTU e-learning and other e-learning resources.

6. Faculty and students are also encouraged to do courses on MOOCs.

7. Each lab/workshop with appropriate layout is designed & maintained as per AICTE norms with respect to carpet area, lighting, ventilation & furniture to have a conducive ambiance.

8. Laboratories are well equipped with adequate number of experimental set-ups, computers & peripherals. Qualified lab instructor/Mechanic is allotted for all the batches of labs for its smooth functioning.

9. Special care is taken to ensure that the students conduct all the experiments as per the University syllabus. A few experiments beyond the curriculum are also conducted.

10. The instructions related to the conduction of the experiment and a demo session is given by the faculty in-charge. Students are allowed additional hands-on experiments related to their subjects.

11. Students write the experiment/program in their observation book and record the result. They are required to analyze and comment on the results of the experiment. The conducted experiment/program, theory related to the experiments and results are documented in the Record Book.

12. Standard and probable Viva questions for all the experiments are prepared and maintained in the course file.

13. Assessment is done by considering procedure followed to conduct the experiment, safety precautions followed if applicable, record writing, observation and viva-voce.

14. Distinguished lectures form industry experts are conducted regularly to keep the students abreast of latest developments and also to inspire them.

15. Hands on workshops are conducted by professional trainers on latest technologies.

16. Students are sent to industry for visits and to undergo internships to understand how industry functions and its requirements.

17. Students are encouraged to participate in state and national technical competitions like Go-Kart, Robotics, Hackathons etc.

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

Response: 93.29

2.3.2.1 Number of teachers using ICT

Response: 153

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: 19.71

2.3.3.1 Number of mentors

Response: 136

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Innovations & creativity in teaching-learning process helps students to have a deeper understanding of content and enhances their interest & engagement in education. It is important that faculty use various techniques to disseminate knowledge that arouse curiosity in students. Some of the tools that are used in teaching-learning process are listed below:

1. **Innovative Teaching learning club**

   1. All the innovations and best practices in teaching-learning that are developed and practiced by the faculty members are discussed in the innovative teaching-learning club and are also made available on the Institute website for the benefit of teaching fraternity. Provision is made on the Institute website to get feedback/suggestions/critique on the innovations in teaching-learning.
   2. The innovative teaching-learning club in the Institute facilitates to experiment with various creative techniques of teaching-learning like cross word puzzles, flowchart, cyber hunt & teaching tools (Mathematica, Raptor, and Flowgorithm).
   3. Faculty members are also informed about innovations in teaching-learning during faculty interaction meeting once in a month.
   4. Course instructor regularly encourages the students to attend workshops, distinguished lectures, Industrial visits, mini-projects & internships to supplement the course.

1. **Use of ICT and other appropriate methods**

   1. In addition to traditional teaching-learning methodologies, 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 to create the best learning environment for the students.

2. The Impartus lecture capture solution facilitates record of each lecture delivered by the faculty which can be viewed by the students. This helps slow learners to understand the difficult concepts at their own pace and this also facilitates introduction of flipped classroom teaching where only learning happens.

3. Apart from providing pedagogical training from experts to the faculty members for improving traditional black board teaching, thrust is also given to promote power point presentations and animations, referring to online resources such as NPTEL, VTU e-learning and other e-learning resources, and collaborative learning and appropriate questioning techniques to keep the students engaged during the lecture session.

1. **Feedback**

1. Early feedback is taken in the 3rd week of semester by each faculty to identify the strength & areas for improvement so that it helps the faculty to implement the suggestions given by the students in the remaining part of the semester.

2. Semester end feedback is also taken to know the satisfaction level of students and remedial action to be taken for the following semester.

3. Continuous Assessment Meetings (CAM) are held to identify any shortcomings in a particular course/semester and to take appropriate measures to overcome the same.

4. Students having difficulty in conducting laboratory experiments are provided with additional lab classes by the course instructor.

2.4 Teacher Profile and Quality

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

Response: 98.73

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: 13.83

2.4.2.1 Number of full time teachers with Ph.D. year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
25	24	19	15	16

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 of full time teachers in number of years

Response: 8.37

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

2.4.4 Average 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: 0.83

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	02	01	02	0

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: 1.84

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

2016-17	2015-16	2014-15	2013-14	2012-13
06	04	02	01	01

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

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The institution continuously monitors the changes that are happening at the university level and makes appropriate & effective changes in the internal evaluation system as demonstrated below with each scheme change for UG programs and the same procedure is adopted for PG programs. All the changes are informed to the students through interactions & circulars with utmost transparency.

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 two portions and each portion is covered in an internal assessment. The test-3 is an improvement test and the syllabus for this test is either the Test one or Test two portions depending on the marks scored. If the student scores less marks in Test-1 compared to Test-2, then the student writes the improvement Test-3 based on Test one portion and vice versa.
2. Each internal assessment is conducted for 20 marks. The average of best two internal assessment score is considered as the final IA marks. It can be seen that in this scheme students are required to study the entire syllabus in order to get full marks in the internal evaluation compared to the 2010 scheme. 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 prepares its own Academic Calendar well in advance before the start of the semester, considering Govt./University holidays. It includes specific dates for syllabus coverage, conduct of theory & lab Internal Assessments (IA), co-curricular & extracurricular activities.

1. Question paper format

The institute has prepared standard formats for CIE Question Paper depending upon the type of the subject to review the distribution of questions based on Course Outcomes (COs). While setting the questions, previous years' university exam questions are referred along with spread/coverage of the defined syllabus. The question paper is set as per the standard format.

2. Question paper format compliance

Faculty members are trained periodically on fairness and transparency to be maintained with respect to evaluation process. The concerned faculty prepares the question paper, the scheme of evaluation indicating the distribution of marks and also COs addressed. The set questions are to be mapped to course outcomes based on Blooms Taxonomy. Program Assessment Committee checks the quality of question papers with respect to learning levels & coverage of COs in the IA.

3. Evaluation

The Course Instructors evaluate the test books within one week from the date of conduct of test. The scheme of evaluation of the CIE questions is shared with students while distributing the blue books and also discussed to clarify doubts, if any.

The internal documentation is maintained where the CO mapping to individual questions is mentioned in the question paper itself. Program Assessment Committee evaluates the quality of question papers & coverage of all the COs in the CIE.

Internal examination committee and internal squad are constituted at the beginning of the academic year to ensure fair and transparent conduct of all the IAs. A committee is constituted to determine if replacement test is to be given for the students who were absent for the IA on genuine reasons like participation in sports, medical illness, accidents and so on. The IQAC team checks the process of conduct of the entire evaluation process and provides its recommendations for improvement on continual basis.

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

Response:

All the grievances related to internal & VTU examinations are addressed in a transparent, time bound & efficient manner as explained below.

1. Internal examinations

A circular is sent to students on rules & regulations with respect to internal examinations before the start of the internal examinations. This circular shall become a guideline to address if there are any grievances. If a student has any grievances he/she can approach the head of the examination committee seeking for redressal. The examination committee meets within a reasonable time to find a suitable solution which will be communicated to the complainant.

2. VTU Examinations

The VTU has detailed rules & regulations governing examinations and related issues. Some of the important rules and regulations related to redressal of grievances are enumerated.

1. Any malpractices during the examinations shall be booked following due process as per the VTU guidelines. Students who get booked shall appear before a malpractice case consideration committee constituted by the VTU. The aggrieved student is given an opportunity to present his case before the committee and the decision of the committee is final and binding and is conveyed to the student within the time schedule.
2. After the announcement of results, a candidate who is not happy with his results may apply for revaluation by paying the applicable fees.
3. A candidate if desires, shall reject the results of whole semester irrespective of performance of any individual subject. However, there is no provision for the rejection of results of any individual subject. Such rejection shall be permitted only once during the entire course of study. For such rejection application shall be sent to the Registrar (Evaluation) within 30 days from the date of announcement of results.
4. All the answer scripts of PG courses will be evaluated by two examiners.
   If the difference between First Evaluation and the Second Evaluation is more than 15, the third examiner shall evaluate the script. The average of the marks of nearest two valuations shall be considered as the marks secured by the candidate. However, if one of the three marks falls exactly midway between the other two, then the higher two marks shall be taken for averaging. The same process of third evaluation will be carried out for scripts of undergraduate courses during revaluation.
5. Any unforeseen grievances of students related to examinations that are not clearly stated in the VTU rules & regulations shall be resolved /addressed by the Registrar Evaluation (RE) of VTU from time-to-time.

File Description	Document
Link for Additional Information	View Document

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

Response:

The institute strictly adheres to the academic calendar prepared by it with respect to conduct of CIE. The process of preparing the academic calendar and its adherence is explained below

1. A tentative academic calendar is prepared considering

   1. The number of IAs and module tests to be conducted along with other co-curricular activities.
   2. Previous years' compliance of academic calendar & deviations are taken as reference.
   3. Compliance with the University calendar.
   4. Reforms or changes required for the present semester.

2. The tentative academic calendar is placed in the council of Heads of the Departments (HODs) meeting for their feedback/suggestions. After incorporating the required suggestions, the first version of the calendar of events is sent to all the staff members for their feedback.

3. All the suggestions are placed in the next HODs meeting for their comments/opinions. The final version of calendar of events for CIE is then finalised and circulated to all the staff & students and also uploaded in the college website for information & compliance.

4. Invariably the academic calendar is strictly followed except in extraordinary situations like declaration of unforeseen holidays, Bandh etc.

File Description	Document
Link for Additional Information	View Document

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:

The details of Program Outcomes, Program Specific Outcomes and Course Outcomes for all the programs and the mechanism of communication are explained hereunder.

1. Program Outcomes (POs) as given by the NBA is displayed in the prominent places in all the departments and also in the website.

2. Program Specific Outcomes (PSOs) are written for each program after thorough discussions & deliberations with stakeholders. The PSOs are also displayed in the prominent places in all the respective departments & also on the website.

3. Course Outcomes (COs) are written for each course in every program after discussion amongst the course instructors & course coordinator. The COs are kept in the course file & uploaded in the respective department website. The COs form the basis for achieving the POs/PSOs and Mission and Vision of the Institute, hence a brief description on writing a CO is given below.

1. Course instructor defines the course outcomes using Bloom's Taxonomy and discusses with the course coordinator.
2. The Department Accreditation Committee reviews the Course Outcomes (COs). The COs are agreed upon by the faculty of the program and should drive towards the POs and PSOs.
3. Each Course Outcome is mapped to Program Outcomes in terms of relevance. Three levels of relevance based on degree of correlation are used. The levels of correlation are 1 for low, 2 for medium and 3 for high correlation.
4. The contribution of course to each PO is expressed in terms of average relevance of COs mapped to that particular PO. Similarly the value computed for all the courses including first year courses shall be entered for the corresponding PO and PSOs.

4. Awareness about POs/PSOs & COs is made to students by faculty at the beginning of the semester besides displaying them in the respective departments, and on the college website.

File Description	Document
COs for all courses (exemplars from Glossary)	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 or more.

Target & Attainment Levels:

Table 1: Theory Courses: University Examination

Target	45 marks (45% of 100 marks)
Attainment Level 1	50% students scoring more than 45 marks

| Attainment Level 2 | 60% students scoring more than 45 marks | |
| Attainment Level 3 | 70% students scoring more than 45 marks | |

Table 2: Theory Courses: Internal Assessment

Target	18 marks (70% of 25 marks)	
Attainment Level 1	60% students scoring more than 18 marks	
Attainment Level 2	70% students scoring more than 18marks	
Attainment Level 3	80% students scoring more than 18 marks	

Similarly, the evaluation of attainment for Laboratory Courses are carried out.

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 = 0.6*ALinUniversity Exam + 0.4*AL in Internal Asstssment

Where AL= Attainment Level

a. Direct Attainment Value

1. Steps explained earlier are repeated for all the courses to determine the attainment value of a course that contributes to that PO or PSO.
2. For a given PO or PSO, all the non-zero values are added and an average is computed to obtain the direct attainment of the program outcome.

b. Indirect Assessment:

The following assessment tools are used to compute the indirect attainment based on requirement & relevance.

Sl.No	Indirect Assessment Method
1	Alumni Survey
2	Graduate Exit Survey
3	Employer Survey

The final attainment of POs and PSOs are computed using the following relation

Final Attainment = 0.8 * Direct Attainment + 0.2*Indirect Attainment

2.6.3 Average pass percentage of Students

Response: 95.02

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

Response: 2654

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

Response: 2793

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:

File Description	Document
Database of all currently enrolled students	[View Document](#)

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

Response: 0.19

3.1.1.1 Total Grants for research projects sponsored by the government/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)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0.05	0.14

File Description	Document
List of project and grant details	[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 18.29

3.1.2.1 Number of teachers recognised as research guides

Response: 30

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.1.3 Average number of research projects per teacher funded by government and non government agencies during the last five years

Response: 0.33

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

Response: 25

File Description	Document
List of research projects and funding details	[View Document](#)

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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 proactively initiated many measures to create an eco-system for creation & transfer of knowledge, which are explained as below:

1. Incubation Centre: The institution has set up an incubation facility in G block to provide opportunities for young entrepreneurs to incubate their ideas. This facility is given for free of cost to the students of VVCE. A couple of students have set up companies to incubate their ideas.
2. E-Cell: Entrepreneurship cell was established in 2008 in the institute in association with National Entrepreneurship Network (NEN). Over the years, E-cell has grown rapidly to become one of the popular clubs in the college & it is now called 'Aspera' the entrepreneurship cell of VVCE. Aspera gives students a platform to present their entrepreneurial ideas, hone them and take it to the next level. ASPERA entrepreneurship cell of VVCE continuously bagged Championship or Runners-Up Award every year**.**
3. MOUs & Centres of Excellence

MOUs are signed between the Institute/Programs and the related industries/research organizations for effective transfer of technical knowledge to the students and to relate the theoretical knowledge to relevant applications. More than 20 MOUs are signed with various industries including Infosys, Apple, Wipro, Intel, EDS technologies (Dassualt), Wurth electronics (WE), Vivarthan etc.

1.Industry Academia Board (IAB)

Each department has set up an IAB to guide the department. The suggestions given by the IAB are implemented for the benefit of students and the faculty. The IAB meets once in a semester to ascertain the progress made and to provide the necessary direction.

2. Research centres

To promote research culture and to conduct research in frontier areas of technology, nine research centres affiliated to VTU are set up. These research centres offer MSc (Engineering) and Ph.D programs. Over 85 research scholars are pursuing research activities in the campus.

3. Distinguished lectures & Industry visits

Institution has good network of industries that play an important role in the growth of the institution. Experts from the industry are invited regularly to deliver lecturers on various topics of relevance which not only enhances the knowledge of students but inspires them to have greater goals. Industry visits are regularly organised to understand the practical applications of theory. There are two buses exclusively to take the students to industries.

4. ISHRAE-VVCE showcase

Indian Society for Heating Refrigerating and Air conditioning Engineers (ISHRAE) have set up a showcase which is first-of-its-kind in association with the institute. This showcase helps students to understand the principles, various processes and equipment/instruments related to Refrigeration & Air-conditioning.

5. V-Innovate lab

V-Innovate lab is set up to provide hands on experience to the students in the first year itself. This enhances their interests in the engineering field.

6. Clubs

The college encourages and promotes setting up of various clubs both at the college level & at the department level to achieve the specific objectives. Some of the clubs are Toastmasters (to improve communication skill and leadership quality), WING (Networks), pixel hut, Debate club and so on.

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

Response: 2

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	01	01	00	00

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: Yes

File Description	Document
List of Awardees and Award details	[View Document](#)

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0.03

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 01

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: 0.18

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

2016-17	2015-16	2014-15	2013-14	2012-13
34	31	42	19	07

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: 0.78

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

2016-17	2015-16	2014-15	2013-14	2012-13
161	152	145	72	44

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:

The institute organises a number of co-curricular and extracurricular activities to sensitise students on social issues and for holistic development. Some of the activities that were conducted and being conducted are listed below.

1. Three day induction program to the first year students
2. Voluntary Blood Donation Camp
3. Helmet Awareness Week
4. Eye Check-up Camp
5. Marathon 'Beat the Cancer by Early Detection'
6. Swachh VVCE Abhiyaan
7. Narayana Hrudayalaya-Walkathon on 'World Heart Day'
8. "Yogamrita" 'A Sound Mind in a Sound Body' : Inhale future exhale past'
9. Donations to Orphanage centres
10. Green initiatives
11. Creating awareness about Good touch & bad touch to school children
12. Sansad Adarsh Gram Yojana (SAGY) -Village Adoption.

The Institute is identified by the AICTE to oversee and adopt a village by name DB Kuppe in H D Kote Taluk under Sansad Adarsh Gram Yojana (SAGY) scheme. The NSS team of the college is assisting AICTE to implement the relevant schemes in the village. The AICTE has given a letter of appreciation to the Institute in this regard. In addition, NSS unit of the institution identifies underprivileged villages in the neighbourhood and collaborates with villagers to provide essential services such as sanitation, safe drinking water and creating awareness about health and social issues.

Swachh VVCE Abhiyaan impacted the staff and students alike in the Institute. This is a week long program where students voluntarily clean up their classrooms, desks and create awareness on cleanliness in the campus and in the surrounding areas. The students also rank the Departments based on set criteria and award prizes.

The Helmet Awareness Week is conducted every year to create awareness about the importance of wearing helmet by two wheelers. All the staff and students are required to wear helmet compulsorily in the campus.

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

Response: 2

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	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 Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 13

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

2016-17	2015-16	2014-15	2013-14	2012-13
06	03	01	03	00

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: 32.9

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

2016-17	2015-16	2014-15	2013-14	2012-13
2250	1500	350	00	00

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: 120

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

2016-17	2015-16	2014-15	2013-14	2012-13
32	44	30	14	00

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 universities, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 24

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

2016-17	2015-16	2014-15	2013-14	2012-13
09	06	05	04	00

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

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:

The institution has state-of-the-art facilities for teaching-learning process which are highlighted below.

A. Classrooms

1. Each class room is designed & maintained as per AICTE norms with respect to carpet area, lighting, ventilation & furniture to have a conducive ambiance.
2. All the classrooms are provided with LCD projectors and campus wide Wi-Fi facility. Faculty members are given free laptops by the Institute to extensively use ICT in classrooms.
3. Institution has six spacious seminar halls and an auditorium with state-of-the-art facilities.
4. The Impartus lecture capture solution facilitates record of every lecture delivered by the faculty which can be viewed by the students any number of times at a later time. This helps slow learners to understand the difficult concepts at their own pace. This also facilitates introduction of flipped classroom teaching where there is only learning in the class room with little teaching.
5. There are two buses exclusively to take the students to industries.

B. Laboratories

1. Each lab/workshop with appropriate layout is designed & maintained as per AICTE norms with respect to carpet area, lighting, ventilation & furniture to have a conducive ambiance & practical exposure.
2. Laboratories are well equipped with adequate number of experimental set-ups, computers & peripherals. Qualified lab instructor/Mechanic is allotted for all the lab batches for its smooth functioning.
3. Special care is taken to ensure that the students conduct all the experiments as per the University syllabus. A few experiments beyond the curriculum are also conducted.
4. More than 20 MOUs are signed with various industries including Infosys, Apple, Wipro, Intel, EDS Technologies (Dassualt), Wurth electronics (WE), Vivarthan and so on. As a consequence, many centres of excellence have been set up *viz.,* Apple, e-Yantra Robotics lab, Wipro Mission10x lab, Intel Intelligent system lab, EDS Technologies (Dassault) lab, ISHRAE showcase.
5. In addition R&D labs, fabshop, V-Innovate labs with appropriate equipment help to carry out research activities to a greater extent.

C. Computing

1. There are over 1500 desktops, around 260 laptops, printers, scanners and servers in adequate numbers for computation and related purpose.
2. Uninterrupted power supply (UPS) is made available in the department so that the students and staff can access the computers without any interruption. There are three generators with a total capacity of 450 kVA for power back-up power supply.

3. Students can borrow laptops from the library.
4. The Institute provides internet connectivity of bandwidth 150 Mbps (1:1) with 22 access points for Wi-Fi facility all over the campus. A dedicated computer center with 80 desktops is provided in 'A' block for browsing & accessing e-resources besides computer labs in each department.

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

Response:

The institution has facilities to promote extracurricular activities like sports and cultural events, as mentioned below.

1. **Availability of Sports and Cultural Facilities:**

The college provides facilities to conduct indoor and outdoor sports, games and cultural events. It facilitates training of the students and encourages them to participate in the inter-collegiate, University, and state level competitions. In addition to the playground, the college has the following facilities.

Sl. No.	Indoor Facilities	Outdoor facilities
1.	Chess	Throw ball
1.	Carrom	Handball
1.	Table Tennis	Basketball
1.	Gymnasium	Volleyball
1.	Auditorium	kabaddi
		kho kho
		Badminton

The Institute has an excellent gymnasium center on the third floor of the hostel block. A trained gym instructors provides training and monitors to gym center.

The students have represented the university at the national level in Yoga, Tennis and Badminton. The Institute received a cash prize of ? 1 lac twice in the last five years for outstanding performance in sports.

1. **Cultural & Tech fest facilities**

VIDYUTH stands for Vidyavardhaka Youth Festival which is a three-day annual cultural extravaganza of VVCE. The fest 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 with enthusiasm and magnetism. The cultural fest VIDYUTH has fetched excellent name and popularity in the region.

All the necessary facilities to conduct the cultural events in the college are made available to the students. Many cultural and literary events like Movie Making, Fashion Designing, Computer Gaming, Battle of the Bands, Mime Competition, General and Technical Quiz, Solo Singing, Mad Ads, Face Painting, Juke Box, Extempore, Dumb Charades, T-Shirt Painting, Instrumental Music, Antakshari, and many more. Some of the major attractions of VIDYUTH are Treasure Hunt, Dance and Fashion competitions.

Tech fest is conducted in every department once in a year. All the facilities that are required to conduct tech fest are provided to the students by the Institute.

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

Response: 87.72

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 50

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: 57.67

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

2016-17	2015-16	2014-15	2013-14	2012-13
1430.11	787.47	769.69	626.68	347.25

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

Library is housed in E block ground floor with a carpet area of over 1000 sq.mts. It has seating capacity for 210 students in the reading area along with two discussion rooms. On the average, over 200 students use the library resources every day. There is an exclusive digital library with 25 desktops & a server to access e-resources, besides Wi-Fi facility. A separate book bank for SC/ST students is maintained.

The library is automated with 'Easylib' software. All the e-journals & e-books are subscribed through VTU consortium. VVCE is also a member of Developing Library Network (DELNET). The reprographic facility is also provided in the library.

The details of e-resources subscribed are listed below:

Details		2016-17	2015-16	2014-15	2013-14
Engineering and Tech.	As soft copy	Springer e books, springer journals, Taylor Francis, Proquest, IEEE, Elsevier, ASCE K Nimbus DELNET	Springer, IEEE, Elsevier, Taylor and Francis, Proquest KNimbus, ASCE DELNET	Springer, Taylor and Francis, Proquest, IET online, Emerald Management, DELNET	Elsevier, Springer, IEEE, ASTM, Mc Graw Hill, EBSCO, J-Gate, DELNET.
	As hard copy	75	67	67	55

The Institute conducts library stock verification at the end of every year and identifies the books to be weeded out because of obsolescence in syllabus or physical damage. Such books are removed from the library after approval from the BOG. New books are added in sufficient numbers as and when syllabus changes and also to replace the weeded out /damaged books. Since the subscriptions to e-resources are through the university and the DELNET, the e- contents are assured to be relevant to the concerned programs. This ensures that the relevant and up-to-date learning resources are provided to the students.

The library provides the open access to the students to the reference section and borrow books and laptops from the library. UG students can borrow up to four books & PG students can borrow up to 6 books which

can be renewed once in 10 days.The library operate from

The library maintains a stock of about 100 Laptops which can be borrowed by the needy students for a period of one month. Also library has a computer center with 25 desktops & a server to access e-resources which can be used by the students for accessing the e- learning content and self-learning resources.

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

Response:

The library is developed and enriched with great care. It has a collection of **39,690 books** with **8082 titles**. Library has perpetual access to around **1200 e- books** and also subscribes to **8 different e journal databases**. Library has a collection of **116 rare books**. Library subscribes to around 67 printed journals. All documents have been classified as per AACR II of Dewey Decimal Classification (DDC) and systematically shelved on Open Access.

The Library provides e-books which are available free of cost on Internet and students accessing or checking the books details in the Library catalogue can also avail the link of e-books for their reference.

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](#)

4.2.4 Average annual expenditure for purchase of books and journals during the last five years

(INR in Lakhs)

Response: 20.48

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

2016-17	2015-16	2014-15	2013-14	2012-13
18.39	14.56	21.91	28.26	19.3

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

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

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 6.68

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

Response: 190

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

An internet connectivity of bandwidth 150 Mbps (1:1) is provided by M/S Yeshtel [Yashas cable network pvt. Ltd. Mysuru]. There are 22 access points to provide Wi-Fi facility all over the campus. Students can avail the Wi-Fi facility from 8.00 am to 5.00 pm with a common user-Id. Faculty members are given individual user-Id & password for round the clock access. Internet facility is provided in all the class

rooms, laboratories, the offices & hostels through Wi-Fi. Wherever high speed connectivity is required wired connection through Ethernet/optical cable LAN services is provided to the departments. A dedicated computer center with 80 desktops is provided in 'A' block for browsing & accessing e-resources besides computer labs in each department. The Institute has an Internet registered domain name vvce.ac.in, using which it provides its own e-mail facility, to staff and students. In order to ensure safety & security of data, a licensed Cyberoam firewall with web & application filters are used.

Name of the internet provider	Yeshtel [Yashas cable network pvt. Ltd.]	
Available bandwidth	150Mbps	
Access speed	150Mbps (22 access point)	
Wi-Fi availability	Yes, Entire Campus	
Availability of Internet in labs, classrooms ,offices & library	Yes	
Institute own e-mail facility to faculty/students	Yes	
Security/privacy of e- mail/internet users	Yes, Cyberoam firewall/web filter/application	filter

The growth of IT infrastructure in the last five years is tabulated below:

	2012-13	2013-14	*2014-15*	2015-16	2016-17
Number of computers	1120	1280	*1385*	1373	1318
Laptops	135	135	*142*	*153*	*180*
Servers	5	5	6	6	6
Wi-Fi	YES	YES	YES	YES	YES
Access points	20	20	*30*	*34*	*40*
Open source software	14	14	*14*	*14*	*15*
Licenced software	26	28	*28*	*29*	*29*
Online conduct of examination with Systems	32	40	*35*	*66*	*40*
Printers	68	70	*74*	*77*	*80*

4.3.2 Student - Computer ratio

Response: 2.03

File Description	Document
Student - Computer ratio	[View Document](#)

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
<5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

Response: >=50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	[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: 100

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)

2016-17	2015-16	2014-15	2013-14	2012-13
1587.54	1265.97	1228.25	1338.92	1305.81

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[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 physical, academic and support facilities like classrooms, labs, seminar halls, auditorium, computer centre, gymnasium, buses, boardroom, guest room etc., are well maintained and used based on the requirement as per the standard procedure described below.

a. Classrooms & laboratories

Once the Calendar of Events is prepared in the beginning of the semester, the time-table for each section of every semester is prepared allotting the classrooms and the laboratories. This facilitates the optimum usage of resources.

Each lab/workshop shall follow the following guidelines:

1. Do's and Don'ts are displayed in each laboratory.

2. Laboratories are managed by the qualified technical staff.
3. Calibration & periodic servicing of equipment/instruments are carried out.
4. Safety precautions like first aid kit, Fire extinguisher are kept in place.
5. Major repair of equipment/instruments are outsourced as per the Institute norms.
6. Appropriate and relevant equipment/instruments are procured as and when the scheme changes if required.
7. Obsolete equipment/instruments are replaced to ensure the smooth conduct of laboratory experiments.
8. Laboratory manuals are maintained in the laboratory to ensure uniformity in conducting experiments for all the batches.
9. Log books are maintained in the laboratory to know the effective usage of the laboratory.
10. Consumables in sufficient quantity are maintained in the inventory.

b. All the requirements of the departments are sent to principal for inclusion in the purchase committee. The purchase committee meets often, discusses the requirements, gets the quotations, makes the comparative statements and procures them considering price, quality and service.

c. Facilities like seminar halls, auditorium, guest house, computer centre, buses etc. are reserved well in advance through proper channel for their optimum usage.

d. There are two site engineers who take care of general building maintenance and upkeep of the campus.

e. Gardeners and housekeeping staff ensure the gardening and cleanliness of the campus.

f. The storekeeper maintains the inventory of all essential items and their replenishments from time to time.

Adequate facilities are available to cater to the needs of physically challenged people in line with the recommendation of the AICTE/UGC norms. Some of the basic infrastructure facilities available for the differently abled are:

1. Elevators in every block
2. Ramps with handrails at the entrance of the buildings.
3. Special toilet room for the differently abled.

In addition, the IQAC team visits all the departments for periodic check. Based on the recommendations of the IQAC, areas for improvement for each facility are considered and appropriate actions are initiated.

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: 30.83

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

2016-17	2015-16	2014-15	2013-14	2012-13
1480	897	709	303	264

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[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: 1.58

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

2016-17	2015-16	2014-15	2013-14	2012-13
85	45	40	19	2

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: 26.56

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

2016-17	2015-16	2014-15	2013-14	2012-13
487	368	949	843	318

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: 74.13

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

2016-17	2015-16	2014-15	2013-14	2012-13
2059	1833	1433	1531	1446

File Description	Document
Details of the students benifitted by VET	

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	

5.2 Student Progression

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

Response: 23.82

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

2016-17	2015-16	2014-15	2013-14	2012-13
137	206	212	101	46

File Description	Document
Details of student placement during the last five years	

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

Response: 22.29

5.2.2.1 Number of outgoing students progressing to higher education

Response: 150

File Description	Document
Details of student progression to higher education	

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/ TOFEL/ Civil Services/State government examinations)

Response: 80

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

2016-17	2015-16	2014-15	2013-14	2012-13
19	23	19	29	0

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

2016-17	2015-16	2014-15	2013-14	2012-13
19	23	19	29	1

File Description	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: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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](#)

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

Response:

Students constitute a major stakeholder in the institute growth. The institute maintains an excellent rapport with the student community. The opinions & views of the students are taken seriously by the institute authorities. Some of the bodies/committees that have student representation are as follows.

1. Anti-ragging committee
2. Anti-sexual harassment committee
3. Class representatives committee
4. Industry academia board
5. Alumni committee
6. Sports committee
7. Cultural committee
8. Department association
9. E-cell committee
10. NSS committee & various clubs

The student representatives in the above committees play an important role by actively participating and providing suggestions for overall improvement of the academic ambiance and to build the culture of excellence.

To cite an example, Continuous Assessment Meeting (CAM) explains how a student body helps in improving teaching-learning process

Process:

- The Department conducts continuous assessment meeting twice in a semester to assess the academic performance. This meeting is held between the Head of Department, Faculties and student representatives.
- Continuous assessment meetings (CAM) are held to identify any shortcomings in a particular course/semester and to take appropriate measures to overcome the same almost immediately.

Implementation

Issues such as course difficulty, performance in the internals, facilities in the department are discussed and suitable actions are taken. Some of the actions are

- Repetition of difficult concepts
- Conduction of remedial classes
- Providing suitable classroom and laboratory ambience

Class Representatives (CR) meetings:

Once in a month, a meeting of the CRs is held by the Principal along with all the HODs to discuss

academic, co-curricular & extracurricular issues including inadequacy in maintenance of existing facilities and additional requirements needed, if any.

Selection of Class Representatives

A guideline to select the CRs is explained.

1. There shall be at least two faculty members assigned for conducting the process of selection for each class.
2. The Selection process shall be conducted during theory class hours
3. Duties of CRs shall be read before starting the process of selection
4. There shall be two CRs from each class – One male and One female wherever possible
5. Students under conditional admission are not eligible to be CRs
6. If there are more than two contestants there shall be an election by secret ballot. The top two scorers are the CRs.

A Class Representative shall:

1. Act as liaison between the students and the academic leaders
2. Help in achieving good rapport between students and staff members
3. Represent his/ her class in all academic activities
4. Help in maintaining discipline on campus and thus enhancing the image of our institution
5. Help in disseminating course outcome, course objectives, Vision & Mission of the Department and College
6. Help in maintaining and improving academic standards
7. Help in preventing all kinds of ragging
8. Help in enhancing placement activities

The above two examples clearly demonstrates the active role played by the students in various bodies of the Institute.

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

Response: 1.4

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	1	2	1

File Description	Document
Number of sports and cultural activities / competitions organised per year	[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 Institute has a strong alumni association which was established in 2006. The alumni meet once in a year in the month of November/December. So far 11 alumni meets have been conducted. In every alumni meet a lot of suggestions were given by the alumni for the overall improvement of the programs and the institute which were later implemented by the institute. Although alumni have not contributed in terms of financials but they have immensely contributed in terms of non-financial means like placements, guest lecturers, industry connect and guidance for postgraduate studies in India and abroad.

The alumni association helps in building a network of the alumni and helps in being in touch with the corporate world. The association helps in holding interactive sessions to motivate current students about the employability and educational opportunities abroad. They share their opinions in social networks, blogs and forums. The Alumni provide feedback on competencies gained during their course and provide valuable information to improve curriculum on a continual basis. The alumni are also on the board of certain committees like IAB and help the Institute in defining Vision, Mission, PEOs & PSOs as they are one of the important stakeholders.

The alumni sponsor two prestigious awards *viz.,* best outgoing student and best achiever awards to the outgoing students every year. There are alumni who render their services during weekends. One such example is Mr Ravindra who works at Intel, comes to institute every weekend to train a batch of 20 students of final/pre-final year ECE on CADENCE tools.

5.4.2 Alumni contribution during the last five years
<1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 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: 4

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	[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:

The Vision & Mission of the institute are prepared taking into consideration the views of all the stakeholders namely management, faculty, students, parents, alumni, and industry persons. The Institute strongly believes in transparency, participative leadership and delegation of powers at various levels.

The vision of VVCE is as follows:

VVCE shall be a leading institution in engineering and management education enabling individuals for significant contribution to the society

The Institute achieves its vision through the following mission statements:

1. **To provide the best teaching - learning environment through competent staff and excellent infrastructure**
2. **To inculcate professional ethics, leadership qualities, communication and entrepreneurial skills to meet the societal needs**
3. **To promote innovation through research and development**
4. **To strengthen industry-institute interaction for knowledge sharing**

The Board of Governors (Governing Council) of the institute is constituted as per the guidelines of AICTE. It consists of members from Management, Academic Institutions, Industry, Statutory bodies and representatives from faculty with Principal as member secretary. All the academic & administrative issues like budget, recruitment, purchases, admissions, promotions, conferences, variation in intake etc., are discussed, approved and implemented.

The council of HODs meets once in a week where all the academic issues are discussed, appropriate decisions are taken and communicated to the staff through circulars. In addition, members of management, Principal and HODs conduct conclaves once in a semester to take stock of the progress and deliberate on challenges and also give proper direction to the institute in line with the Vision & Mission. Also, IAB meetings are held in every department once in a semester to discuss the progress made, set targets and plan of action. The recruitment committee consists of members of management, external expert, Principal & concerned HOD recruits staff following standard procedure in a free and fair manner. Similarly, all the purchases are made by the purchase committee that has a faculty representation.

The council of HODs constitutes the following important committees for smooth, transparent and effective functioning of the institute like, Anti-ragging, Accreditation, IQAC, Research, Test & Examination, Women Safety and Grievance Redressal Committee/ College Internal Complaint Committee (CICC) & so on.

The institution adopts a mechanism of self-appraisal of teachers and comprehensive evaluation of teachers

by Head of the department and the students. Student's feedback about the faculties is taken twice a semester. All the faculties are briefed about the appraisal criteria & the corresponding weightage at the beginning of the academic year.

In addition CRs meeting are held once in a month in presence of Principal, Deans & HODs to brief the students on important decisions taken, listen to their suggestions and also to address the grievances, if any. The students are taken into confidence before implementing in any policy. Similarly, faculty interaction meetings are held once in a month to discuss academic issues, obtain feedback and to take everyone into confidence in all the important academic decisions. The institute follows a very effective, transparent and participative governance for effective growth of Institute.

6.1.2 The institution practices decentralization and participative management

Response:

The Institute practices decentralization of powers and participative management in letter and spirit.

1. **DECENTRALIZATION IN WORKING**

The institute functions with decentralized administration that has complete transparency in the decision making process. The BOG has delegated powers to the Principal to conduct the Academics, institutional development, curricular and extra-curricular activities. The Principal in turn has delegated certain powers to the HODs and office staff.The council of Deans & HODs with Principal as its chairman meets every week to discuss academic & administrative issues and to take appropriate decisions from time to time. The Principal, Deans & HODs are delegated adequate powers for smooth functioning of the Institute.

The council of HODs has constituted around 23 committees to decentralize the activities and for smooth functioning of the Institute. Each committee consists of members from all departments who meet regularly to carry out the duties and functions of the committee effectively. The coordinator of the committee briefs the principal on important decisions taking and the progress of their implementation.

1. **Participative management**

The institute practices a participative management at all levels. Whenever the management takes important decisions it ensures that such issues are discussed in the conclave & in the BOG, then only they are implemented. Principal always discusses all important issues in the council of HODs meeting for their suggestions and opinions. In the monthly faculty meeting all academic issues, innovations, requirements are discussed and opinions are sought. Issues concerning with students are discussed in the CRs meeting, their suggestions are taken and are taken into confidence before implementation. Suggestions from stakeholders are considered, discussed and if found suitable implemented following transparency and fairness.

All the academic & administrative issues like budget, recruitment, purchases, admissions, promotions, conferences, variation in intake etc., are discussed transparently considering the joint consensus of all the concerned and decisions are taken for implementation

1. Case study

Conclave is one of the case studies to illustrate the decentralization and participative

management being practiced in the institute. The objective of the conclave is to take stock of the present status and deliberate on strategies, requirements and decide on the road map to achieve the vision of the institute. The conclave committee consists of members of management (President, Secretary, Treasurer) Principal, Deans and Heads of departments. In the conclave, all the members present their views freely on various issues concerning the institute. All important issues on all aspects of the Institute are discussed threadbare and decisions are taken considering the interest of the institute at the center. So far 10 conclaves have been held in the last five years. The institute has made remarkable progress in the last 5 years as most of the decisions that were taken in the conclave have been implemented successfully after consulting faculty and students wherever required. Some of them are

1. **Establishment of Research centre**
2. **Upgradation of labs**
3. **Impartus lecture capture solution**
4. **NBA accreditation**
5. **Improvements in teaching-learning process reflected in the feedback**
6. **MOUs, IAB**

6.2 Strategy Development and Deployment

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

Response:

The institute has successfully implemented a couple of strategic plans in the recent past. One of the strategic plans implemented successfully is accreditation of five undergraduate programs by NBA. A strategic plan was envisaged in 2015 by the institute to go for accreditation of 5 undergraduate programs namely ECE, CSE, Mechanical, E&E and ISE as they were eligible. A central NBA committee was constituted immediately with HODs and a few senior faculty members as members & Principal as chairperson. It also had NBA coordinators to take the plan forward. The central NBA committee went through all the ten NBA criteria meticulously. The coordinators of NBA gave a presentation to all the HODs, members of management and staff to create awareness about NBA guidelines and the formats.

Simultaneously, a few NBA experts were invited to conduct workshops on NBA process to all the staff members. The members of NBA committee also visited accredited institutes to have first-hand information and also to get their doubts clarified. A timeline was created for each NBA criteria/activities and informed to the concerned to comply with the timelines. The students were also trained about the NBA process and its advantages to the institute and the students. In addition, the external stakeholders (Industry, parents & alumni) meetings were held to elicit their opinions about the institute and their expectations from the institute. The central NBA committee met every week to review the progress, review timelines and clarify doubts if any. Meantime, the management was requested to fulfil the additional requirements such as

lecture capture solution, R&D policy, setting up of an Industry Academia Board, incentives to staff etc., which the management fulfilled. These activities were completed within 18 months i.e., by October 2016.

In November 2016 a pre-qualifier along with Self-Assessment Report (SAR) was prepared to evaluate the status of the institute with respect to NBA guidelines. After satisfactory findings in the self- evaluation report, it was decided to apply for pre-qualifier in November 2016 and the positive result of the pre-qualifier was announced in January 2017. The SAR was prepared meticulously after several rounds of discussions with all concerned and submitted to NBA successfully in March 2017. The Institute reviewed its preparedness on all aspects of NBA so that it could present all the positive aspects of the Institute. The NBA expert team visited the institute from May 19th to 21st, 2017, which thoroughly inspected the institute as per the NBA guidelines. The NBA announced the result in the month of July 2017 stating that the five programs have been accredited for three years.

This clearly demonstrates the implementation of the strategic plan successfully by the institute.

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 organizational structure of the institute is described below:

A. Administrative Bodies:

The Institute, established by Vidyavardhaka Sangha®, has functions with decentralized administrative set up as follows

1. Management Committee of Vidyavardhaka Sangha®
2. Board of Governors of VVCE, with Principal as member secretary
3. Principal
4. Dean(Academics) & Dean(R & D)
5. Council of HODs

B. The constitution, membership, functions & responsibilities of the above bodies:

1. **Management Committee of Vidyavardhaka Sangha®:**

The Vidyavardhaka Sangha Management Committee consists of 16 members nominated / elected from among the 199 members, to manage the educational Institutions. The office bearers namely President, Vice president, Secretary and Treasurer of the management committee render their services on honorary basis.

1. The BOG of the Institute is constituted as per AICTE guidelines and its functions are as follows

1. To meet regularly and conduct at least two meetings per year.
2. To frame, amend and approve directive principles and policies of the Institute from time to time.

3. To approve the Institute budget & monitor financial status regularly.
4. To review & approve starting of new courses, variation in intake considering the growth of the technical education and Institution.
5. To approve the creation and abolition of posts and recruitment of staff from time to time.
6. To review the academic progress & recommend appropriate action.
7. To approve the procurement of equipment, building plans & any other requirements for Institutional developments.
8. To constitute sub committees like Purchase committee, Recruitment committee, & other committees required for effective functioning and overall development of the Institute.

C. Functions of Principal:

1. To implement the approved policies & decisions of the BOG including budget in consultation with the management of Vidyavardhaka Sangha®,
2. To take appropriate action for ensuring compliance with AICTE, Government and University regulations.
3. As the Chairman of the Council of HODs, constitute sub-committees for delegation of responsibilities and coordinate for smooth implementation of polices with respect to academics, research and development activities, admissions, examinations, evaluations, training & placements and industry institute interactions.
4. As the Chairman of the NBA central committee, constitute various sub-committees with specific functions for holistic development of the institution.
5. To keep pace with the developments in higher education space and prepare framework for planned growth of the Institution
6. To ensure continuous improvement, periodic evaluation and monitoring of various processes.

E. Functions of Deans

1. The senior Professors are appointed as Deans with specific duties & responsibilities.

F. Functions of HODs

1. Provide necessary inputs to the Principal in the Council of HODs Meetings and ensure effective and timely implementation of the decisions taken at the council of HODs meeting.
2. Convene departmental staff meeting once in a week and strive for academic excellence of staff & students and holistic personality development of the students.

G. Rules, Procedures, Recruitment and Promotional Policies:

The revised and updated service rules were published by Vidyavardhaka Sangha in January 2014 with respect to recruitment, promotion and grievances redressal.

File Description	Document
Link for 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
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:

The council of HODs has constituted the following committees to decentralize the activities and for smooth functioning of the Institute. Each committee meets at regular intervals of time to discuss the issues including action taken and records the proceedings of the meetings. The committees and their coordinators for the academic year are given

SL. NO.	COMMITTEE	HEADED BY	
1.	Central NBA	Dr. B Sadashive Gowda	
1.	Research & Development	Dr. G B Krishnappa	
1.	Test & Examination	Dr. Vinay K B	
1.	NBA Sub	Dr. Chandrashekar Patil and Dr. Ashok B C	
1.	IQAC	Dr. G V Naveen Prakash	
1.	Anti-ragging Committee	Dr. B Sadashive Gowda	
1.	Publication	Poornima B G	
1.	Sports	Puttaswamy Gowda P	
1.	Cultural	K S Ravi & Khasim Vali	
1.	Admissions	Dr. B Sadashive Gowda	
1.	Alumni	Dr. T P Surekha	
1.	Enterprise Resource Planning	Dr. Divakar S	
1.	Website	Dr. Ravi Kumar V	
1.	Professional Bodies	Dr. Anitha Sudhir	

1.	Training and Placement	Roopa Priya J K	
1.	E-Cell	Khasim Vali and K S Ravi	
1.	NSS And Red Cross	Dr. N S Linge Gowda	
1.	Function	Dr. Sandhyarani N	
1.	Learning Factory	Savya Sachi G K	
1.	Women Safety and Grievance Redressal Committee/ College Internal Complaint Committee (CICC)	Dr. Shobha Shankar	
1.	GRIEVANCE AND REDRESSAL	S B Devaraju	
1.	Publicity and Exhibition	S.A Mohan Krishna	
1.	Hospitality	K.Gopal Reddy	

Principal & Dr G.V Naveen Prakash attended a one day workshop on how to conduct induction program for the first year students, organised by AICTE on 20th June 2017 at Dayananda Sagar college of Engineering, Bangalore. On their return, Principal placed before the HODs on 22nd June, the idea of conduction of one week induction program to the first year students which would commence on 7th August 2017. All the HODs unanimously approved the idea and discussed the plan in consultation with IIT BHU director Dr Rajeev Sangal.   This was also discussed with the management as it was required to send a team of faculty members to Hapur, near New Delhi to undergo an 8-day workshop from 24th to 31st July 2017. A team of 6 faculty members were identified and sent to Hapur to undergo the workshop. On their return, the 6 faculty members planned a 3-day induction program from 7th to 9th August 2017 to the first semester freshers.

The entire college involved in the conduct of the induction program as the six faculty members trained their colleagues on the various activities to be conducted and how they need to be conducted in those three days. All the first semester students (approximately 470) underwent this induction program. The activities conducted include awareness about engineering education, about VVCE, building faculty student rapport, skills required, yoga, meditation, knowing oneself, personality, adolescent problems, trekking etc. After the three induction program, feedback session was held where students expressed their utmost happiness for having undergone such an unforgettable experience. This is one of the best examples where what was conceived has been implemented successfully by the institute.

6.3 Faculty Empowerment Strategies

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

Response:

VVCE functions under the Vidyavardhaka Sangh®, registered under Societies Act, it is a public organization which is accountable for its transparent functioning. The Institute has in place well established

Rules, Regulations, grievance redressal mechanisms, public/student friendly Information Desk and Governance structure that brings complete transparency to the administration.

The management of the institute provides a conducive ambiance for the staff. A lot of welfare measures are implemented for the benefit of the staff. The important staff welfare measures are listed below.

1. Staff are given Provident Fund, ESI, and Group Insurance and Gratuity facility.
2. EL, CL, RH, Maternity Leave, and Special Causal Leave facilities are given.
3. Faculty who wish to pursue their doctoral program are given paid leave.
4. Faculty pursuing their doctoral program internally are given 50% discount on their tuition fee.
5. Faculty and technical staff who present papers /attend Conferences/Workshops/seminars within India are given the registration fee, TA & DA.
6. Faculty member presenting papers /abroad are given financial incentives.
7. Faculty publishing books and papers in refereed journals (unpaid) are given financial incentives.
8. Faculty getting research funds are given financial incentives.
9. All the faculty members are given laptops free of cost for academic activities.
10. The co-operative society is manged by the staff on the campus and the institute has provided the required facilities

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: 17.42

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

2016-17	2015-16	2014-15	2013-14	2012-13
63	34	21	14	0

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: 4.8

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

2016-17	2015-16	2014-15	2013-14	2012-13
4	8	6	6	0

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 programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programme during the last five years

Response: 36.74

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

2016-17	2015-16	2014-15	2013-14	2012-13
73	87	83	30	0

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:

A well-defined faculty and non-teaching staff appraisal system is adopted in the institute. The faculty appraisal contains the following salient features to capture all the aspects of academic performance.

1. Semester end results and feedback from the students
2. Paper publications by the faculty
3. HODs/Principal report covering
    1. Professionalism
    2. Attitude
    3. Attendance & punctuality
    4. Adaptability/Response to change

      5. Dependability

      6. Leadership

      7. Public relation & interpersonal skills

      8. Effective counseling of students

4. Contribution at department & college level

5. FDP/Workshop conducted or attended

6. Proposals sent for funding agencies

7. Awards/Prizes won at state or national level

8. Areas for improvement

1. All the faculty members are briefed about the appraisal criteria & the corresponding weightage to create awareness and also to obtain feedback for improvement of the appraisal system.

      1. Faculty members are reminded & encouraged periodically by the respective HODs on appraisal criteria to ensure that faculty members put in maximum efforts to score maximum points in the appraisal. At the end of the academic year, faculty members carry out self-appraisal & submit to the concerned HOD. HOD, in-turn, discusses with the concerned faculty member before sending the appraisal report to the Principal. He discusses with HOD & recommends to the management for the sanction of annual increment if the report is satisfactory and an appreciation letter is issued to a faculty member. In case the report is not satisfactory, a letter is issued to the concerned faculty member highlighting the issues to be addressed in the following academic year along with the sanction of increment.

      2. The appraisal criteria for non-teaching staff is different from that of teaching, however, the procedure followed is similar to that of faculty.

The staff appraisal system is comprehensive and ensures continued effective staff performance.

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:

The institute has an effective mechanism for internal & external financial audits.

1. Internal Audit

1. Principal informs all the HODs before March of every financial year to submit budget requirements for the next financial year under specified head of accounts.

2. Principal reviews the previous year budget actual expenses & requirements of all the departments in consultation with management, accounts officer and concerned HODs (if required) and prepares a consolidated college budget.

3. The consolidated budget is submitted to the Management for review and suggestions.

4. The fine-tuned budget for the next financial year is placed before the BOG for discussion, and approval.
5. The approved budget is notified before March 31st of every year and funds are released as and when required.
6. Principal in consultation with the management reviews the financial status periodically to ensure that the expenses are within the budget allocated and also the amount is utilized within the end of the financial year for the purpose it is allocated.
7. Re-appropriation of budget is carried out in the month of September to ensure that unspent money could be spent where it is required.

B. External Audit

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 highest level of 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)

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)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

Response:

1. **Mobilisation of resources**

VVCE is a self-financing Institute. It mobilises funds through tuition fees and college fees. The total intake of the institute at the UG level is split into three categories as per the government policy from time to time.

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 ? 50,500/-, for COMED-K & Management, tuition fee varies from ?1,10,000/- to 1,70,000/- depending on the program.

The Institute doesn't have any other fund mobilisation sources. In the recent past, a research grant of ? 33,00000/- was received from Karnataka Council for Technology

Upgradation (KCTU). In addition, a few final year projects are sponsored by KSCST every year.

1. **Utilisation of resources**

The financial resources of the Institute are sufficient. Considering inputs from the

Department Heads, members of BOG and the management, the budget is prepared, funds are allocated and utilised as per the budget. Any over/under utilisations of funds is looked into and appropriate measures are taken to rectify the same by reallocation.

The details of budget and actual expenses are shown in the table below for the financial year 2015-16.

Item	Budget in 2015-16	Actual Expenses in 2015-16
Infrastructure Built up	109000000	13877914
Library	3180000	**1467814**
Laboratory Equipment	25250000	12358618
Laboratory Consumables	1500000	1520633
Teaching and non-teaching Salary	106077000	98001616
Maintenance & Spares	5191000	15173831
R & D	500000	10000
Training & Travel	17705000	15595707
Miscellaneous expenses	1000000	831874
Other Specify	21096000	25642655
Total	**290499000**	**184480662**

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:

Internal Quality Assurance Cell (IQAC) plays a major role in inculcating quality culture in the Institute. One such example is the Academic Assessment Audit which is carried out by Internal Quality Assurance Cell (IQAC) in the Institute. The objectives of IQAC are to develop a system for pragmatic and consistent action to improve and sustain the academic and administrative performance of the Institution. IQAC also recommends measures for institutional functioning towards quality improvement through internalization of quality culture and institutionalization of best practices.

Academic Audit is conducted by IQAC once in a semester. The IQAC committee is constituted with members drawn from all the departments. Every program is evaluated based on the set criteria as mentioned below and the points are awarded.

Based on the recommendations of the IQAC, the merits & areas of improvement for each program are highlighted for further action. In addition, incentives are given away to the best performing department.

IQAC considers the following criteria for the academic audit of each program. There are four distinct formats to evaluate and are as follows:

1. Quality Assurance Report(QAR) I : Theory Course File
2. QAR II : Lab Course File
3. QAR III : Technical Staff File
4. QAR IV : Personal File
5. QAR V : Department file

IQAC ensures that faculties are fully briefed to carry out their roles appropriately. They ensure that records of each semester are kept accurately and securely and provide feedback to faculty members to implement suggestions within agreed timescales.

File Description	Document
Any additional information	[View Document](#)

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The Institute reviews its teaching-learning process, structures & methodologies of operations and learning outcomes once in a semester through IQAC. In addition, teaching-learning process is reviewed in the meetings of HODs, Department faculty meetings, CAMs, monthly faculty interaction meetings and CRs meetings and appropriate measures are taken at regular intervals of time.

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

1. Lecture Capture Solution: The Institute takes feedback from the students at the end of the semester on teaching-learning process. The feedback form contains 10 questions and students rate them on a five-point rating scale. The online feedback is computed and analyzed to determine the areas in which faculty are strong and areas to be improved.

In one of the reviews, it was decided to record the lectures and allow faculty to view their own lectures to identify their strengths and areas for improvement. This shall be done periodically to check the progress and take appropriate corrective measures by each faculty. As this was done using a handycam and found to produce good results in improvement of teaching-learning process, the IQAC recommended the record of every lecture using advanced technology. This was implemented in collaboration with Impartus lecture capture solution in 40 class rooms to record every lecture delivered in the Institute. Initially, the recorded lectures were used by the faculty to improve their teaching methodology and later the recorded lectures were edited and published for the concerned students viewing. This facility has been appreciated by both students and faculty. In the next phase flipped class room teaching is being introduced.

2. Innovative Teaching-Learning Club (ITLC)

One other suggestion of IQAC was to establish innovative teaching-learning club. The objective of this club is to explore innovative teaching-learning techniques, practice them and share their merits and applicability. Provision is also made on the Institute website about various methods/innovations of teaching-learning, and to give feedback/suggestions/critique. This committee meets regularly discusses various methods under effectiveness and shares with other faculty members sometimes during monthly faculty interaction meetings. Innovations in teaching-learning like cross word puzzles, flowchart, cyber hunt & teaching tools (Mathematica, Raptor, and Flowchart) have been implemented successfully.

3. V-Innovate Lab

V-Innovate lab (formerly learning factory) is set up to provide hands on experience to the students in the first year itself. This enhances their interests in the engineering field and arouses their curiosity. Each department has a V-innovate lab which is scheduled in the regular timetable of first year for two hours every week. Students can experiment new things including mini-projects and appropriate facilities are provided.

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

Response: 1.4

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	6	0	0	0

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 total intake of the institute five years ago stood at 498 from six UG programs and 2 PG programs and had no research center, with a total student population of 1800. At present, the total intake is 712 from 6 UG programs & 4 PG programs with a student population of 2700. In addition, there are 9 research centers offering Ph.D/M.Sc. engineering programs.

2. Infrastructure: Five years ago, the Institute did not have the state-of-the-art infrastructure with LCD projectors in every classroom, WI-FI connectivity, Centre of excellence and many others. Today, the Institute has excellent infrastructure, modern facilities, state-of-the-art labs, incubation Centre, a well-established training and placement center, sports and health facilities. All these facilities were created over

a period of time to improve the quality of Engineering and Management education.

3. Faculty, FDPs & Conferences: Five years ago, the Institute had only 10 PhDs among the faculties, this has steadily increased every year to 30 PhDs now, and the Institute maintains a student faculty ratio of 15:1. All the faculty members are with a minimum qualification of Master Degree. The faculty member publish papers in leading journals/conferences. FDPs & Conferences are conducted at an increased frequency.

4. Teaching-learning: The quality of teaching-learning has seen a significant improvement in the last couple of years which is reflected in the student feedback that has continuously increased over the years to 82%. There is a good rapport with students through the conduct of CAMs, CRs meetings, industry trips, counselling etc.

5. Results: The institution conducts Result Analysis meeting every semester after the university examinations results are declared. The meeting is held among College Management, Principal, and Head of the Department and Faculty members. Course-wise and year wise results are compared and analyzed. Suitable actions are taken to improve the overall result. Some of the actions taken are allotting more teaching hours for difficult subjects, conduct of bridge courses and formation of three sections to give more attention to individual students.

6. Training & Placement: A dedicated training & placement department has seen tremendous growth with respect to the number of effective training programs conducted and corresponding placements in leading companies.

7. Incubation center: VVCE Incubation Centre was established in the year 2016 to promote entrepreneurship amongst our students. Right now there are four start-ups using our incubation facilities.

Name of Startups	Area of Entrepreneurship
Dvizira Pvt Ltd	Aerospace and Allied Engineering
RevEngg	IOT
NeuroFlares	IOT
Saikrishna and others	IOT

8. IQAC & other committees: IQAC & Institute level committees are constituted at the beginning of every academic year with specific duties & responsibilities, which are functioning effectively.

9. NBA: The institute has got five of its programs accredited by NBA in 2017 and this speaks volumes about the best practices and their successful implementation.

All the above best practices lead to continuous academic and administrative improvements.

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: 10

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	2	3	3

File Description	Document
List of gender equity promotion programs organized by the institution	[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:

The Institute gives highest priority on safety & security of staff & students. It also provides facilities like common room and counselling services as it believes supportive, safe and conducive environments are critical to one's growth.

A. Safety & Security :

The institute has taken the following safety & security measures

1. Statutory committees like Anti-ragging committee, College Internal Complaint Committee and Anti sexual harassment committee are constituted as per the university guidelines and are functioning effectively.
2. Security: Adequate security forces are maintained round the clock in the campus and also in the hostel premises. The security forces go round the campus at regular intervals of time. Students shall always wear ID cards for easy identification by the security forces.
3. Safety precautions like First Aid kit, Fire extinguisher are kept in place in every laboratory and other places where it is required. There are 93 fire extinguishers and 265 Cameras (CCTV) to

   4. Helmet is made compulsory and Helmet awareness week is conducted every semester.
   5. Health center: A Physician & a Nurse provide First-Aid facilities during working hours in the Institute.
   6. Emergency numbers of Hospital, nearest Police station, Fire station and Ambulance are displayed at important locations.
   7. Do's and Don'ts are displayed in each laboratory and students are briefed on safety precautions to prevent any incidence of accidents.
   8. Awareness programs on safety & security like self-defense program for girls are also conducted.

B. Counselling :

The Institution has a well-defined student mentoring system for all the programs starting from the first semester. The main objective of mentoring is to help each student in taking right decisions for their academic and personal growth. In addition, mentoring will help to boost student's morale and improve their learning abilities. In mentoring sessions, students discuss their problems regarding academics, general issues and lack of facilities in the college with their respective mentors. Each faculty who mentors the student tries to help the individual regarding their academic and personal issues. A faculty is assigned a total of 15 to 20 students to monitor once in a month and record their progress.

   1. Enterprise Resource Planning (ERP) based mentoring system is deployed, to keep records of assigned students by the mentors. Counseling forms of the students containing attendance, examination marks and personal details are maintained. The same form is maintained & updated till the student completes his/her graduation.
   2. Below average performing students are given suggestions to improve their performance.
   3. In addition, the issues that are not resolved by the mentors are referred to the college counsellor for professional counselling.

C. Common Room: There are two separate common rooms in the Institute one for the boys and other for the girls. All the required facilities to relax are provided in the common rooms. In the girls common room, sanitary napkins disposal system and incinerator are provided.

7.1.3 Alternate Energy initiatives such as:

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

Response: 42.22

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

Response: 19000

7.1.3.2 Total annual power requirement (in KWH)

Response: 45000

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: 18266

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 91332

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:

The Institute is committed to create an eco-friendly campus. The campus is kept clean & tidy with full of greenery. It has taken a number of positive steps to reduce its environmental impact. The institute ensures the green environment by a dedicated team of gardeners & sweepers to take care of lawns, gardens and planting maintenance. The Institute has conducted the Green Audit and strives to implement the suggestions. The intention of organizing Green Audit is to upgrade the environment condition in and around the institution. It is carried out with the aid of performing tasks like solid waste management, energy conservation, and sewage treatment plant to turn the campus into a better environmental friendly institute. The Institute has conducted 'Go Green' & 'No Plastic' awareness programs.

1. Solid Waste: The solid waste that is generated in the campus is segregated into bio-degradable and non-bio-degradable. The bio-degradable waste is dumped into pit and buried, which will be used later as manure to plants in the campus. Whereas the non-bio-degradable waste is placed into corporation bins for further processing by the corporation.

2. Liquid waste: The liquid waste of the campus is discharged into underground sewage system of the Mysuru City Corporation. A liquid waste sewage treatment plant is being setup in the campus to recycle the liquid waste for gardening.

3. E-waste management: The generation of e-waste is not significant in the campus as the used e-components like computers are given to sister and other needy Institutions. Other e-waste generated in the campus are given to e-waste collectors.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The campus has an area of 23 acre with a good landscaping. The bore wells located inside the campus get replenished during the rainy season due to surface run-off. Further, the ground water table gets recharged continuously from the surface water storage reservoir located next to the college campus at a higher elevation. However, rain water harvesting plant is being planned to be implemented in the Institute in the near future. At present, the rain water collected on the rooftop of the buildings is directed into the ground for recharging of ground water.

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 Institute has taken initiatives to make the campus green. Some the green campus initiatives are stated below

1. Creating Awareness & Implementation

Students & staff have conducted a number of awareness programs namely Swachh VVCE and Plastic free campus. The Institute has successfully implemented the ERP software to make paperless office to certain extent. Most of the Staff & students commute to Institute by Public transport. The campus is made pedestrian friendly.

2. Solar power Plant

To harness green and clean renewable energy sources for environmental benefits and energy security, the Institute has set up a 170 kVA solar power plant in the campus. The solar panels are installed on A, B and C Blocks. The monthly consumption of electricity is approximately 45,000 units. With 170 kVA solar plant, it is able to generate 800 units per day and 19,000 units/month.

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

Response: 0.83

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)

2016-17	2015-16	2014-15	2013-14	2012-13
65.95	0	0	0	0

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: C. At least 4 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: 3

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	0	1	0

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: 7

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	1	5	0

File Description	Document
Details of initiatives taken to engage with local community during the last five years	[View Document](#)

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

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

Response: Yes

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](#)

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

Response: Yes

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: 0

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

Response:

The Institute celebrates national festivals with pomp & fervor, namely Republic day, Independence day, Teachers day and Engineers day. In addition, the birthdays of great scientists & Personalities are celebrated. Each Department celebrates birthdays of Scientists related to that Department. This help students to understand and appreciate the achievements of great Scientists and Engineers and their contribution to the society. This also inspires the younger generation to have greater goals in life.

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

Response:

The Institute believes strongly in maintaining complete transparency in its financial, academic, administrative and auxiliary functions. All the decisions that are taken in the Institute are discussed in the appropriate administrative bodies and everyone is taken into confidence before their implementation. All the academic decisions are taken in the council of HODs and the proceedings of the same is circulated to all the faculty members of the Institute thereby, maintaining complete transparency in all academic decisions. Students are also taken into confidence while making important decisions that will have a direct bearing on them and any student related issues are discussed during CRs meeting and in CAMs. The

internal evaluation process including conduct of examination is highly transparent where the students have complete faith in the system.

 All the information related to financial transactions are open to anybody for scrutiny. All the purchases that are made in the institute shall go through the purchase committee. The purchase committee consists of Members of Management, Principal and a few HODs. The budget is prepared considering the inputs from the HODs, Principal and the Management. The income and expenditure is audited by an external agency at regular intervals of time. The IQAC is empowered to check all the documents of the institute and recommend for improvement. The IQAC visits every department once in a semester and evaluates academic and administrative performance and gives its recommendation.

The conclaves are held among the Management Members and the council of HODs where all issues of the Institute are discussed, deliberated and appropriate solutions are suggested for overall growth of the Institute.

The website of the Institute is made informative that contains all the relevant information about the Institute that include admission policy, fee structure, faculty profile, important links, mandatory disclosure, etc., for public knowledge. This demonstrates that the transparency is given the highest priority in the Institute.

7.2 Best Practices

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

Response:

There are many best practices in the Institute that are implemented successfully, continuously improved over the years in the last five years. The two important best practices are Career Guidance Training and Parents Students Teachers Meeting (PSTM/SPA).

A. Career Guidance Training:

VVCE offers career guidance on all aspects of career planning, job searching and post-graduate studies for students to help them choose the right career path based on their interests. The Institute works towards enhancing the institutional culture to better serve the needs of an ever-changing and dynamic learning community.

The main objective of career guidance is to help students in following aspects.

1. Broad exploration of various career options
2. Pursuing post graduate studies
3. Promote entrepreneurship
4. Encouragement for civil services

These goals are achieved through the following activities of Training and Placement Department.

1. Career Guidance training programs are conducted for students to help them explore various career options
2. Alumni are invited to address students and to guide them through the career options, provide industry insights and to impart knowledge on the current trends and latest technologies
3. Students are trained on communication skills, soft skills, personality development, aptitude skills and technical skills in order to make them confident to face the challenges of the future
4. Resource persons from industries are invited to deliver technical talks and to create awareness about the opportunities in various sectors
5. Students are encouraged to participate in technical contests, carry out project work, undergo internships and also organize various activities to enhance their knowledge through experience
6. Seminars highlighting the importance of higher education and best universities for admission are conducted.
7. Awareness program on civil service is conducted to encourage students to prepare for civil service exams.

With an objective to make every individual student of VVCE industry ready, following training programs are provided at every level of their study.

1. Infosys Campus Connect Life Skills training program
2. Infosys Campus Connect program
3. Communication & Presentation Skills
4. Personality Development training program
5. Basic English Training program for Lateral Entry Engineering students
6. Soft Skills Training Program
7. Campus Alliance Program (Pre-Placement Training)

B. Continuous Assessment Meetings (CAM) :

Each department conducts Continuous assessment meetings thrice in a semester to assess the academic performance and to take immediate corrective measures. This meeting is held between the Head of Department, the concerned faculty members teaching the students and a sample student representatives. The sample student representatives from each section is chosen such that there are students from above average, average and below average. A few guidelines are drawn on how to conduct CAM meetings.

Issues such as course difficulty, performance in the internals, facilities in the department are discussed and suitable actions are taken. Some of the actions are

1. Repetition of difficult concepts
2. Conduction of remedial classes
3. Providing suitable classroom and laboratory ambience

The CAM meetings have helped immensely to understand the students' difficulties, build rapport with students and address issues, if any.

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 which is aligned with the vision is the teaching-learning process as the Institute would like to see itself a leading institution in engineering and management education as enumerated in the Vision statement.

The salient features about teaching-learning process which is considered a priority and thrust area are described below:

1. The Institute is well known in the region for best practices in teaching-learning. It prepares its own 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, and schedule for unit-wise completion of syllabus, Students Performance Analysis (SPA) meetings and Continuous Assessment Meetings (CAM).
2. 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.
3. It is ensured that the minimum contact hours for theory & laboratory as per university scheme is maintained in spite of unforeseen unscheduled holidays.
4. Faculty members who are new to teaching undergo training on pedagogical methods of teaching in addition to in-house Faculty Development Programs. Faculty members are trained to effectively to utilize the lecture duration of 60 minutes.
5. In addition to traditional teaching-learning methodologies, 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.
6. Difficult subjects are identified based on previous results for which tutorial classes are conducted. An innovative teaching-learning club is initiated in the college to facilitate to explore creative teaching-learning techniques.
7. Each class room is designed & maintained as per AICTE norms with respect to carpet area, lighting, ventilation, LCD projectors, & furniture to have a conducive ambiance. There are six seminar halls and an auditorium with state-of-the-art facilities.
8. The Impartus lecture capture solution facilitates record of every lecture delivered by the faculty which can be viewed by the students any number of times at a later time. This helps slow learners to understand the difficult concepts at their own pace. A flipped classroom concept is being introduced from the current academic year.
9. Adequate facilities are available to cater to the needs of physically challenged people in line with the recommendation of the AICTE/UGC norms.
10. An excellent library, digital library and laptop borrowing facility are made available.
11. An internet connectivity of bandwidth 150 Mbps (1:1), with 22 access points to provide Wi-Fi facility all over the campus.
12. Career Guidance training programs are conducted for students to help them explore various career options.
13. Each program has set up the IAB to guide the Department. The suggestions given by the IAB are implemented for the benefit of students and the faculty.

Hence, the teaching learning process has become one of the distinctive performances of the Institute.

5. CONCLUSION

Additional Information :

The institution has been a recipient numerous awards since its inception. To name a few

- Rated AAA by Career 360 consistently
- Secured 12th place among the top Engineering Colleges of Excellence in India by Competition Success Review
- 4.5 star rating by Career Connect
- Ranked 68 and 43 among top 100 private colleges of India by Data Quest and Higher Education Review respectively
- Outstanding Engineering Institute by Vijayavani in 2015
- Best College award by KSCST in 2011
- Excellent Engineering college in Karnataka 2016 by VTU
- Bestowed Doyens-Guardians of Knowledge Award by The Hindu Group in 2017
- Silver Star Awardee – Sri. P. Vishwanath, Hon. Secretary, VV Sangha for exemplary services in Bharath Scouts and Guides - India from President of India

The PhD awardees are honoured during the Engineers' day every year.

CodeTantra and CL Educate are being implemented for deep learning and to inculcate research culture at UG level.

Concluding Remarks :

Vidyavardhaka Sangha (VVS) stands as a synonym for quality education in the Heritage city of Mysore. VVS was established in 1949 by great visionaries namely Late. Sahukar Channaiah and Late. K. Puttaswamy to impart quality education to all the sections of society. There are ten educational institutions starting from nursery to engineering college under the aegis of VVS.

VVCE was established in the year 1997 with 4 UG programs and in a span of 20 years, it has grown in leaps and bounds. At present, the Institute offers 6 UG programs, 4 PG programs and 9 research centers to pursue PhD programs, with a total student population of 2,700. The Institute provides quality education in Engineering and Management streams in the Mysore region. There are many best practices being followed in the Institute, as a result the Institute has made a name for itself in the region. Students from all over the country join the institute to pursue their education. The management practices transparency and involves everyone in the decision making process and institutional building. The students and faculty maintain excellent rapport resulting in a conducive learning ambience in the campus. The supportive management provides all the facilities that are required to carry out teaching learning process, research activities and industry collaboration.

The vision of the Institute is to become a leading institution in Engineering and Management education and all efforts are being made to achieve the vision in the near future.