



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

VINS CHRISTIAN COLLEGE OF ENGINEERING

**VINS NAGAR CHUNKANKADAI NAGERCOIL
629807**

www.vinsengineeringcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

VINS Christian College of Engineering, as VINS, be prepared to put yourself on the anvil for budding professionals. VINS believes in the power of imagination and innovation. Those who dare to dream reach the star is VINS moving philosophy. Welcome to Vins Christian Group of Engineering Colleges.

VINS started its first Engineering College in 2004 - Vins Christian College of Engineering in Chunkankadai, Nagercoil, Kanyakumari District - the tip of India. An eminent industrialist and a hard core politician Mr. Nanjil M Vincent blossomed this initiative. On the sheer strength of his determination, hardwork and innovations VINS carved a niche of academic excellence, which is recognized by all the stakeholders.

In 2009, VINS has established the second Engineering College in its campus - Vins Christian Womens College of Engineering. Both the Engineering Colleges are approved by AICTE and affiliated to Anna University of Technology, Chennai.

The nearest Airport is at Trivandrum and the nearest Railway station is at Nagercoil.

Vision

To educate and shape disciplined engineers and to encourage inter disciplinary knowledge and understanding among the students, leading to inventions and achievements.

Mission

Our mission is to achieve academic excellence. To develop dynamic, socially conscious technical leaders with professional ethics and human values to serve our Mother Land and the world meritoriously. To train and impart necessary soft skills and communication skills with positive attitude to make our students readily employable.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Equipped with good laboratory and library facilities. Dedicated and well-experienced faculty members
- Skill-based education
- Research, innovation, and training sessions
- Smart classrooms with ICT tools
- Activity-based learning
- offers value-added and online-based courses. Merit Scholarships for the Students
- Strong alumni support for the current student's career development
- Green and energy-efficient campus.

- Industry Institute collaboration and linkages
- Quality initiatives and assurance through the IQAC cell
- Robust career guidance and support from the Training and Placement Centre

Institutional Weakness

- Long distance away from first-tier cities
- Less international industrial linkage and collaboration

Institutional Opportunity

- Monetary Support for the students to take part in curricular, co-curricular, and extracurricular activities Supporting the faculty members to upgrade their educational qualifications (permitting them to do a Ph.D.)
- Encourage the students to participate actively in entrepreneurial activities. Tie up with national-level premier institutes and industries
- Research and industrial support with national-level industries
- Scheduled training and placement classes and activities
- Achieving autonomous status can lead to following and designing a more industrial-based curriculum.

Institutional Challenge

- Acquire research grants from more governmental organisations
- We need to provide more kinds of activities to promote Engineering education and its importance.
- Reduction of the gap in making the students strong enough in English proficiency because a higher percentage of students are admitted as Regional language medium students.
- Bringing in a larger number of top-class recruiters for placements

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

VINS Christian College of Engineering (VINSCE), the curricula for the six undergraduate and three postgraduate Engineering programs and MBA have been formulated in alignment with the guidelines of AICTE and the affiliating university. The institution's vision and mission are reflected in the curriculum design. The undergraduate Engineering programs encompass humanities, basic and Engineering sciences, mathematics, and professional core subjects. The institution follows Outcome Based Education (OBE) and Revised Bloom's Taxonomy (RBT) methodologies to ensure effective planning and delivery of the curriculum.

To ensure efficient curriculum delivery, VINSCE prepares a well-structured action plan and academic calendar that adheres to university norms and departmental requirements. Faculty members proactively develop lesson plans, notes, PowerPoint slides, course assessment sheets, and question banks. Student-centered teaching approaches, integrating Information and Communication Tools (ICT) are employed to facilitate student access to lesson notes, handouts, and question banks.

To maintain an organized curriculum approach, the faculty compiles comprehensive course folders for all programs. These folders include syllabi, timetables, course objectives and outcomes, CO-PO mapping, course materials, video lectures, tutorial sheets, assignments, and completion status. The institute diligently maintains records such as lab manuals, mentoring records, and attendance records. Furthermore, effective training methods are integrated into the curriculum to foster the development of life skills and soft skills among students.

To enrich the curriculum, VINSCE integrates cross-cutting issues such as professional ethics, gender, human values, environment, and sustainability. Experiential learning is promoted through project works, field works, and internships. Additionally, the institute offers additional Value Added or certificate programs and provides e- materials to students.

Internal examinations are conducted as per the schedule to assess course outcomes. The Internal Quality Assurance Cell (IQAC) performs academic audits to ensure adherence to the institute's standards. VINSCE has implemented a well-designed feedback system to gather input on the curriculum and its delivery from students, teachers, employees, and alumni.

To enhance student knowledge and exposure, the institute frequently organizes expert guest lectures, workshops, national and international conferences, and seminars. These initiatives enable students to acquire knowledge and develop skills beyond their prescribed curriculum.

Teaching-learning and Evaluation

VINS Christian College of Engineering (VINSCE) is dedicated to the development of responsible citizens through excellent education and research in Engineering , computer applications, and business management. The college has implemented a comprehensive teaching, learning, and evaluation process to enable students to learn the latest technology and gain expertise in their respective fields.

The admission procedures at VINSCE are transparent, attracting students from diverse ethnic, cultural, religious, and linguistic backgrounds. The college recruits highly qualified and experienced faculty members who possess a passion for teaching and learning and adhere to the norms set by AICTE and Anna University. Faculty members are assigned subjects based on their competency, specialization, and experience, and they receive training through Faculty Development Programs (FDP) and the "Naan Mudhalvan" program prior to the start of each semester.

Innovative teaching and learning methods are employed, including the use of ICT tools, modern pedagogical techniques, and project-based labs. Advanced learners are encouraged to participate in off-campus technical events to gain exposure to entrepreneurship development initiatives. The college provides psycho-social support through individual and group mentoring sessions conducted by professional counselors.

VINSCE follows an outcome-based education approach, with well-defined program educational objectives (PEOs), program outcomes, and course outcomes. Prior to each semester, faculty members prepare detailed lesson plans, course assessment sheets, question banks, and other relevant materials. They employ ICT tools, modern pedagogical techniques, and project-based labs to effectively deliver the curriculum.

To address the needs of slow learners, remedial classes are conducted, and feedback is collected from all students to identify any deficiencies in the teaching-learning process and take appropriate corrective measures.

The institution prominently displays program and course outcomes on its website and ensures effective communication with teachers and students. The internal assessment process is transparent and robust, with a mechanism in place to handle internal and external examination-related grievances in a transparent and timely manner.

Research, Innovations and Extension

The Innovation and Ecosystem of VINS Christian College of Engineering (VINSCE) is a comprehensive document that highlights the institution's commitment to fostering innovation, research, and the development of an effective ecosystem to promote academic excellence and contribute to societal development.

VINSCE has an Innovation lab, and the dedicated team of the institution's Innovation Cell is guiding the students to present inventions and innovations at the national level. Our innovative unit has also developed a prototype model for rescuing animals from any unseen well.

VINSCE also organizes more than 18 programs to encourage faculty members and students to take part actively in R&D projects. Our faculty members and the students are focused on Research and development, and in the past five years, our college has received more than 24 Lakhs of research grants from various industries as well as from the Tamil Nadu State Council for Science and Technology. Our faculty members have published more than 30 research publications in various international journals, and their research publications are cited by other researchers and scientists.

VINSCE is mainly focusing on the Industry-Institute collaboration, and the industrialists are visiting the campus for various events as well as for discussion. As a part of this, our faculty members are also advisors for reputed industries and provide technical guidance and support. Our college has more than 67 active linkages and collaborations, including MoUs.

Our college also organized more than 7 programs in connection with IPR-related awareness.

VINSCE has an entrepreneurship development cell that provides guidance and support to the students in developing their ideas into products, and EDC has organized more than 17 events to raise awareness among the students.

VINSCE is fostering more kinds of social development-oriented activities, in connection with that NSS, YRC and RRC units conduct 57 plus extension and outreach programs in collaboration with hospitals, local body administration, etc. Our students and faculty members actively participated in all the outreach programs.

Infrastructure and Learning Resources

VINS Christian College of Engineering (VINSCE) prides itself on its state-of-the-art infrastructure and learning resources, setting it apart from other institutions. Situated in the forte of Marudhu brothers, the college offers a green, eco-friendly environment conducive to the holistic development of its students. The institute adheres to the guidelines established by AICTE and Anna University, continuously improving its facilities to enhance the effectiveness of teaching and learning.

VINSCE boasts well-equipped smart classrooms, seminar halls, furniture, and equipment. It also provides

advanced laboratories, auditoriums, hostels, canteens, transportation facilities, 100 Mbps internet connectivity with Wi-Fi, and a modern library with an Integrated Library Management System (ILMS). The central library houses an extensive collection of 18000 plus volumes spanning 7000 plus titles, along with subscriptions to 338 E- Journals, 1000 E-Books, and 24 printed journals & 142 magazines. Moreover, the college utilizes its infrastructure beyond regular college hours to conduct certificate courses, co-curricular and extracurricular activities, parent-teacher meetings, campus recruitment training classes, seminars, and conferences.

VINSCCE provides ample facilities for cultural activities, sports, and indoor/outdoor games, including a fully equipped gymnasium, fitness zone, and yoga center. Most classrooms and seminar halls are equipped with ICT tools. The college features a variety of outdoor courts and fields for sports such as basketball, badminton, football, cricket, Kabaddi, and volleyball.

With a student-to-computer ratio of 2:1, VINSCCE offers seven computer laboratories interconnected via LAN, equipped with scanners, printers, and photocopiers available to students and faculty. The campus is under round-the-clock CCTV surveillance, and rainwater harvesting facilities are implemented in all buildings. The college conducts tree plantation camps to maintain a clean and green campus, ensuring periodic maintenance and repairs for all buildings.

The college has its water storage and supply mechanism, ensuring uninterrupted water supply from its own bore well. Additionally, it possesses two backup generators to provide power during outages, ensuring labs and classrooms can operate smoothly. VINSCCE is committed to creating an eco-friendly and sustainable campus, promoting the usage of renewable energy and implementing initiatives such as a ban on plastics.

Student Support and Progression

VINS Christian College of Engineering (VINSCCE) implements a range of measures to ensure social inclusion, namely financial incentives, welfare measures, provide scholarship known as the “Michael memorial Merit Scholarship”. The college ensures prompt disbursement of SC/ST/OBC scholarships provided by the state and central governments. Students receive academic support and guidance to excel in their studies and competitive exams. Remedial classes and bridge courses are available to assist slower learners, while co-curricular, extra-curricular, and sports activities are organized to promote overall development.

The mentoring system assigns each faculty member a specific number of students to monitor their academic performance, attendance, discipline, and personality development. Workshops, seminars, conferences, soft skills training programs, and guest lecture series provide students with hands-on experience. Additionally, a communication lab is accessible to help students enhance their language skills.

The Placement and Training cell at VINSCCE offers comprehensive placement services, preparing students for interviews and group discussions, ensuring their successful placements in reputable companies through campus recruitment drives. The institution boasts an impressive record of over eight University rank holders. Furthermore, VINSCCE actively promotes sports and cultural activities and maintains an effective YRC & RRC units.

Various mechanisms are in place to ensure student welfare at VINSCCE, including the Anti-Ragging Committee and Squad, Student Grievances and Redressal Committee, Internal Complaints Committee (ICC), SC/ST Committee and an online grievance portal on the college website. Additionally, an annual alumni meet is conducted to engage alumni in the institute's activities.

Governance, Leadership and Management

VINS Christian College of Engineering (VINSCE) has a well-established organizational structure that facilitates the implementation of policies set by the management committee and governing council. Under the leadership of the Principal, with the support of department heads and dedicated committees, these policies are effectively executed. Faculty members actively contribute to the institute's participative management by participating in committees such as the Governing Council, and Academic Council. The institution also promotes decentralization by involving representatives from faculty, non-teaching staff, and students in various committees.

To keep pace with technological advancements, VINSCE has adopted the inbuilt ERP software for e-governance purposes, including admissions, finance and accounts, and examinations. The institute also provides several welfare measures for faculty and staff, such as maternity leave, provident fund, and financial support for higher education.

Faculty members are encouraged to attend development programs like refresher courses, workshops, and conferences to enhance their professional growth. VINSCE supports faculty members financially by providing on-duty allowances, travel allowances, daily allowances, and registration fees, among other benefits. Moreover, the institute conducts professional development programs for teaching faculty and offers administrative/technical training programs for non-teaching staff.

VINSCE offers its faculty members opportunities to enhance their educational qualifications through academic leave with pay, reduced workload, and adjusted timetables. The institute has a well-defined performance appraisal system for both faculty and non-teaching staff, as well as a budgeting policy that includes internal and external auditing. The IQAC regularly reviews the teaching-learning process, evaluation and assessment structures, and introduces new courses to enhance the quality of placements and foster the development of students' knowledge, skills, and overall personality.

The institute has formulated a strategic plan and continues its implementation to ensure overall development. This plan serves as a guiding framework for all aspects of the institute's operations. VINSCE's positive learning environment is supported by its well-defined organizational structure, participative management style, and welfare measures for faculty and staff. The institute's focus on quality assurance and professional development serves as a source of motivation and encouragement for its faculty and staff.

Institutional Values and Best Practices

VINS Christian College of Engineering (VINSCE), we place great importance on creating an inclusive, sustainable, and high-quality educational environment. Our guiding principles of Discipline, Smart- Work, Team Spirit, Engineering Excellence, Continuous Learning, Contribution to Society, and Entrepreneurial Leadership shape our approach and initiatives towards these objectives.

Promoting gender equity is a fundamental aspect of ensuring equal opportunities and respect for all individuals. We offer education and training to both staff and students, addressing gender bias and discrimination to foster gender equity. Commemorative days such as International Women's Day, World Environment Day, and Engineer's Day are celebrated to raise awareness and promote inclusion within our campus.

Sustainability is deeply ingrained in our responsible campus operations. We implement sustainable practices like recycling programs, energy reduction measures, and the use of renewable energy sources. Regular quality audits are conducted to continuously enhance our programs and services.

We recognize the value of diversity and inclusion in cultivating a welcoming environment for individuals from all backgrounds. Through multicultural events and mentorship programs, we actively promote diversity and inclusion, particularly for underrepresented groups.

Furthermore, we prioritize sustainability through green initiatives, including sustainable construction practices, solid waste management programs, and energy and water conservation measures. VINS CCE is eco-friendly and as a result regular environment and energy audits are conducted to ensure our sustainability. Students and staff are encouraged to contribute to these initiatives.

Our best practices encompass holistic development through club activities, as well as skill development. Club activities offer students opportunities for technical and soft skill development, fostering growth and exploration of interests. We have established clubs and associations department wise, which have proven successful in developing new skills and facilitating networking opportunities for our students. The purpose of focusing on Skill Development is to be different from the usual and established pattern of churning out job seekers and replacing them with challenging possibilities of making job providers out of them.

Experiential learning is a distinctive educational approach that emphasizes hands-on, practical learning experiences. We integrate experiential learning into our curriculum to provide students with real-world project opportunities and practical exposure within their respective fields.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VINS CHRISTIAN COLLEGE OF ENGINEERING
Address	VINS NAGAR CHUNKANKADAI NAGERCOIL
City	NAGERCOIL
State	Tamil Nadu
Pin	629807
Website	www.vinsengineeringcollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	J. A. Alex Rajju Balan	04651-231500	9787747071	04651-231650	vinsengg@gmail.com
IQAC / CIQA coordinator	V. Dyana Christilda	04652-294325	9787747072	04651-231501	naacvins23@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Tamil Nadu	Anna University	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-06-2023	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	VINS NAGAR CHUNKANKADAI NAGERCOIL	Rural	15	12000

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,ECE	48	HSC	English	60	3
UG	BE,Computer Science And Engineering,CSE	48	HSC	English	60	31
UG	BE,Computer Science And Engineering,CYBER SECURITY	48	HSC	English	30	2
UG	BE,Computer Science And Engineering,ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING	48	HSC	English	30	7
UG	BE,Mechanical Engineering,MECH	48	HSC	English	90	5
UG	BE,Civil Engineering,CIVIL	48	HSC	English	60	0
UG	BE,Electrical And Electronics Engineering,EEE	48	HSC	English	30	2
UG	BTech,Artificial Intelligence And Data	48	HSC	English	60	11

	Science,AI AND DS					
PG	ME,Electronics And Communication Engineering,COMMUNICATION SYSTEMS	24	B.E. B.TECH	English	12	4
PG	ME,Computer Science And Engineering,CSE	24	B.E . B.TECH	English	9	0
PG	ME,Civil Engineering,CONSTRUCTION ENGINEERING AND MANAGEMENT	24	B.E. B.TECH	English	24	11
PG	MBA,Master Of Business Administration,	24	ANY DEGREE	English	60	33

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	12				24				72			
Recruited	5	7	0	12	10	14	0	24	40	32	0	72
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	8	6	0	14
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				12
Recruited	8	4	0	12
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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	1	0	0	0	0	0	0	0	5
M.Phil.	0	0	0	0	2	0	6	6	0	14
PG	1	6	0	10	12	0	34	26	0	89
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	137	0	0	0	137
	Female	65	0	0	0	65
	Others	0	0	0	0	0
PG	Male	53	0	0	0	53
	Female	45	0	0	0	45
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	18	22	15	16
	Female	12	18	9	15
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	42	45	25	35
	Female	33	30	20	22
	Others	0	0	0	0
General	Male	6	5	3	4
	Female	4	5	2	6
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		115	125	74	98

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The engineering and management programs offered by VINS Christian College of Engineering enable students to receive a multidisciplinary education in multiple disciplines. Under the Choice Based Credit System (CBCS) framework, the courses are assigned a specific number of credits and are categorized as Core, Professional Elective, Open Elective, Skill Based, or Value-Based. Programmes for postgraduate and undergraduate students include projects, study tours, field trips, internships, and other experiential learning opportunities. Environmental studies courses are required of all UG students in an effort to raise knowledge of environmental issues and promote eco consciousness. The college abides by the parent university's regulations regarding program duration and entry-level requirements as an affiliated institution. Research students are encouraged to do multidisciplinary research in order to uncover the best solutions to today's problems and difficulties. Every program includes a non-major optional course that allows students to get expertise in a different field while pursuing a multidisciplinary education. The university sets the requirements and authorizes every program the college offers, which limits the institution's capacity to accept repeat admissions and exits. On the other hand, the breadth of the many programs and the diversity of the course objectives promote the overall growth of the students.
2. Academic bank of credits (ABC):	Undergraduate and graduate students at VINSCE can take a break from their studies and return to it in a predetermined amount of time. However, as an associated institution, the college is bound by the policies set forth by the university. The school is accepting recommendations for curricula from its teachers and has begun the ABC registration process. Senior educators who serve as Chairpersons or Members of the University's Board of Studies offer recommendations for curricular enrichment. To participate in the Academic Bank of Credits, each student has to have access to a unique ID (SOP) and a personal Academic Bank Accounting digital form. The ABC Regulations aim to promote blended learning by allowing students to earn credits from a range of HEIs registered under this program in addition to through an online course library such as SWAYAM and NPTEL. Learner-centered instruction is highly valued at the college, and educators are

	encouraged to experiment with new concepts. Teachers are also free to assign additional readings and resources, as well as to use any book or other material relevant to the themes covered in the syllabus. The evaluation criteria are exactly in line with the internal and external assessment standards set by the affiliated university.
3. Skill development:	In an effort to enhance soft skills, VINSCE hosts specialized programs on the development of soft skills that are taught by subject matter experts. Along with presenting the curriculum, the institution puts a lot of work into providing education that is founded on values. Life skills programs are offered to promote moral values. Important days like as Republic Day, Independence Day, Constitution Day, Voter's Day, Environment Day, and National Integration Day are commemorated to encourage national unity. On these days, competitions are held to inspire and inculcate values in students. In order to graduate, every undergraduate student enrolled in the college must become a member of one of the clubs or cells, such as RRC YRC, NSS, etc. Programs on life skills—such as yoga, meditation, and women's health, safety, and hygiene—are developed with the assistance of business executives who provide hands-on training.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	India has a vast array of literary works, artwork, historical places, customs, linguistic expressions, artefacts, and more that are all part of its rich cultural history. Language in particular has a significant role in how members of a given culture interact with one another and sets the tone for conversations with strangers, classmates, superiors, and family members. As such, languages serve as a storehouse of cultural knowledge. The college has been committed to promoting the history and cultural heritage of our country since its founding. The majority of the necessary electives for the curriculum are on Indian knowledge systems, customs, philosophy, and culture. The college, which is a higher education establishment, acknowledges the difficulties its students encounter when speaking English in a classroom environment and uses it as its principal medium of instruction. Teachers are expected to create classes using a multilingual approach while considering the socioeconomic, cultural, and language backgrounds of their students. It has been shown that using various languages in instruction

	improves students' receptive skills. Almost all programs recommend using the multilingual distribution method because it makes the material easier for the majority of students to understand, particularly because they are primarily from rural areas. The college supports Indian habits and practices by providing a curriculum in Indian culture, an uncommon subject in the state.
5. Focus on Outcome based education (OBE):	"Outcome-based education" places focus on the objectives of a course across all of its components. Enrolling students have a defined learning objective that they need to meet by the end of the course. Since the speed and mode of education are not set in stone, students are free to select the learning strategy that best suits them. Faculty, moderators, and instructors guide students based on the desired results. The syllabi list the specific outcomes that are linked to each program and course. Attending sessions of the Academic Council and Board of Studies, which prioritize course achievements, Affiliating universities are well-represented in the curriculum design and development process. Additional courses emphasizing practical skills, job-seeking strategies, and project work have been added to the curricula in an attempt to include experiential learning and ensure that our education is outcome-based. The university has moved away from traditional teaching methods in order to emphasize student-centered learning more. Teachers employ a range of continuous internal assessments, including as quizzes, group discussions, seminars, peer team teaching, and assignments, to evaluate their students.
6. Distance education/online education:	As an affiliated institution, VINSCE only offers traditional curriculum; no online or remote learning options are available. The chalk-and-talk method used to be the most popular, but the college has made many changes to how it teaches and how students are taught. However, the sector of education has become increasingly digital as a result of new technological advancements, and our college is actively pushing for the use of information and communication technology (ICT) in the classroom. The college management is always updating the building's ICT capabilities and infrastructure to meet the growing demand. Since the start of the Covid-19 epidemic, there has been a notable increase in the use of online learning platforms, and a number of improvements in

online education have been welcomed by both teachers and students. The college made the most of blended learning throughout the pandemic by combining normal in-person classes with webinars, online tests, and assignments.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The Electoral Literacy Club (ELC) at our college, VINSCE, is running smoothly thanks to the enthusiastic involvement of our students. The ELC conducts a number of activities to inform students about the electoral registration and voting process and to increase their familiarity with it.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Electoral Literacy Club (ELC), which also has its own delegates, has coordinators who are drawn from the college's staff and student body. The VINSCE ELC involves student participation in its different awareness programmes. The VINSCE ELC's members are as follows: 1. Chairman 2. Faculty Coordinators 3. Department Staff Members 4. President, Vice-President, Secretary, and Joint Secretary student representatives from each department.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The organisation holds lectures every year to inform students of their rights and encourage them to utilise those rights by voting. The club also encourages students to compete in SVEEP (Systematic Voters' Education and Electoral Participation Programme) events to hone their abilities and build their confidence. Many of our students and employees have taken part in these contests. Our staff coordinator, Mr. M. DIVINKUMAR, an Assistant Professor of MECH, has actively encouraged students to participate in creative initiatives to encourage the use of voting rights and increase public knowledge of the value of voting.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Students are encouraged to work on minor and big projects involving Electronic Vote Machine (EVM) technology every year. Under the direction of the District Collector's office, the Electoral Literacy Club (ELC) participates in competitions and makes posters to increase public knowledge.

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The District Collector's office, which doubles as the District Election Officer (DEO), works with the Electoral Literacy Club (ELC). The DEO occasionally involves and assigns events to the club to promote voting awareness through a variety of initiatives like rallies, polls, and competitions.
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Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
353	297	362	580	936
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 157

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
109	115	132	145	147

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
80.79452	64.64683	93.88575	141.12374	278.57898

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

VINS Christian College of Engineering (VINSCE) is an affiliated college of Anna University in Chennai, approved by the AICTE. It strictly adheres to the university's curriculum and employs various methods to ensure effective curriculum planning and delivery. The curriculum planning process at VINSCE is comprehensive, considering both mandatory and elective courses, as well as students' preferences. Delivery methodology follows Outcome-Based Education (OBE) and Revised Bloom's Taxonomy (RBT) methodologies, providing students with a well-rounded education.

Curriculum Planning: VINSCE's Academic Council, led by the Principal, determines the institution's Academic Calendar. Each department also creates its own Academic Calendar, with academic planning meetings held during each semester to determine mandatory and elective courses based on student preferences.

Delivery Methodology: Faculty members are responsible for developing course plans, objectives, outcomes, and materials for their assigned courses. They actively participate in workshops, conferences, and seminars to enhance their expertise and teaching methods.

Curriculum Delivery: The academic calendar is prepared well in advance and displayed on notice boards, allowing students to plan their schedules. Continuous internal assessments are conducted according to the academic calendar, specifying start and end dates of classes, orientation programs, meetings, special days, holidays, and exam information.

VINSCE encourages the use of ICT tools such as smart panels, projectors, and hybrid classrooms to enhance curriculum delivery. Emphasis is placed on hands-on training in laboratories and offering value-added courses. Additional laboratories and industrial visits are organized to supplement the curriculum and improve students' understanding. The Learning Management System (LMS) integrated with the college's Enterprise Resource Planning (ERP) system efficiently tracks, maintains, and monitors student records.

Internal Examinations and Assessment: Each semester, three centralized internal tests are conducted as per the designated timetable. Faculty members prepare question papers considering CO-PO mapping, Bloom's Taxonomy Level, and Performance Indicators. Internal evaluation identifies students needing support, who then receive appropriate counseling and remedial classes.

Monitoring & Feedback Mechanism: Feedback is crucial in the academic process, enabling students and faculty to enhance their performance and deepen their understanding. A strong feedback mechanism

is implemented, and Class Committee Meetings are conducted twice per semester before the Internal Assessment Exam to ensure comprehensive syllabus coverage and effective course delivery.

Overall, VINS Christian College of Engineering (VINSCE) ensures a well-structured curriculum planning and delivery system, providing students with a quality education and preparing them for their future endeavors. The college's commitment to Outcome-Based Education (OBE) and Revised Bloom's Taxonomy (RBT) methodologies ensures a holistic and enriching learning experience during students' academic journey at VINSCE.

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

1.2 Academic Flexibility

1.2.1

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

Response: 36

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

Other Upload Files

1	View Document
---	-------------------------------

1.2.2

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

Response: 87.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
263	260	322	515	851

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

At VINS Christian College of Engineering (VINSCE), there is a strong commitment to enhancing the university curriculum in a manner that integrates students' academic and overall growth. This is achieved by incorporating intersecting concerns related to gender, the environment and sustainability, human values, and professional ethics into the curriculum. By doing so, VINSCE ensures that students receive a well-rounded education that encompasses these important aspects.

Community and Gender Equity:

Alongside our academic offerings, VINS Christian College of Engineering (VINSCE) provides various student organizations that offer students opportunities to engage socially, showcase their academic abilities, and participate in extracurricular activities that contribute to the community. For instance, our students actively participate in the National Service Scheme (NSS) and engage in other philanthropic initiatives that give back to the community. Moreover, we observe Women's Day as an occasion to promote women's empowerment goals among our student body. This includes inviting influential members of our society to deliver special talks on women's progress and organizing awareness- raising activities centered on women's empowerment. These events are eagerly attended by both students and faculty, demonstrating their enthusiasm and support.

Human Values:

The curriculum at VINS Christian College of Engineering (VINS CCE) is strategically crafted to equip students with the necessary skills to navigate the ever-evolving demands of society. To illustrate, the UHV (Universal Human Values) programme highlights the significance of human values.

This course enables students to grasp the importance of preserving human life during natural calamities and helps them comprehend the interplay between disasters and societal progress. Additionally, the course equips students with contemporary insights and recommendations for implementing effective disaster management strategies in today's context.

Ethics, Environment, and Sustainability:

Within the Computer Science and Engineering program, students are introduced to the "Principles of Management," which specifically address professional ethics. This course encompasses a wide range of planning tools and organizational techniques, providing students with insights into contemporary practices employed in human resource management within companies. Likewise, our students undertake the "Environmental Science and Engineering " course, which places significant emphasis on environmental and sustainability matters. Through this course, students explore solutions to various environmental challenges faced by society, employing principles from science, technology, economics, and politics.

Other Cross Cutting issues addressed:

Apart from the aforementioned courses, students are provided with opportunities to explore related subjects. They can engage in fieldwork and conduct surveys as part of short-term projects. Additionally, our institution offers a language lab dedicated to improving students' foundational language skills. Students are assigned short-term research projects by various academic departments, supervised by Assistant Professors. To ensure that our students are well-equipped to meet industry requirements, numerous departments at our college conduct purposeful training sessions and Value Added Courses that are meticulously designed to align with industrial standards. These sessions equip students with the necessary skills and knowledge to excel in their chosen field.

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

1.3.2

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

Response: 64.59

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

Response: 228

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 15.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
115	125	74	94	98

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
474	534	726	768	762

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 16.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
84	77	61	84	70

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

2022-23	2021-22	2020-21	2019-20	2018-19
330	372	506	534	530

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 3.24

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

VINS Christian College of Engineering (VINSCEE) has implemented several student-centric approaches to foster a supportive learning environment and facilitate a smooth transition from traditional classroom learning to innovative tools.

Experiential Learning:

VINSCEE recognizes the significant role of experiential learning in providing students with valuable practical exposure.

- Students gain hands-on experience and apply theoretical knowledge through laboratory and workshop experiences, utilizing relevant tools and equipment.
- Industrial and field visits provide practical exposure to real-world scenarios, enriching the learning experience for students.
- Internships and in-plant training offer practical learning opportunities, enabling students to apply theoretical knowledge in real-world situations and explore potential career paths within specific industries.
- Mini-projects and major projects allow students to apply coursework concepts, engaging in comprehensive research, planning, and execution.
- Model-based learning fosters cognitive skills and enhances understanding of Engineering phenomena by encouraging students to create models in the classroom.

Participative Learning:

- Workshops, seminars, and technical symposiums foster critical thinking, teamwork, collaboration, and peer learning.
- The institution promotes self-learning through certification programs available on various online MOOCs platforms.
- Group discussions on emerging topics in Engineering encourage knowledge exchange and exploration.
- Role-playing activities using design thinking methodology enhance understanding of Engineering complexities from different perspectives and stakeholders.
- Group assignments promote teamwork, critical thinking, and effective problem-solving skills.

Problem-Solving Methodologies:

In order to foster a problem-solving mindset, the curriculum integrates various methodologies that encourage students to approach problems with empathy, creativity, and iterative thinking. These methodologies are aimed at generating innovative solutions and include techniques such as:

- Design thinking
- First principles thinking
- Flow charts Fishbone diagrams Mind maps
- Gap analysis
- Root cause analysis

ICT Tools and Support:

VINSCCE also provides various ICT tools and support, such as:

Smart classrooms equipped with android smart panels which have features such as:

- Hybrid classrooms for both physical and virtual participation
- Learning Management Systems (LMS) like VINSCEEduERP, Google Classrooms, and Google Meet
- Faculty laptops for easy course material transfer
- Dedicated lab for online course certifications from SWAYAM and Unacademy
- Access to multimedia resources, online course materials, NPTEL videos, animations, quizzes, and GATE questions
- Retrieval access to faculty video lectures through QR codes

Hybrid Learning:

In response to the pandemic, VINSCCE shifted from traditional physical classrooms to online platforms such as Google Meet, leading to the development of a digital classroom ecosystem. This allowed for an upgrade in teaching methods and a virtual learning environment that connects students and faculty members from their own doorsteps. The online classes have now evolved into hybrid classes and are proving to be effective in delivering quality education, providing an experience similar to that of physical classes.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 99.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
109	115	132	145	151

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

2.4.2

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

Response: 6.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	9	10	10

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Internal Assessment Mechanism:

The internal assessment mechanism of an educational institution is vital for evaluating students' academic performance.

- The internal assessment mechanism consists of two continuous internal assessment tests and a model examination.
- The duration of each test is 1.5 hours, and they account for 60 marks as per clause 12 of Anna University.
- The schedule for these assessments is determined by the affiliating university and is communicated to students through the academic calendar, notice boards, and other communication channels.

Question Paper Setting and Correction:

In the classroom, thorough discussions take place regarding the format of the question paper and syllabus for these assessments, aiming to ensure that students are adequately prepared. Additionally, the question papers undergo a meticulous verification process led by the Internal Quality Assurance Cell (IQAC) coordinator and the Head of the Department (HoD).

Within a short span of two working days, the faculty returns the corrected answer scripts to the students, promptly addressing any discrepancies in the mark allocation. Furthermore, the mark lists are diligently sent to parents to maintain transparency. In situations where a student is unable to participate in the assessments due to valid reasons, such as medical grounds with prior permissions, a retest is arranged to provide them with an opportunity to demonstrate their understanding and skills.

External Assessment Mechanism:

If a student is dissatisfied with the end semester exam results released by the university, they have the option to request a photocopy of their evaluated answer script. If the student remains unsatisfied with the marks awarded, they can proceed to apply for a reassessment of the answer script after consulting with the respective faculty member.

Grievance Redressal System:

In order to promptly and effectively address student grievances, an established Grievance Redressal Committee operates within the institution. This committee is composed of the Principal and HoD. It serves as a platform for students to voice both general and personal grievances through different channels, including mentor-mentee meetings, class committee meetings, suggestion boxes, and feedback from parents. The committee ensures that all student concerns are given due attention and resolved in a timely manner.

Continuous Performance Monitoring:

Mentor-mentee meetings are held twice a month, with each faculty member meeting 10 to 15 students. Additionally, class committee meetings are conducted three times per semester and include a chairperson from another class, subject handling faculty members, and six students from the class. These meetings prioritize students' concerns and allow them to express grievances to the chairperson and committee.

members.

Furthermore, all valuable suggestions gathered from various channels, such as the suggestion box, parent- teacher meetings, result analysis, and the Grievance Redressal System, are promptly communicated to the management for swift action and resolution. This ensures that necessary steps are taken to address and resolve student issues effectively.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Introduction:

Our institution is committed to providing high-quality education and ensuring the holistic development of our students. As part of this commitment, we have implemented a comprehensive system to outline the Programme Outcomes (POs) and Course Outcomes (COs) for all the programmes offered by our institution. These outcomes serve as a framework to guide students, faculty, and other stakeholders in understanding the specific knowledge, skills, and abilities that our programmes aim to impart.

Programme Outcomes (POs):

Programme Outcomes (POs) are broad statements that describe the expected attributes and achievements of our graduates upon completing their respective programmes. These outcomes reflect the core competencies and values we seek to instill in our students, preparing them for successful careers and responsible citizenship. Each programme has its own set of POs that align with the overall mission and vision of our institution.

Course Outcomes (COs):

Course Outcomes (COs) are specific learning objectives that correspond to individual courses within a programme. These outcomes outline the knowledge, skills, and attitudes that students are expected to acquire after successfully completing each course. COs are designed to align with the broader POs and contribute to achieving them.

Display on Website:

To promote transparency and ensure accessibility, all POs and COs for our programmes are prominently displayed on our institution's official website. This information can be found on the respective pages of each programme, providing comprehensive details about the intended outcomes of the courses and the overall programme.

Benefits and Importance:

The clear articulation of POs and COs offers several advantages:

1. **Clarity and Guidance:** Students gain a clear understanding of what is expected of them and the skills they will develop throughout their academic journey. Faculty members can also align their teaching strategies and assessments with the specified outcomes.
2. **Assessment and Evaluation:** POs and COs serve as a basis for evaluating the effectiveness of the curriculum and instructional methods. Regular assessments ensure that the desired outcomes are being achieved.
3. **Accreditation and Quality Assurance:** Many accrediting bodies require institutions to define and communicate their POs and COs. By doing so, our institution demonstrates its commitment to providing quality education.
4. **Stakeholder Engagement:** Parents, prospective students, and employers can refer to the outcomes to assess the suitability of our programmes for their needs and expectations

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

VINS Christian College of Engineering (VINSCE) is affiliated with Anna University, Chennai. The Course Outcomes (COs) and Program Outcomes (POs) are clearly defined and outlined in the University Curriculum. These COs are further reviewed and refined by competent individuals, taking into account the college's vision and mission statement, and the syllabus content. To ensure transparency, the COs and POs are readily available on the institute's website.

Programme Outcomes (POs) and Course Outcomes (COs) are crucial components of the academic curriculum. They define the expected knowledge, skills, and attitudes that students should acquire upon

completing their respective programmes and courses. The POs are designed to align with the institution's mission and vision, while the COs are specific to each individual course.

Additionally, the COs are explicitly mentioned in the question papers for Continuous Internal Assessment tests (CIA), providing students with a clear understanding of the COs related to each subject. These COs and POs are meticulously documented in the course files.

Furthermore, the mapping of COs with POs and PSOs is rated on a scale of 1 to 3, indicating the level of alignment, with 1 representing slight (low) alignment, 2 representing moderate (medium) alignment, and 3 indicating substantial (high) alignment. This mapping process helps ensure a cohesive approach to the curriculum and learning outcomes.

Attainment Level :

Level 1 - 50% to 60% of students passed (50%)

Level 2 - 61% to 70 % of students passed

Level 3 - 71% and above of students passed

For practical subjects, it is the mark awarded for record work and Model Practical Examination put together converted to 20. Internal marks for Project work is calculated from the Marks Awarded for three reviews and Project report. For practical subjects, it is the mark awarded for record work and Model Practical Examination put together converted to 20. Internal marks for Project work is calculated from the Marks Awarded for three reviews and Project report.

Attainment of Programme outcomes, Programme specific outcomes: Attainment of PO and PSO are calculated by the following tools: Direct Attainment

1. Centralized Internal Assessment Mark & Assignment

2. End Semester Examinations

Grade points of the end semester examination results are also used to calculate the PO attainment. Subject wise PO attainment level is calculated by adding 40% of the internal assessment (given in the table) and 40% of end semester examination and 20% of the assignment for each subject.

Average of all PO's and PSO's is calculated for each subject by considering the correlated CO levels

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

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 97.29**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
131	87	196	275	425

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

2022-23	2021-22	2020-21	2019-20	2018-19
145	93	197	275	435

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.95

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 16

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.70	5.25	0	4.05	3.0

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

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

VINS Christian College of Engineering (VINSCE) has developed an ecosystem for innovations and initiatives on knowledge transfer. Our innovation ecosystem, consisting of R&D cells, IPR cells, IIC, IIR cell and ED cell promotes essential skills through an established structure.

R&D Cell (Research and Development Cell):

The R&D Cell is an important cell of our college that focuses on fostering research activities among faculty and students. Its primary aim is to promote research, innovation, and technological development in various fields of study. The cell is responsible for identifying research opportunities, providing necessary resources, and collaborating with industries, government organisations, and other research institutions. The R&D Cell often organises seminars, workshops, and conferences to encourage scholarly discussions and the dissemination of research findings. A total of 18 R&D-related events were

conducted during the last five years. It is also important to note that a total of six project grants were received from various non-governmental organisations and also from the Tamil Nadu State Council for Science and Technology. Our faculty members have arrived with fruitful and commenting results from their R&D projects and developed application-oriented products and publications.

IPR Cell (Intellectual Property Rights Cell):

The IPR Cell deals with intellectual property rights, including patents, copyrights, trademarks, and trade secrets. The primary objective of this cell is to create awareness among students and faculty members about the significance of protecting intellectual property and to facilitate the filing of patents or copyrights for innovative ideas and research outputs. The IPR Cell has organised a total of 7 events to achieve its goal. Due to this, our faculty members have filed their inventions for patent, and the same have been published in the Indian Patent Journal.

IIC (Institution's Innovation Cell):

Our college has a unique cell called the Institution's Innovation Cell, which is a hub for promoting and developing innovative related projects as well as products. Especially IIC is providing guidance to the young innovators for bringing their ideas to product development. Through this, our students submit their ideas to SIH'22 and also participate in various competitions.

III (Industry-Institute Interaction):

The Industry-Institute Interaction (III) cell is responsible for bridging the gap between academia and industries. Its primary focus is to promote collaboration and mutual understanding between the college and various industries. The III cell facilitates industrial visits, internships, and placements for students and also encourages faculty members to undertake consulting projects with industries. In this connection, a total of 22 MoUs were signed with industries and academic institutions to foster collaborative activity and 45 linkage activities. Through this, our students have the opportunity for some Industrial internships as well as placements.

EDC (Entrepreneurship Development Cell):

The Entrepreneurship Development Cell (EDC) is another unique cell dedicated to fostering an entrepreneurial mindset among students and nurturing their potential as future entrepreneurs. Our college organised more than 17 activities that made the students aware of entrepreneurial opportunities. And our students are transformed into entrepreneurs after their graduation.

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

3.2.2

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

Response: 37

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	7	6	9

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	3	0	1

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

3.3.2

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

Response: 0

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

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

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

3.4 Extension Activities

3.4.1

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

Response:

VINS Christian College of Engineering (VINSCE) places a strong emphasis on community engagement and regularly conducts extension activities to foster a close bond with the community. These activities are designed to sensitize students to the needs of the community and encourage their active participation in social service, fostering their overall growth and development. The Youth Red Cross (YRC) & National Service Scheme (NSS) provides students with opportunities to engage in community-based outreach activities.

At VINSCE, there is a promotion of faculty, student, and staff involvement in community-oriented initiatives to facilitate holistic development and sustainable progress. Annual programs are organized to encourage voluntary participation in community-based activities, with a focus on instilling a sense of responsibility and a spirit of service among the participants. These efforts not only strengthen the college's ties with the neighborhood but also instill social awareness, moral values, ethics, and human values among the participants.

Topics Addressed: The YRC & NSS Programme Officers, along with staff members and volunteers, actively participate in these programs. Our knowledgeable faculty members and resource persons give thought-provoking awareness talks, covering several important topics, which include:

1. Cancer Awareness
2. Blood Donation Camp
3. Mass Cleaning
4. Bike Road Safety Awareness Programme
5. Awareness on HIV
6. Yoga Awareness
7. Dengue Awareness
8. First Aid Training Programme
9. E.N.T health camp
10. Tobacco Awareness

Rally Programmes for Awareness:

In an effort to raise awareness on various issues and foster community participation, a series of rally awareness programmes were organized in and around the following villages: Aaloor, Vellukuri, Thuckalay, & Parvathpuram

Top of Form

1. Dengue Awareness

2. E.N.T Rally
3. Road Safety Awareness
4. Corona Awareness Rally
5. AIDS Awareness
6. TB Awareness Rally
7. Tobacco Prevention

Impact & Sensitization:

The college's extension and outreach activities have a significant impact on sensitizing students to various social issues and informing them about legal and social remedies for matters like Dengue, HIV, Cancer, E.N.T awareness, Tobacco Prevention, First aid training, Mass cleaning etc. These activities also encourage the students to understand the values of social responsibility including:

1. These activities can help the beneficiaries (rural people) to understand the transmission, prevention, and treatment of these diseases. Raising awareness about these health issues can lead to early detection, reduced stigma, and better support for affected individuals.
2. Creating awareness about ear, nose, and throat health can encourage the village people to take care of their sensory organs and seek timely medical attention for any issues.
3. Educating village people about the dangers of tobacco use and addiction can lead to decreased smoking rates and improve overall public health.
4. Offering first aid training equips village people with life-saving skills and the confidence to respond effectively in emergency situations.

Learning Outcomes of the Activity:

1. Increased awareness of societal issues and challenges, encouraging active involvement in seeking solutions.
2. Fostered partnership and collaborations with organizations and NGOs to continue humanitarian efforts.
3. Enhanced problem-solving skills and abilities.
4. Developed essential social, communication, management, leadership, analytical and perceptual skills.

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

3.4.2

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

Response:

VINS Christian College of Engineering (VINSCE) has earned high praise for its dedication to both the academic and local communities through a range of programs and initiatives. The college has played an active role in collaborating with NGOs, government schools, religious friaries, and other government-affiliated organizations to work towards building a more inclusive and just society.

The students regularly participated in extension activities organized by the institution through Youth Red Cross Club (YRC) and Red Ribbon Club (RRC) in collaboration with Government agencies and NGOs. Cancer Awareness, Blood donation Camp, Mass Cleaning, Temple Cleaning, Bike Road Safety Awareness Programme, Awareness on HIV, Yoga Awareness, Dengue Awareness, First Aid Training Programme, Interactive Education Training – HIV awareness Programme, E.N.T Health Camp, Tobacco Awareness Programme, Corona Awareness Programme, Distribution of Kabasura Kudineer to the public and organized various Rally programmes on Dengue Awareness, E.N.T Rally, Road Safety Awareness, Corona Awareness Rally, AIDS Awareness, Tuberculosis (TB) Awareness, Tobacco Prevention Rally are conducted periodically to serving the society and uplifting the health standards of the underprivileged sections.

Recognized by Government Hospitals / Government recognized bodies

VINS Christian College of Engineering (VINSCE) has received recognition and awards from various Government Hospitals for its extension activities. The college, through its Youth Red Cross Club (YRC) unit and Red Ribbon Club (RRC) Unit and Programme Officers, Faculty members and Volunteers organized a series of programmes addressing sensitive and critical issues such as especially the awareness programme in and around Kalayarkoil, Kayaodai village, Maravamangalam village, Ilayangudi, Puliyadithammam village, Nattarasankottai village, Kollangudi village, Pudur village, Thayamangalam village, Kannamangalam village, Sooranam village, Mallal village. Government Hospital, Kalayarkoil, Government Hospital, Sivagangai and Primary Health Center, Maravamangalam have appreciated VINS Christian College of Engineering (VINSCE's) efforts and acknowledged its commitment to enlightening and empowering students through Letter of Appreciation, Certificate of Appreciation and Award of Appreciation.

Award for World TB day

VINS Christian College of Engineering (VINSCE) RRC club has received Award of Appreciation in the Academic year 2017-2018 from Government Hospital, Sivagangai for conducting TB awareness programme on World TB day to raising awareness about its prevention, symptoms, treatment, and the

importance of early diagnosis is crucial to controlling its spread and reducing its impact on public health.

Award for World AIDS day

VINS Christian College of Engineering (VINSCCE) RRC club has received Award of Appreciation in the Academic year of 2017-2018 from Government Hospital, Sivagangai for regularly conducting HIV awareness programme on World AIDS day is to increase knowledge, promote safer behaviors, and ultimately reduce the spread of HIV/AIDS within communities .

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

3.4.3

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

Response: 41

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	8	12	7	8

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

3.5 Collaboration

3.5.1

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

Response: 2

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Infrastructure:

VINSCCE (VINS Christian College of Engineering) is a fully self-contained campus located on 15 acres in a picturesque and peaceful setting at the Nagarcoil, and it is located 18 kilometres from Kanyakumari Fort in Tamil Nadu. The college offers an ideal learning environment for students, with a built-up area of 1, 27,719 sq.m and the entire essential infrastructure to support their academic, professional, and personal development.

Physical Facilities:

The campus is well-equipped with modernized classrooms, laboratories, ICT facilities, cultural activities, a gymnasium, and a yoga center, providing students with an excellent learning environment. The laboratories are furnished with sophisticated equipment, enhancing practical knowledge, while the seminar halls, conference halls, and tutorial rooms facilitate learning and knowledge exchange in a conducive atmosphere.

The central library boasts a vast collection of e-resources, books, magazines, and journals, all automated for easy access. Additionally, the campus offers facilities for co-curricular and extracurricular activities, including seminar halls and an indoor auditorium. These amenities empower students to showcase their talents, creativity, and leadership skills, contributing to their overall development as well-rounded individuals.

ICT Facilities:

The institution maintains an impressive student-to-computer ratio of 1:1.6, surpassing the recommended ratio. To ensure uninterrupted internet services, the college has dedicated 80 Mbps leased line connectivity. The students can access the internet and various digital resources from anywhere on the premises. Embracing modern ICT tools, the college adopts smart teaching methods, including the usage of LCD projectors and hybrid classrooms, creating a cutting-edge learning environment.

Sports:

In addition to its excellent academic offerings, VINSCE provides exceptional sports facilities to cater to a wide range of indoor and outdoor games. Students can enjoy cricket, volleyball, badminton, throw ball, chess, and carom on the campus. The college is proud of promoting a healthy lifestyle among students.

Other amenities:

The campus provides a variety of amenities and facilities to enhance the student experience. It features beautifully maintained lawns, and gardens. To prioritize students' well-being, there is a healthcare centre with first-aid facilities readily available. CCTV surveillance is installed in strategic areas to ensure safety and security.

A spacious and well-maintained canteen is also available, serving delicious food to cater to students' needs and preferences. The college's focus on offering these facilities creates a nurturing and comfortable environment, making it an ideal place for students to thrive and grow.

Clubs and Cultural activities:

VINSCE fosters students' self-development through its numerous cells and clubs, providing ample support and motivation. With diverse clubs, the college offers a wide array of extracurricular activities for students to engage in and explore their interests. Moreover, the institution values diversity and cultural richness, celebrating significant days like Diwali, Christmas, and Pongal, among others. By creating a vibrant and inclusive environment, the college ensures that students have the opportunity to develop not only academically but also personally and culturally.

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

4.1.2

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

Response: 11.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
9.7513	9.036	0.9025	55.42532	2.5535

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

VINS Christian College of Engineering (VINSCE) library is a well-furnished and spacious facility, housing an extensive collection of Engineering books. It includes a wide range of national and international journals, periodicals, and magazines, covering diverse subjects like Mathematics & Sciences, Engineering and Technology, Humanities, and Management. With a seating capacity for up to 120 students, the library offers a comfortable reading environment.

The collection comprises approximately 7000 titles and over 18000 volumes, incorporating e-books, national and international journals, magazines, and newspapers. This comprehensive collection empowers students to enrich their knowledge and skills in their respective fields, making the library a valuable resource for their academic and intellectual growth.

ILMS:

The library is equipped with College ERP's Integrated Library Management System (ILMS) to deliver high-quality service to readers and establish an efficient book storage system. The ILMS includes various features, such as an Online Public Access Catalog (OPAC) and Modernlib Software (Library Management System) that allows users to locate the status and location of books, view available resources, and check their borrower status. For circulation control, users are required to present their ID cards when issuing, returning, renewing, or reserving materials.

The library's master module encompasses user, book, journal, CDs, back volume, publisher, vendor, issue/return, and report modules. Through this comprehensive system, various reports can be generated and printed, such as utilization reports, books issued and return reports, bibliography reports, and categorization based on accession number, author, subject, department, supplier, publisher, title, availability, and unique book titles. The library management system ensures efficient management and

accessibility of resources for an enhanced reading experience.

Access to e-Resources:

The central library at the college provides students with access to a wide array of e-resources and e-Journals through various institutional memberships, including DELNET, and NPTEL. The library's Digital Library is connected to high-speed 100 Mbps leased line computers within the facility. Users can directly access online journals allowing them to stay updated on the latest Engineering research and developments. Moreover, the library offers access to faculty publications, patents, and student publications, resulting in a comprehensive collection of scholarly resources. To further enhance the learning experience, the library provides Swayam Programme, and other E-Learning resources initiated by the Government of India.

Library Usage and Expenditure:

The library records a daily usage rate. The annual expenditure on these resources is approximately Rs.4.5 lakhs. The library management system efficiently generates and prints various reports, including books issued and return reports, book reports categorized by accession number, author, subject, department, supplier, publisher, title, and availability. Additionally, monthly and yearly reports are readily available.

Overall, the college central library serves as a valuable resource for students to enhance their knowledge and skills in their respective fields. Its extensive collection of Engineering books, access to e-resources, and well-equipped facilities make it an indispensable component of the institute's academic environment.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

VINS Christian College of Engineering places a high priority on providing exceptional computing resources to both students and faculty. The campus is equipped with the latest technology, including high-speed internet and Wi-Fi, a robust Learning Management System (ERP), and essential accessories for advanced learning. Our commitment to safety and security, along with a focus on acquiring necessary

software and hardware, ensures that students have access to the tools they need to excel in their studies.

Computing Facilities:

Our campus is well-equipped with 300 computer systems, featuring the latest processors with 8GB of DDR3 @ 500GB @ 7200 RPM SATA Hard Disc Drives. We provide campus-wide LAN connectivity with two servers for firewall and network access. Additionally, high-speed Wi-Fi and internet services are accessible to all stakeholders.

Internet Facilities:

We offer internet service with a bandwidth of 80 Mbps, delivering seamless internet connectivity across the campus. In cases of higher data requirements, this bandwidth can be further increased. As a backup in emergencies, we have Airtel service with 100Mbps 1:1 bandwidth. Students and faculty members can easily access Wi-Fi-enabled educational resources through various access points spread across the campus. Over the last 5 years, we have steadily increased our internet bandwidth from 20 Mbps to 100 Mbps.

Learning Management System:

To facilitate efficient management of attendance, class notes, assignments, and communication, we employ an ERP as our Learning Management System. Our college website offers essential information for stakeholders, while faculty members share updates on lessons, question banks, and Laboratory manuals on the site. Google Meet and Google Classroom are used for conducting classes, sharing notes, and assigning work to the students during Corona Period. In addition, we also organize competitions, webinars, and alumni talk series to enhance programming skills, provide entertainment, and share knowledge.

ICT Facilities:

The safety and security of our students and faculty are paramount, which is why we have strategically placed cameras throughout the campus. Our dedicated IT team handles software installation, system administration, network monitoring, and technical support. All departmental faculty rooms and offices are provided with internet facilities, and ten classrooms, a seminar hall, and two conference halls are equipped with LCD projectors, ten smartboard classrooms, and Wi-Fi to facilitate hybrid learning. We encourage our faculty to leverage these modernized ICT facilities for delivering lectures, ensuring easy access to online resources and notes for students.

Licenses and Software:

We ensure sufficient licences for all required software as per our college curriculum. All laboratories on campus are equipped with licenced software, which is extensively used for classes, research work, training, certification programmes, and more. While we prioritize necessary licenced software, **we promote the use of open-source software whenever possible.**

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

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 1.18**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 300

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 25.33**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
12.27447	19.79249	12.04419	30.41451	92.40112

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 74.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
257	217	318	433	652

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 49.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
263	260	256	209	264

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 44.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	61	79	142	120

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

2022-23	2021-22	2020-21	2019-20	2018-19
131	87	196	275	425

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

5.2.2

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

Response: 0.33

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response: 20

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	6	0	6	5

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 16.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	21	4	22	18

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

5.4 Alumni Engagement

5.4.1

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

Response:

VINSCCE Alumni Association

The inception of the Alumni Association of VINS Christian College of Engineering, Nagarkoel, dates back to July 6, 2008. Its primary objective is to foster a stronger connection with the college's alumni. Though operating informally within the institution since 2008, the association was formally established in 2008. It brings comfort to know that our former students have now spread across the world, occupying various roles and responsibilities.

Monetary Support by VINSCCE Alumni

- Six students from low-income families have received financial assistance from the alumni for their study.
- The alumni students provide valuable lab equipment like 3D printer, LCD projector, welding machine, drilling machine and Grinding machine.
- In order to persuade students to participate in other extracurricular activities at other institutions, the alumni students have offered financial incentives.

Non-monetary Support by VINSCCE Alumni

Sharing Knowledge and Skills:

Alumni are encouraged to participate in events such as guest lectures and panel discussions, where they share their knowledge, expertise, and insights on their experiences, technical skills, and the latest developments in the business world. WhatsApp groups are established for each graduating class, facilitating stronger connections and benefiting the institution, students, faculty, and alumni. Additionally, on the fourth Saturday of every month, a former student from each department delivers an online presentation to current students, covering topics like recent developments, awareness speeches, and career guidance.

Providing Assistance with Placement and Career Guidance:

Alumni play a vital role in helping students succeed in interviews and keep the faculty and the placement officer informed about job openings.

Offering Internship and Project Work Opportunities:

Graduates provide a wide range of internship and project work opportunities in different companies.

Annual Alumni Meet:

The Annual Alumni Meet provides an excellent opportunity for alumni to connect, exchange insights, and engage in conversations about the latest developments and trends in the business world. During each alumni gathering, a tree is planted by the former students as a symbol of remembrance and optimism for the future.

Tie-Up:

VINSCCE signs contracts with the companies that employ our deserving graduates. The MoU makes an effort to forge a formal contact with the alumni through several chances to organise campus drives. One of the important elements of the MoU is the engagement of students and researchers from units and businesses in internship programmes to work on collaborative projects.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision

To educate and shape disciplined engineers and to encourage inter disciplinary knowledge and understanding among the students, leading to inventions and achievements.

Mission

Our mission is to achieve academic excellence. To develop dynamic, socially conscious technical leaders with professional ethics and human values to serve our Mother Land and the world meritoriously. To train and impart necessary soft skills and communication skills with positive attitude to make our students readily employable.

VINSCCE has embraced a comprehensive governance framework aimed at elevating the standard of higher education. It adopts a democratic and transparent approach in formulating its vision, mission, and quality policies. Recognizing the vital role of faculty members as key stakeholders, their involvement is valued in translating these statements into tangible actions.

Nature of Governance:

The apex governing body of VINSCCE is the governing council, led by the principal who oversees day-to-day operations. Reporting to the principal are deans, heads of departments, faculty members, non-teaching staff, the librarian, the physical director, and the placement officer. VINSCCE is committed to adopting innovative methods and implementing best practices to deliver quality education. Its governance framework is participatory, decentralized, transparent, and focused on driving transformational change.

Decentralization and participation in the institutional governance:

VINSCCE governance is characterized by the Governing Council, which fosters academic excellence through a holistic approach. Policies are in place to ensure the integrity and effectiveness of governance and administration, embracing shared leadership and participative decision-making. The operations follow a decentralized structure, delegating authorities and responsibilities within a structured organizational framework. The Governing Council ensures stakeholder involvement in strategic planning and monitors and evaluates in accordance with UGC guidelines.

VINSCCE cultivates a culture of participative management involving the Management, Principal, Heads of Departments, Faculty, and Students. Various committees monitor the institute's progress in realizing its vision and mission. Faculty members actively contribute to planning and implementing academic and teaching-learning processes, with regular information dissemination to students. Students are encouraged to participate and provide feedback at regular intervals.

VINSCCE has established distinct verticals led by independent heads who make decisions in alignment with institutional policies and regulatory requirements, consulting with the Principal/Management. Various committees have been constituted to oversee the institution's progress in achieving its goals.

- College Governing Council
- Grievance Redressal Cell
- Internal Compliance Committee
- Anti-Ragging Committee
- IQAC Exam Cell
- Training and Placement Cell
- Industry Institute Interaction Committee
- Entrepreneurship Development Cell
- R&D Committee
- Alumni Cell
- SC/ST Welfare Cell

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

VINS Christian College of Engineering (VINSCCE) established in 2004, operates under the umbrella of Vinscen Educational and Charitable Trust. The college provides undergraduate and postgraduate programs. With a well-organized administrative setup, the institution fosters efficient and effective operations through various institutional bodies. It upholds a robust system of rules and regulations for the appointment of qualified and competent staff. Furthermore, the college has developed a comprehensive institutional strategic plan that outlines long-term goals and objectives.

Administrative Setup:

Governing Council: The institute's Governing Council, in accordance with UGC regulations, consists of a Chairperson, CEO, and members representing academia, industry, faculty, with the Principal serving as the Member Secretary. The Council is committed to fostering a student-centric environment and adheres to guidelines set by esteemed bodies like the University Grants Commission, the AICTE, and the Anna University in Chennai.

Academic Council: The Academic Council, led by the Principal as the Chairman, oversees policies and procedures related to academic matters. It comprises Heads of Departments, senior faculty members, experts from renowned institutions, industry representatives, and nominees from the university. The meetings are convened regularly to monitor and implement academic policies effectively.

Institutional Bodies:

The institute operates through various institutional bodies, including the College Governing Council, Academic Council, Grievance Redressal Cell, Internal Compliance Committee, Anti-Ragging Committee, IQAC, Exam Cell, Training and Placement Cell, Co-curricular and Extra-curricular Clubs, Women's Development Cell, Industry Institute Interaction Cell, Institute Innovation Council, Entrepreneurship Development Cell, R&D Cell, Alumni Association, and SC/ST Welfare Cell.

Each of these bodies operates with policy documents that ensure clarity regarding their goals and responsibilities. Regular monitoring and assessments are conducted to ensure their efficient functioning, while providing maximum value to all stakeholders involved.

Appointment and Service Rule:

The institute abides by a comprehensive set of rules, policies, and regulations in accordance with the guidelines provided by AICTE, the State Government, and the affiliating university. Vacancies are advertised through prominent national newspapers, job portals, and the college website. The scrutiny of applications follows the qualification norms prescribed by AICTE. The Principal issues the appointment orders, which are subsequently signed by the CEO. To ensure transparency and accessibility, the institute's website prominently displays the service rules, along with the HR Policy.

Institutional Strategic/Perspective/Development Plan:

The strategic plan of the institute presents a clear roadmap for achieving long-term goals and objectives. It encompasses the latest advancements in the field of Engineering, aligning with the industry and societal needs. The plan takes into account the institution's strengths and weaknesses, offering a definitive path for enhancement. It was developed collaboratively with inputs from various stakeholders, including leadership, staff, students, alumni, and industry partners.

Perspective Plan:

The institutional strategic plan focuses on the following key areas:

- Creating a conducive learning environment
- Strengthening academic potential and fostering employability/entrepreneurship skills
- Promoting social consciousness
- Providing faculty with space for innovation Enhancing the quality of teaching and learning

Developing a cleaner and greener campus Engaging in outreach activities

- Improving quality assurance and sustainability
- Enhancing academic autonomy
- Improving internal support systems.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

At VINS Christian College of Engineering (VINS CCE) , we place great importance on the well-being of our staff members, recognizing their invaluable contributions to the institution's remarkable growth. To ensure their welfare, we have implemented various measures for both teaching and non- teaching staff, including:

- Group health insurance
- Provision of medical and maternity leaves
- PF and ESI benefits as per norms
- On-duty leave for faculty members
- Concession in transportation fee
- Recreational facilities for staff members
- Financial support for attending Conference / Seminar/ Workshops, research and publications
- Multicultural celebrations of all festivals together
- Staff Club organizing tours and sports activities
- Fee concession for Employee's kids

Teaching Staff:

Professional Development and Support for Teaching Staff:

At our institution, we provide our teaching staff with various opportunities to enhance their skills and performance. These initiatives include faculty development programs, online courses, research programs, conference attendance, and support for exam preparation. We offer on-duty privileges for participation in career-enhancing activities and provide financial support for academic engagements outside the institution. To facilitate knowledge acquisition, we frequently organize visits to industries and higher learning institutes.

We prioritize efficient administrative processes by providing department heads with high speed internet facility for timely submission and recording of academic reports. Additionally, we prioritize the well-being of our teaching staff by organizing yoga and health sessions at regular intervals.

Through these measures, we strive to ensure continuous professional growth and support for our valued teaching staff.

Non-Teaching Staff:

The institution offers comprehensive support and benefits to its non-teaching staff. These include training programs, educational loans, travel allowance, and salary advances. Additionally, non-teaching staff members receive group medical insurance coverage and are entitled to leaves as per the institution's policy.

Performance Appraisal System (PAS):

Performance appraisal plays a vital role in evaluating the job performance of employees within our educational institution, encompassing both teaching and non-teaching staff. This process entails establishing clear goals and expectations, evaluating performance based on those goals, and providing

constructive feedback to support employee development and progress.

PAS For Teaching Staff:

The performance appraisal process for teaching staff encompasses evaluations of their teaching effectiveness, which includes gathering student feedback, conducting classroom observations, and assessing student learning outcomes. Additional factors taken into consideration may include research and scholarship contributions, service to the institution and the community, as well as professional development endeavors.

PAS For Non-Teaching Staff:

The performance appraisal process for non-teaching staff involves evaluating job-specific skills and competencies relevant to their administrative, technical, or support roles. Other factors taken into consideration may include teamwork, communication abilities, and contributions towards the institution's mission and goals.

Evaluation and Promotion:

The performance appraisal process is conducted annually, incorporating elements of self-evaluation, and evaluation by the Head of Department. The outcomes of the performance appraisal are utilized to determine salary increments, promotions, and opportunities for professional development. The Performance Appraisal System (PAS) plays a crucial role in assessing promotions and identifying areas of improvement that can be addressed through internal and external measures, including necessary appointments.

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

6.3.2

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

Response: 22.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	26	32	25	38

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

6.3.3

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

Response: 52.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
67	71	78	96	86

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	20	21	22	24

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

VINS Christian College of Engineering (VINSCE) has implemented a robust mechanism to ensure the appropriate allocation and utilization of funds, as well as evaluate their effectiveness in supporting academic processes and infrastructure development. Internal Audits are conducted monthly by the Finance Team, while External Audits are carried out annually by the statutory auditors of the Trust, ensuring transparency and accountability. The college administration is dedicated to offering affordable, high-quality Engineering education to students, reflecting its commitment to social responsibility and contributing to the progress of the state.

Financial Support:

The fund allocation is the responsibility of the Finance Committee and Governing Council of the institute, while the accounts section closely monitors financial matters. Financial planning and budgeting involve collaboration between the Academic Departments and Administrative Sections. Annually, a budget is created to enhance management and future planning, encompassing projected revenue, general expenses, and capital expenses. The Principal conducts a meeting with department heads to discuss budgetary requirements for lab facilities, research initiatives, and co-curricular and extracurricular activities. After reviewing the budget, it is sent to the Management for approval.

Mobilization of Funds:

The primary source of revenue for the Institute is student tuition fees, supplemented by borrowing from the parent trust or utilizing bank overdrafts to address any financial deficits.

Faculty members have the opportunity to secure grants through research proposals, which are aimed at supporting society and facilitating research and laboratory development for the benefit of students. The Governing Council plays a significant role in major financial decisions, diligently examining and verifying all significant financial transactions across different categories.

Funds generated from various sources are disbursed periodically based on approved requests from both the Principal and the Management.

Internal Audits:

The Finance Team performs monthly Internal Audits on an ongoing basis, following the procedure outlined below:

- Scrutinize expenses by examining vouchers, supporting bills and invoices, authorizations and approvals, and ensuring accurate accounting based on their nature.
- Assess variations by comparing actual expenditure against the allocated budget.
- Verify compliance with statutory deductions, such as Tax Deducted at Source (TDS).
- Cross-verify all fees pay-in-slips with corresponding bank statements.
- Conduct surprise cash verifications to ensure accuracy in petty cash transactions.
- Regularly verify Bank Reconciliation Statements (BRS).
- Validate payroll statements and attendance registers on a monthly basis.
- Reconcile fees receivable statements with the books of account.

These comprehensive audit measures contribute to maintaining financial accuracy and accountability within the institution.

External Audits:

The annual External Audits conducted by the statutory auditors of the Trust follow the procedure below: Verify all expense vouchers and supporting documents.

- Verify Bank Reconciliation Statements (BRS) for the financial year to ensure accurate recording of outstanding payables and receivables.
- Validate original purchase invoices for fixed assets and physically verify statements and payments using payroll reports.
- Verify salary statements and payments using payroll reports.
- Employ analytical procedures to assess the overall accuracy of the books of accounts.
- Conduct physical verification of assets.

Through these comprehensive audit steps, the external auditors ensure transparency and accuracy in financial operations.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) of the Institution was founded in the academic year

2018-2019 as a means to enhance the quality of various activities. The primary objective of this cell is to ensure the effective and progressive execution of academic, administrative, and financial tasks. Additionally, it aims to ensure fair access to and affordability of academic programs for diverse segments of society.

Some of the best practices which were followed in Institution before the formation of IQAC

1. Student Attendance monitoring
2. Orientation program for Staff and Students
3. Encouragement towards research and publications
4. Regular auditing of accounts

The NAAC has implemented comprehensive guidelines and established the Internal Quality Assurance Cell (IQAC) in accredited institutions to uphold educational quality. The IQAC assumes responsibility for all matters related to quality and leads efforts to enhance the standard of education provided. This entails organizing seminars, workshops, symposia, conferences, and other programs for stakeholders. The IQAC plays a crucial role in maintaining quality standards in teaching, learning, and evaluation. This research aims to assess the status and effectiveness of IQAC in maintaining quality standards, albeit on a smaller scale.

Since the formation of IQAC, the following initiatives have been undertaken:

Enhancing the quality of the teaching-learning process. Conducting academic and administrative audits. Obtaining ISO certification.

Implementing a feedback mechanism. Introducing E-Governance for documentation.

Participating in the All India Survey on Higher Education (AISHE). Organizing faculty development programs.

Arranging professional development programs.

Implementing outcome-based education with a focus on refining course outcomes. Establishing collaborations with industries and institutes.

Establishing an Institution Innovation Council (IIC) to foster innovation and entrepreneurship. Conducting feedback collection from stakeholders and preparing analysis and action-taken reports annually

The IQAC guarantees the effectiveness of the teaching-learning process and its outcomes through the following methods:

Regular IQAC meetings

Class Committee meetings

Meetings with Heads of Departments (HoDs) Result Analysis meetings

Example 1: Feedback Mechanism

To ensure the effectiveness of the teaching, learning, and evaluation processes, a feedback system has been implemented. This system involves various hierarchies overseeing the teaching-learning process, including the principal, head of the department, and class advisor.

Feedback plays a crucial role in enhancing quality as it provides valuable insights into others' perspectives. At our institution, we conduct regular structured feedback activities involving internal and external stakeholders, such as students, parents, faculty, alumni, and employers. The feedback received is carefully analyzed, and relevant departments take appropriate measures based on the feedback to drive improvements.

Example 2: Collaborative activities

The mission of the College is to foster strong connections between education and employment opportunities by collaborating with industry partners. This collaborative approach yields enhanced outcomes for students. Given the continuous knowledge creation and technological advancements, young engineers require substantial training to stay abreast of developments. To facilitate this, the College establishes Memorandums of Understanding (MoUs) with prominent industries and institutes, enabling collaborative training programs tailored to students' specific fields. With each passing year, VINS CCE strengthens its industry collaborations, further bolstering student placement opportunities through industry training support.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender Equity:

Promoting gender equity is a paramount concern for our institution, and we are dedicated to championing it through various measures. We firmly uphold the principles laid out in the Universal Declaration of Human Rights by the UN General Assembly, which emphasizes that all individuals should be born free and equal in dignity and rights. We take immense pride in the fact that our college boasts that more than

50% representation of women in teaching and non-teaching roles, including prominent positions such as CEO, Principal, HOD of CIVIL, ECE, MBA and CSE. These remarkable women significantly contribute to our institution's success.

Gender Sensitization Programs:

To foster a gender-sensitive environment, our college annually initiates a comprehensive gender sensitization action plan that includes workshops and seminars. These programs address diverse topics such as gender equity, prevention of sexual harassment, women's empowerment, hygiene, women's day, and safety and security. Moreover, we regularly host expert guest lectures from various fields to underscore the importance and contributions of women in society.

Security and Counseling:

Ensuring the safety and well-being of our female students and faculty remains our highest priority. We have implemented a range of measures, including 24/7 monitoring of the campus and girls' hostel through WiFi-enabled CCTV cameras, and awareness programs encompassing women's safety, hygiene, sexual harassment prevention, and anti-ragging. Additionally, we provide counseling services for students, appointing mentors for each batch of 15-20 students who counsel them twice a month, ensuring they receive assistance in addressing any academic challenges.

Exclusive Amenities for Girl Students:

In our co-educational institution, we strive to offer female students personal space and comfort by providing separate common rooms, waiting halls, and restrooms in each block with all essential facilities. Promoting hygiene is another priority, with the provision of a sanitary napkin and incinerator in the girls' hostel, ensuring the welfare of women students.

Celebration of Commemorative Days and Festivals:

We enthusiastically commemorate significant national and international days and festivals on campus. These celebrations foster a sense of unity and togetherness, contributing to the overall well-being of our college community and society as a whole. During these occasions, both staff and students partake in a variety of activities highlighting the significance of these days. The events encompass seminars, pledge and oath-taking ceremonies, Christmas carol singing, cultural events, dance performances, awareness sessions related to various government jobs, and flag hoisting ceremonies led by esteemed chief guests.

Engaging Activities:

To promote cultural exchange, patriotism, environmental awareness, and humanitarian values, we organize a range of engaging activities. These include drawing and mehendi competitions, clean campus drives, and yoga marathons, offering the college community opportunities for meaningful participation and learning.

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

7.1.2**The Institution has facilities and initiatives for**

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

Response: D.1 of the above

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

7.1.3

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

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

Response: C. Any 2 of the above

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

7.1.4

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

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

Response:

VINS Christian College of Engineering (VINSCE) is deeply committed to fostering an inclusive and harmonious environment for all its students. Our primary objective is to promote equality, peace, and understanding among students, and to achieve this, we organize a variety of events, programs, and activities throughout the year that celebrate and embrace linguistic, regional, cultural, communal, socio-linguistic, and other diversities.

Cultural Events:

We understand that our student body comes from diverse backgrounds, and we take it upon ourselves to ensure that each student feels welcome and supported throughout their academic journey. Our college hosts a range of cultural events and festivals on campus, providing students with opportunities to learn about different cultures, traditions, and practices. These events celebrate diversity and foster respect and understanding for various communities. Intra and inter-collegiate cultural fests further encourage a healthy exchange of culture, strengthening the students' spirit.

Regional and Linguistic Diversity:

At VINSCE, we actively encourage students to communicate in their native language, thereby promoting and embracing regional and linguistic diversity. We organize events that showcase different regional languages, music, and dance, and have a linguistic club that conducts elocution, debates, and group discussions in native languages.

Communal Harmony:

We firmly believe that communal harmony is vital for the growth and development of our nation. To promote such harmony, our college organizes seminars, panel discussions, and workshops that focus on building bridges between different communities and fostering understanding and tolerance. We have built a Hindu temple as part of our efforts to promote communal harmony.

Sensitization Programs:

We have developed sensitization programs to educate students and employees about their constitutional obligations, values, rights, duties, and responsibilities as citizens. Our college adheres to a code of ethics that applies to all students, faculty members, and non-teaching staff, regardless of cultural, regional, linguistic, or other diversities. Furthermore, we conduct various awareness programs on health, environment, and road safety for the community beyond our campus.

Socioeconomic Diversity:

Recognizing the diversity of socioeconomic backgrounds among our students, St. Michael College of Engineering & Technology offers scholarships, freeships, and financial aid programs to support those from disadvantaged backgrounds. We also provide mentorship and career counseling services to help all students achieve their academic and professional goals.

Anti-discrimination Policy:

Our college has a stringent anti-discrimination policy in place, prohibiting any form of discrimination based on race, gender, religion, caste, or ethnicity. We take decisive action through various committees against any such incidents, working diligently to create an environment where every member of our college community feels respected and valued.

Student Support Services:

We are committed to providing comprehensive student support services, including counseling, academic assistance, and disability services. At VINSCE, we believe in creating an environment where all students receive the necessary support, regardless of their background, to ensure their success.

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

7.2 Best Practices**7.2.1**

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

Response:

Best Practice 1**1. TITLE OF THE PRACTICE**

Academic Club Activities for Holistic Development

2. OBJECTIVE OF THE PRACTICE

The holistic development of students is a fundamental aspect of education at VINSCE. To achieve this goal, the college encourages the active participation of students in various academic clubs. These clubs provide a platform for students to explore their interests beyond the classroom, develop essential skills, and foster a well-rounded personality. The primary goal of this procedure is to ensure that the club is run by and for students.

3. THE CONTEXT

Club events provide networking opportunities with professionals and peers in the industry. Club activities promote teamwork, collaboration, and exploration of interests in a supportive environment.

Association activities offer opportunities for students to engage with professionals in their field, gaining knowledge and valuable connections.

4. THE PRACTICE

ECO Club: It focuses on practical applications of environmental Engineering principles. It organizes hands-on workshops, project exhibitions, and guest lectures by industry experts **FORZA V2:** It aims to develop students' communication and oratory skills. It conducts debates, elocution contests, and writing competitions.

SPARTAN Club: Geared towards nurturing programming talent, this club organizes coding competitions, hackathons, and programming challenges. It provides a platform for students to improve their coding skills and learn from each other.

BOOKSELF Club: This club is focusing on developing the students in regards to the updating their skill sets in Civil Engineering area and also conducting the seminar, debate and invited lectures.

SYNERGY Club: This club is concentrating on the students interested in entrepreneurship and business and also students of Management studies, by offering workshops on business strategies, start-up mentoring sessions, and case study competitions.

MACTY Club: It aims to update the development and current trends in automobile and mechanical Engineering applied sectors. They get an industrial exposure and also involving them with the various kinds of activities especially in fabricating as well as application oriented projects.

ELECTRIX CLUB: This club aims to update the students with recent trends in electrical and electronics sectors by involving them in different activities like presentation, quiz, and non- technical events like connections, puzzles, games.

SIR. C.V. RAMAN SCIENCE FORUM: It generates and fosters interest in the field of science among students. It seeks to inspire curiosity, critical thinking, and a passion for scientific exploration. Students work together on scientific projects, and events, which enhances their interpersonal and problem-solving skills.

5. EVIDENCE OF SUCCESS AND OUTCOMES

1. Improved technical and problem-solving skills.
2. Enhanced communication and presentation abilities.
3. Increased self-confidence and leadership qualities.
4. Nurtured creativity and innovative thinking.
5. Promotion of a healthy competitive spirit.

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

1. Low Participation and Membership
2. Time constraint due to academic schedule
3. Introduction of new clubs catering to evolving student interests and demands.

Best Practice-II

1. TITLE OF THE PRACTICE

Skill Development: A Pathway to Empowerment and Success

2. OBJECTIVE OF THE PRACTICE

The purpose of this program of our college is to highlight the significance of skill development in empowering and achieving success for the students at VINSCE. Skill development is a crucial aspect of modern education, enabling students to become competent professionals and contributing citizens.

3. THE CONTEXT

VINSCE has always been committed to providing holistic education that goes beyond academic excellence. Recognizing the rapidly changing job market and industry demands, the college has actively focused on skill development as a key component. The institution understands that empowering students with essential skills can help them excel in their careers and make meaningful contributions to society.

4. THE PRACTICE

Skill Development Initiatives:

1. **Industry-Academia Collaboration:** The College has fostered strong ties with industries to stay updated on the latest trends and requirements. Regular interactions with industry experts, workshops, and seminars expose students to real-world challenges and practical knowledge.
2. **Internship and Training Programs:** VINSCE encourages students to undertake internships and training programs during semester breaks. These opportunities allow students to apply theoretical concepts to practical scenarios, enhancing their problem-solving abilities and building confidence.
3. **Skill Development Centers:** The College has established dedicated skill development centers equipped with state-of-the-art facilities and resources. Students can utilize these centers to hone their technical skills and work on personal projects, fostering a culture of continuous learning.
4. **Certification Courses:** To add value to students' resumes, the college offers certification courses in collaboration with renowned organizations. These courses help students gain expertise in specific domains, making them more employable and competitive in the job market.
5. **Entrepreneurship Development Programs:** St. Michael College encourages entrepreneurship among students by conducting programs that nurture innovative ideas and provide mentorship and support to aspiring entrepreneurs.

5. EVIDENCE OF SUCCESS AND OUTCOMES

Skill development initiatives have significantly increased the employability of students.

Through skill development programs, students have gained confidence in their abilities. They feel more self-reliant and capable of tackling challenges in their personal and professional lives. Industry interactions and internships have allowed students to build strong professional networks, which can be beneficial in securing internships, projects, and job opportunities.

Skill development initiatives have made students more aware of diverse career opportunities and the skills required excelling in their chosen fields.

Placements and Job Offers: Students with strong skill sets have witnessed increased placement opportunities and job offers from reputed companies.

Entrepreneurial Success: Graduates who have taken part in entrepreneurship development programs have initiated successful startups, contributing to the economic growth of the region. Alumni Achievements: The success of alumni in various industries reflects the impact of skill development initiatives, positioning VINS CCE as a hub of capable and accomplished professionals.

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

More participation is needed.

Need for mentors to motivate budding entrepreneurs. Limited assessment method

Motivation could cater the student's interest.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

VINS Christian College of Engineerings located in a rural area under the Kanyakumari district and was founded by our Founder . Mr. Nanjil M Vincent with a comprehensive mission to bring education to every household. With

20 years of rich history, it proudly stands as the oldest institution in the Sub Division, shouldering the challenging responsibility of meeting the educational needs of the underprivileged and needy. A significant majority of students hail from financially constrained backgrounds, with many being first-generation learners. The college is committed to the holistic and sustainable growth of its students, aiming to uplift economically weak rural youth and nurture them into responsible citizens of India.

The college's distinguishing factor lies in its emphasis on developing well-rounded personalities in students, equipping them to tackle global challenges. To achieve this objective, the college strives to balance five key dimensions: physical, intellectual, ethical, social, and cultural capabilities. This approach ensures fair access to appropriate learning and skill development programs, while also addressing gender inequities in education, thereby ensuring excellence and measurable learning outcomes.

The college takes great care in selecting highly qualified teaching staff to intellectually nurture its students. The dedicated faculties, many of whom have been with the college for over 15 years, continuously enhance their knowledge through workshops, seminars, refreshers, and orientation courses, keeping themselves updated with the latest advancements in their fields. The administrative team extends full support in this endeavor.

While academics hold great importance, sports-related activities play a vital role in shaping students' personalities and characters. The college places a strong emphasis on athletics and encourages students to actively participate in various events. Under the guidance of the sports officer, students compete at inter-college, district, university, state, and national levels throughout the year.

Addressing socio-economic and socio-cultural backwardness, the college has implemented an integrated action plan, including the following steps:

1. The fee structure is maintained at a moderate level, considering the economic challenges faced by the majority of students. Additionally, disadvantaged students are provided with total tuition charge exemption through scholarships and financial aids. The administrative officer proactively informs students about the various merit scholarships offered by federal and state governments, extending full cooperation to help them seize these opportunities. Meritorious students are acknowledged for their hard work through merit scholarships and fee concessions.
2. Teachers from all departments devote extra time and effort to assist slow learners in the classroom. They provide individual coaching during free periods, dedicate time outside class hours, offer model answers and personal books, engage in individual counseling, and, if necessary, offer financial assistance.
3. Despite being a Christian institution, the college promotes equal opportunity for students of all religions, with facilities like a chapel, Vinayagar temple, and a reserved space for a future mosque.
4. At VINSCE, the institution recognizes the significance of accommodating the dietary needs of its diverse student body, including those observing the Islamic fasting tradition. In a gesture of respect and

inclusivity, the college provides nourishing pre-dawn meals to hostel Muslim students during the holy month of Ramadan, before the commencement of their daily fast.

5. VINS CCE regularly invites proud alumni to important functions and programs, as a chief guest or guest of honor inspiring and motivating current students.

6. Students of our college actively participate in meaningful celebrations of festivals like Diwali, Christmas, Onam, and Ramzan, contributing essential commodities to nearby orphanages and homes through collected funds.

7. VINS CCE encourages students to become computer literate by offering a free computer training certificate course open to all the students.

8. The students have been able to achieve considerable academic growth with access to a well-stocked library with internet access, e-learning resources, journals, and magazines.

9. Remedial sessions for slow learners are another way to help students who are falling behind in their studies. The college's unwavering efforts in the direction of realizing its objective have resulted in an increase in its academic results.

10. Through donation drives, awareness rallies, blood donation camps, Swachh Bharat Abhiyan, and plantation drives, students actively demonstrate their social responsibility.

11. VINS CCE maintains consistent collaboration with reputed academic institutions and industries, providing exposure to the latest technological developments and real-time industry practices through functional MOUs with 25 organizations.

12. Students belonging to our college get benefits by listening to various orientation and presentation programs in the form of workshops and seminars at national and international levels. The main objective of conducting workshops and seminars is to orient and create awareness of various domains which are related to core subjects and programming skills.

13. Workshops and seminars enhance student interaction and provide practical learning opportunities. The educational importance of seminars includes skills like managerial that boost up the responsibility for students. Some of the workshops and seminars include topics such as programming skills, faculty

development programs, awareness programs, training programs, guest lectures, and seminars on different topics related to technical education.

14. VINS CCE also offers Internship Programs to support experiential learning and equip students with various practicum opportunities and help them to fulfill their career objectives to determine the best workplace fit for the student individuals. It is an ideal fit for students with intentional professional goals to discover further projects and work in their placing companies. This especially arranged for the Engineering students to take up a project and work to prove their ability and potential through group and as well individual assignments.

15. The Value-Added Training Programme of our institution helps students acquire Engineering techniques and application-related concepts, which include protocols and results. In due course, teachers

engage the students by providing enough material for referential purposes. Projects are also assigned to students to bring out their creativity thereby improving skills like teamwork, leadership, time management, and problem-solving skills.. Multiple Value Added Programme/Courses are introduced based on students' interests to select their preferred stream of study.

5. CONCLUSION

Additional Information :

- VINSCEE is delighted to commemorate a significant milestone in our 25th anniversary of imparting quality education and shaping future leaders. Over the past quarter-century, our institution has been an ideal of learning, innovation, and academic excellence, nurturing minds and transforming lives.
- VINSCEE holds a valid ISO 9001-2015 Certification.
- VINSCEE framed the quality policies for all kinds of activities.
- VINSCEE strictly follows the standards and regulations given by AICTE and Anna University.
- The students are motivated to participate in all kinds of curricular, co-curricular, and extracurricular activities at the national level.
- VINSCEE is promoting and giving training to the students so they can become entrepreneurs and create more jobs for others.
- VINSCEE is allocated regular schedules for conducting training and placement sessions for all the students of UG and PG courses.
- VINSCEE is offering remedial classes for slow learning as well as poor performance students after the regular classes.
- VINSCEE is encouraging the students to organize more kinds of events and celebrations, and this has helped the students develop their leadership and organizational skills.
- VINSCEE is also encouraging the students and faculty members to discuss the current trends other than club activities through WhatsApp chat in the name of “DAYS OF HOURS”.
- VINSCEE has taken fruitful initiatives in order to enhance the students' overall development with reference to academic performance as well as outcome-oriented learning and evaluation as per the NAAC accreditation manual.

Concluding Remarks :

The management of our college is dedicated to fostering a world-class education where students are transformed into globally competent individuals to address the needs of the community. VINSCEE is always centered on the students' progress and development, so our college is giving them lots of chances to develop their leadership skills as well as to become skill-oriented citizens. VINSCEE desires to continuously progress its performance and also nurture it through the accreditation and assessment processes to ensure a world-class education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years) Answer before DVV Verification : Answer After DVV Verification :36 Remark : DVV has made the changes as per shared report by HEI .																				
1.2.2	<i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i> 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>263</td><td>260</td><td>322</td><td>525</td><td>851</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>263</td><td>260</td><td>322</td><td>515</td><td>851</td></tr></table> Remark : DVV has made the changes as per shared report by HEI .	2022-23	2021-22	2020-21	2019-20	2018-19	263	260	322	525	851	2022-23	2021-22	2020-21	2019-20	2018-19	263	260	322	515	851
2022-23	2021-22	2020-21	2019-20	2018-19																	
263	260	322	525	851																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
263	260	322	515	851																	
1.4.1	<i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i> Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed Remark : DVV has selected the C. Feedback collected and analysed according to the document .																				
2.1.2	<i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i> 2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

99	87	69	84	70
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
84	77	61	84	70

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
330	372	506	534	530

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
330	372	506	534	530

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

3.1.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3.7	5.25	0	4.05	3.0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.70	5.25	0	4.05	3.0

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

3.2.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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12	6	7	7	10
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	7	6	9

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	1	3	0	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	3	0	1

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	12	9	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	8	12	7	8

Remark : DVV has made the changes as per shared report remove yoga days .

3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative

research during the last five years.

Answer before DVV Verification :

Answer After DVV Verification :2

Remark : DVV has made the changes as per shared report excluding the duplicates .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
257	217	323	433	668

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
257	217	318	433	652

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
323	330	302	274	329

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
263	260	256	209	264

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

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
91	61	89	144	126

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
90	61	79	142	120

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
131	87	196	275	425

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
131	87	196	275	425

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	0	7	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	6	0	6	5

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33	39	10	38	34

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	21	4	22	18

Remark : DVV has made the changes as per shared report not considered duplicates and days .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48	70	66	51	63

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	26	32	25	38

Remark : DVV has made the changes as per shared report not considered days and workshops .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
71	71	78	96	87

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
67	71	78	96	86

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	20	21	22	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	20	21	22	24

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

6.5.2

Quality assurance initiatives of the institution include:

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

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

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has selected the B. Any 3 of the above according to the document .

7.1.2

The Institution has facilities and initiatives for

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

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

Answer After DVV Verification: D.1 of the above

Remark : DVV has selected the D.1 of the above according to the document

7.1.3

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

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

Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has selected the C. Any 2 of the above according to the document .
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2.Extended Profile Deviations

Extended Profile Deviations
No Deviations