



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

RVS COLLEGE OF ENGINEERING AND TECHNOLOGY

KUMARAN KOTTAM CAMPUS, TRICHY MAIN ROAD, KANNAMPALAYAM

POST,

641402

www.rvscet.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

RVS College of Engineering and Technology established in the year 2007 by RVS Educational trust is situated on a 12.33-acre campus on Trichy road at a distance of 14 km from the cotton city of Coimbatore. Our Chairman Dr. K. V. Kuppusamy, is a shining example to show how one could rise from a humble beginning to the level of a chairman, presiding over an empire of educational institutions, by the virtues of hard work, dedication, and devotion to a common cause.

RVSCET is a self-financing institution approved by AICTE, New Delhi, and affiliated to Anna University, Chennai, Tamilnadu recognized by UGC under section 2(f). The institute offers 5 undergraduate programs (i) Computer Science and Engineering (ii) Electrical and Electronics Engineering (iii) Electronics and Communication Engineering (iv) Mechanical Engineering and (v) Petrochemical Engineering and Postgraduates programs (i) Computer Science and Engineering (ii) Embedded System Technologies (iii) Communication Systems and (iv) Thermal Engineering.

The Institute has an excellent infrastructure with a built-up area of 7327.74 sq. Meters. The institution has a fleet of buses plying in every direction of the town including nearby rural areas. Separate hostel for boys and girls. The institute has academic blocks which consist of the lecture hall, smart classroom, staff rooms, well-equipped laboratories, computer centers, seminar hall. Facility for indoor games, separate gym for girls and boys are provided. Highly attractive spacious ground with the necessary equipment for outdoor games facilities is provided. The central library is functioning with an area of 640 sq.m with a seating capacity of 200 students. The Institute is a member of DELNET, American Library, and British Council Library to access e-books and journals. The library is fully automated by using AutoLib and OPAC software.

To expose the students to the industrial environment to update the technological development MoUs have been signed with many industries and foreign universities. MoU with the University of Mara and Taylor University helps the students and faculty sharing knowledge and resources.

Installation of Bio-Gas plant and solar power plant indicates our consumption of the environment protection. The Institution is surrounded by lovely green lattice and trees.

Vision

Vision:

RVS College of Engineering and Technology, Coimbatore, will strive to be an Institution of National Importance and committed to work towards societal and economic empowerment of the nation through the development of Engineers with technical and managerial skills

Mission

Mission :

- Become a center of excellence for engineering education and research with excellent infrastructure and well-qualified faculty.
- Develop and support faculty who are potential scholars and effective educators.
- Empower the students with newer and newer skills through various training programs to face the growing challenges of the industry.
- Enhance the competitiveness of the students for economic and social developments.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Committed and visionary management.
- Dedicated and qualified faculty for the welfare of students.
- Excellent infrastructure.
- Well-set teaching-learning process.
- Effective Mentor-Mentee system to improve the students' performance in academic as well as other activity
- The institution is certified with ISO 21001:2018.
- The institution has 36 ICT-enabled classrooms, well-equipped laboratories, an air-conditioned seminar hall, and a conference hall.
- MoUs with industries to assist students to undergo internship, industrial visits, and carry projects.
- MoU with Foreign universities.
- Cloud security and Research lab sponsored by NCSSS, New Delhi. (National Cyber Defence Research Center sponsored cloud security under NCSSS, New Delhi.)
- NPTEL local chapter.
- The freedom is given to students to plan, schedule, conduct / organize programs in Co-curricular and extracurricular activities.
- Transparent and automated examination management system.
- Flexible internal assessment components.
- To enrich the curriculum, feedback collected from all the stakeholders.
- Value Added Courses offered by the institution to meet societal expectations.
- Financial support for rural background students.
- Social outreach programs are to serve society.
- Adequate sports facility including a separate gym for boys and girls.
- IQAC to spread quality culture in planning and implementing all activities.
- Pollution-free green environment.

Institutional Weakness

- Limited academic flexibility since adopting the curriculum from the Anna University.
- The institute needs to strengthen the Alumni Association.
- The performance of students in competitive exams to be improved.
- Lack of funded projects.

Institutional Opportunity

NBA Accreditation for all programs.

Achieve Autonomous status.

Establishment of the center of excellence to upgrade knowledge to the faculty and students.

Enhancement of practical knowledge to generate resources for students from consultancy.

Exchange the faculty and students program with the foreign universities to teach or conduct research.

Promotion of research-funded projects.

Institutional Challenge

The institution facing challenges in admitting quality students because of so many engineering colleges.

Research grants from funding agencies.

Strengthening the research culture.

Fewer students opted for higher studies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college adopts the prescribed by the Anna University, the affiliating University. The institution offers five Under Graduate programs and four Post Graduate programs. Thrust on the development of knowledge and skills are provided through various programs in the college in addition to value-added courses and value-based education. The institution strictly follows the curriculum and exam pattern framed by the University. The academic calendar of the institute is planned well in advance and the same is displayed on the notice board for

the benefit of the students. The IQAC monitors the implementation of the curriculum effectively. Choice Based Credit System is introduced from 2017-18 batch students, while the multidisciplinary approach is being followed in higher semester classes. The departmental meetings are being held to discuss the implementation of the course curriculum. The question bank has been prepared by all the departments and it is useful for examination purposes. Conventional chalk-talk method coupled with ICT teaching pedagogy is followed in the college. Assignments, student seminars, project work, internship programs, field visits, industry visits, invited lectures from industry and research institutions are organized for student-centered learning methods. The outcome-based education initiated is supported by PEOs, POs, PSOs, and COs. POs are chosen in the spirit of the students to validate the syllabus to inculcate knowledge and employability skills.

The Institute organizes Women's day, Teachers day, PongalandOnam Festival, Independence and Republic day celebration, Blood donation Camp, Sports Meet and Cultural Festival every year so as to inculcate moral and ethical values. The institute has organized various awareness camps to enrich students of co-curricular developments. Feedback from students and other stakeholders on the curriculum is collected. Faculty members are often sent to attend the FDP, Seminars, Conferences, workshops, and training programs organized by other Institutions/Universities.

The institute provides all infrastructures, teaching aids, computer labs, LCD projectors, etc. in order to ensure effective implementation and to adopt the best teaching practices in the classes. The institution has integrated cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values, and Professional Ethics for the Curriculum.

Teaching-learning and Evaluation

The institution follows the rules of the state government and Anna University for admissions in UG and PG programs. The institution admitted students from diversified domicile and an average of 70% of students admitted from reserved category during the last five years following the reservation policy of the state government.

The RVSCET is well aware of student diversity and is equally concerned about the students' learning outcomes. The teaching-learning process is effectively implemented with contemporary pedagogy methodologies by 78 full-time faculty members which consist of 20 doctorates, 30 pursuing Ph.D. having an average experience of 6 years with the student-faculty ratio of 11:1. The faculty members are allocated as mentors with a mentor-mentee ratio of 1:13 to sort out the academic and personal problems of the students.

The students are categorized into two groups based on learning capacity: Slow Learners and Advanced Learners. Advanced Learners are encouraged to participate in various technical events, to do mini-projects, and to take leadership in curricular activities. The extra care given to Slow Learners helped them to complete the program on time successfully by conducting evening coaching classes, tutorial classes.

With the accessibility of a huge number of online courses through the NPTEL/SWAYAM portal Students and are encouraged to learn the most recent advancements in their area of interest.

To ensure the quality of teaching-learning, the institute practices outcome-based education. The institution has a full-fledged system for planning, conducting, and evaluating internal assessments. The institute's Controller of Examinations (COE) is mandated to look after the activities related to internal and external examinations. The institution through its IEGRC addresses the examination-related grievances of students in a transparent and

time-bound manner.

The attainment of COs is measured through various assessments. The assessment tools and processes used for measuring the attainment of each of the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) are also well defined. Based on the CO-PO-PSO mappings, curricular gaps are identified and content beyond the syllabus, value-added courses, workshops are organized to bridge the gaps. Henceforth through these academic cycles, progressively and the success rate is accomplished.

Research, Innovations and Extension

The Institute encourages the faculty and students to submit project proposals and publish research articles in journals and conferences of high repute. In addition to that, the Institute also supports carrying out consultancy projects, collaborative, inter-disciplinary, and inter-departmental research activities. Encouraging and Motivating the faculties and students to discover new Innovations and initiate startups through Innovation and Incubation cell and Entrepreneurship Development Cell.

Our Faculties have applied many research project proposals to various government and non-government agencies like CSIR, IIT, ICSSR, TNSCST, and DST. Out of those applications, we have received 7 research projects from the above-mentioned agencies namely RUTAGIIT Madras (Rs.3.13 Lakhs), ICSSR (Rs.3 Lakhs), and 5 projects from TNSCST.

The Institute has well-defined guidelines towards a doctoral degree program, project proposal submission, intellectual property rights, consultancy works, etc. Department of Computer science and Engineering has been recognized as a Research Centre of Anna University in the year 2016. At present 8 research scholars pursuing their Ph.D. program under the guidance of our Recognized supervisor.

All the research documents are checked for plagiarism through Urkund, IEEE cross-check, etc. The outcome of this process is evident from 66 numbers of publications in various reputed journals, conferences, books/book chapters.

IIC cell organizes various awareness programs such as organizing special lectures, seminars, and Workshops on Intellectual Property Rights for creating awareness in association with various departments. Through IIC cell conducting a competition for students in association with MHRD. Internal Hackathon events are conducted to find institutional talents to participate in National level competitions like Smart India Hackathon.

The extension activities are conducted through the community service cell and NSS to emphasize and sensitize the students to the social issues and community services. 25 number of extension activities have been carried out for that the Institution has been recognized with 8 numbers of awards from reputed government and non-government organization.

The Institute has signed 13 numbers of functional MoUs with industries, research organizations, and foreign Universities like UNIVERSITI TEKNOLOGI MARA- Malaysia. Through these MoUs the Institute conducts many collaborative programs such as Industrial Training, internships, Research activities, FDPs, research, and resource sharing.

Infrastructure and Learning Resources

RVS college of engineering and Technology is known for the excellent infrastructure facilities. The institute is located on a lush green campus spanning out an area of 12.33 acres. The campus has a well-planned infrastructure comprising of 36 ICT-enabled classrooms, 2 drawing halls, 6 tutorial, and elective halls, 43 laboratories, 2 industries powered centers, 2 seminar halls, 1 board room. The institute also established 6 smart classrooms and a digital library to enrich the teaching-learning process. The Institute established industry-powered centers to train the students on emerging technologies like Texas Instruments and Cloud security and Research lab sponsored by NCSSS, New Delhi.

The spacious library houses a diverse collection of 24730 volumes apart from subscriptions to leading national and international periodicals and journals. The library is automated using OPAC (Online Public Access Catalogue) facility through AutoLib Library Management Software to search the bibliographical details. The institute has established IP enabled library having access to e-books, e-journals, and research articles from Springer Nature, Delnet, and NDL. On average 60.75 Lakhs was incurred towards expenditure for the purchase of books and journals during the last five years. The percentage of teachers and students who used the library resources per day in the academic year 2019-20 was 12.12%.

Sports facilities have been established for various indoor, outdoor games and gymnasium for boys and girls for providing extra-curricular activities.

The average percentage of budget allocations for infrastructure augmentation during the last five years was 35.57%. The college has adequate computing facilities with 952 terminals, 14 LCD projectors and 14 Wi-Fi hotspots, and 6 smart classrooms at prominent locations. The networked systems are configured to allow individual internet access from all the computers with internet connectivity of 75 Mbps leased lines with a student computer ratio of 1:1.

On average of 59.01% of the budget (excluding salary) has been spent on maintenance and up keeping of the academic and physical support facilities. The infrastructure facility inside the college has been optimally utilized for better academic development.

Student Support and Progression

RVS College of Engineering and Technology (RVSCET) provides necessary support in developing and equipping the students with the knowledge, skill, and attitude to empower and explore the best in this highly competitive world. In addition, the Institute provides financial assistance for the meritorious, ward of defense workers and sports performers. On average 69.15% of students are benefited from scholarships and free ships provided by the Government. Also, an average of 10.79 % of students is benefited from scholarships provided by the Institution.

The Institute organizes various student capability enhancement and development programs that include guidance for competitive examinations, career counseling, soft skill development, Language and communication skill development, computing skill, Yoga/meditation, and personal counseling. In addition to that physical fitness centers are established to create health awareness among the students. The Institute organizes cultural and sports programs to enhance leadership skills, teamwork, time-management, resource management skills, emotional development, social skill development, and overall personality development of the students.

The Institution has a transparent mechanism for timely redressal of student grievances including ragging and sexual harassment cases. The outcome of capability enhancement and development schemes are witnessed from the increase of student placements, enhanced student progression to higher education, and increased students qualifying in-state/national/ international level examinations.

Further, the students also receive awards/medals for their outstanding performance in sports/cultural activities at national/international level competitions. The institution promotes inclusive practices for social justice and better stakeholder relationships through an active Student Council and encourages the representation of students on academic & administrative bodies/committees of the institution.

The RVSCET has an active Alumni Association which contributes to academic activities and student support. The outcome of the Alumni Association is witnessed from the guest lectures and seminars conducted by our alumni to motivate the students and to share knowledge and experience to improve the skills of the stakeholders.

Governance, Leadership and Management

RVS College of Engineering and Technology, Coimbatore, shall maintain and continually improve the quality of educational service, process and campus environment for ensuring holistic development of students and customer satisfaction.

The Management of the Institution has a long-term vision in Academics & Administration, which are formulated in the vision and mission of RVS CET, Coimbatore. The vision and mission of the Institution are achieved through good governance, able leadership, and effective management. The Chairman has constituted the Governing Council for formulating the plans and procedures to achieve the Vision of the Institution. The five-year perspective plans are executed to achieve the Vision of the Institution. The Institution has adopted strategies to execute the perspective plan for holistic development.

The Institution follows decentralization and participative management of its academic and administrative activities at all levels. It ensures transparency and timely follow-up actions in both academic and administrative activities. The decision-making and accountability are visible and reflected in day to day function of the Institution.

A well-defined appraisal system is in place to evaluate, analyze, and helps to improve the performances of the teaching faculty members and non-teaching staff. Faculty appraisal system, feedback from students, self-appraisal, Head of the Department have collected annually and analyzed by HoD, IQAC Director, and the Principal. Suggestions are given to improve their performance. The Institution encourages individual faculty to involve themselves in research work, Projects, Workshops, and Seminars to upgrade. All the teaching, the non-teaching staff members are also deputed to various training programs to enhance their potentiality.

The Institution has an Internal Quality Assurance Cell (IQAC) that plays a proactive role in reviewing the current status and evolves programs, policies, and suggestions to improve quality in teachers and students. The IQAC is responsible for setting goals, designing mechanisms, and monitoring the implementation. It ensures the internalization of quality culture at all levels.

Institutional Values and Best Practices

The Institute has appropriate cells and predefined mechanisms to meet the emerging challenges and overcome the issues related to gender equity, environmental sustainability, professional ethics, harmony towards others, etc. The Institute conducts a gender equity promotion program through Women Empowerment Cell that includes protection from sexual harassment and the right to work with dignity. Institution celebrates/organizes national and international commemorative days, events, and festivals like Independence day, Republic day, Teacher's day, Yoga Day, and Engineer's day every year. Though every year these days are celebrated with a spirit of nationalism with festive mood, due to the corona pandemic the above-mentioned days were observed following Covid 19 regulations.

The Institution's social responsibility is shown by making participation in NSS/YRC mandatory. Through these organizations, voter awareness programs, blood donation camps, various health camps, and socially relevant activities have been undertaken by faculty members and student volunteers for the local community in the nearby areas.

Renewable energy measures such as the use of solar panels and biogas plants are installed in the institute. Rainwater harvesting is implemented with a strong desire to conserve water. Chemical waste is managed carefully. Efforts towards carbon neutrality are taken at the institute level as well as at the individual level. Sufficient plantation on the campus reduces carbon emission and keeps the campus green and pollution-free. Composting of organic waste is done efficiently

That institution yields maximum results with its effective implementation of best practices. The best practice mentioned are the Mentor-Mentee system and Effective Teaching-Learning and Evaluation. The Mentor-Mentee system has made a qualitative difference 'in academic performance and instilled self-confidence. Each faculty member monitors the academic progress of a group of students and guides them to shape their professional careers besides dealing with personal issues. The mentor-mentee system has become very successful with the participation of parents. Effective Teaching-Learning and Evaluation is another best practice adopted in the institution. The outcome is visible in students' academic performance, participation in curricular, co-curricular, and extracurricular activities. The institution adopts a unique system of enhancing and support to deserving students whenever required.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RVS COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	KUMARAN KOTTAM CAMPUS, TRICHY MAIN ROAD, KANNAMPALAYAM POST,
City	COIMBATORE
State	Tamil Nadu
Pin	641402
Website	www.rvscet.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Gunaraj V	0422-2687877	8754490006	0422-2688077	arun.rvscet@rvsgroup.com
IQAC / CIQA coordinator	Rajendran P	0422-2681124	9843232403	0422-2687667	rajenmce@yahoo.co.in

Status of the Institution	
Institution Status	Self Financing

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of establishment of the college	01-01-2007			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Tamil Nadu	Anna University		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC	10-07-2015		View Document	
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	30-04-2020	12	

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	KUMARAN KOTTAM CAMPUS, TRICHY MAIN ROAD, KANNAMPALAYAM POST,	Rural	12.33	28401.74

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Computer Science And Engineering	48	HSC	English	60	44
UG	BE,Electronics And Communication Engineering	48	HSC	English	60	16
UG	BE,Electrical And Electronics Engineering	48	HSC	English	60	9
UG	BE,Mechanical Engineering	48	HSC	English	60	14
UG	BE,Petrochemical Engineering	48	HSC	English	60	15
PG	ME,Computer Science And Engineering	24	HSC	English	18	2
PG	ME,Electronics And Communication	24	HSC	English	14	3

	Engineering					
PG	ME,Electrical And Electronics Engineering	24	HSC	English	18	4
PG	ME,Mechanical Engineering	24	HSC	English	18	1
Doctoral (Ph.D)	PhD or DPhil,Computer Science And Engineering	84	PG	English	22	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	13				6				64			
Recruited	11	2	0	13	3	3	0	6	46	18	0	64
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				12
Recruited	10	2	0	12
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				5
Recruited	5	0	0	5
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	11	2	0	1	1	0	4	1	0	20
M.Phil.	0	0	0	1	0	0	2	6	0	9
PG	0	0	0	2	2	0	35	12	0	51

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	1	2	0	0	3
	Female	4	3	0	0	7
	Others	0	0	0	0	0
UG	Male	73	9	0	0	82
	Female	17	0	0	0	17
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	34	83	106	20
	Female	7	29	45	2
	Others	0	0	0	0
ST	Male	0	1	2	1
	Female	1	0	0	0
	Others	0	0	0	0
OBC	Male	151	130	79	63
	Female	33	33	25	8
	Others	0	0	0	0
General	Male	69	63	35	23
	Female	5	15	6	2
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		300	354	298	119

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
405	422	422	427	429
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
9	10	10	10	11

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
879	1130	1134	1171	1379
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
242	308	308	308	308

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
246	261	268	389	476

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
78	88	105	109	123

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
82	88	110	115	125

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 44

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
179.4	210.4	348.3	165.7	357.8

4.3

Number of Computers

Response: 842

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The RVS College of Engineering and Technology being an affiliating institution has adopted the curriculum of Anna University, parent University. It strictly follows a curriculum, examination pattern, and a minimum of 540 periods per semester.

The curriculum being the central focus in an educational institutes, the RVSCET has developed a robust mechanism for its effective delivery in UG and PG programs. The mechanism is well defined and it begins with the preparation of academic calendar synchronizing the University calendar.

The following sequential steps are followed:

- Preparation of academic calendar;
- Assigning of courses to the teachers based on the teachers' interest and expertise;
- Preparation of lesson plan by the course teachers in structured format and validating at department level for consistency; uniform distribution of contents throughout the academic period; method of teaching like chalk and duster, use of ICT tools, quiz. Planning of Laboratory Classes by the concerned course teacher;
- Discussion in Class Committee meeting where course teachers and student representative are members;
- Students' feedback and IQAC' observation; and
- Strategy for improvements for next year.

As it has been proved that the students learn better when they are made partner in the teaching – learning process, the course teachers are advised and encouraged to adopt student centric methodology for curriculum delivery. The uses of ICT based tools are found to be very effective and accordingly the teachers use open access learning management system like Google Class Room. The teachers use this platform for sharing lectures, giving assignments, conducting quiz and monitoring progress of students' learning. In addition, the college is resourced with NPTEL videos and provisions for of conducting seminars, workshops and industrial visits. The teachers have been using these facilities to provide the students a rich learning experience of course materials through exposure to real life experience. The teachers are also using other open access tools like WhatsApp and email to be in touch with the students and improving the learning scope and were really very useful during COVID – 19 pandemic.

The institution has made provision for a separate period for every course in order to provide opportunities

for the course teachers to discuss the contemporary developments in the area of interest. This overcomes the time gap required for curriculum changes at university level to include these topics. The students are encouraged to select the elective subjects of their own interest and college offers all elective subjects prescribed by the University. Time table is suitably modified giving scope for wide choice in electives.

The documentation of teaching –learning and syllabus coverage is very important. A log book is provided to every course teacher to document attendance of students and topic of coverage. There is class committee for each class where the progress of syllabus coverage and students’ difficulties are discussed. The respective HoDs monitor the progress of syllabus coverage and students’ concern through verification of logbook and feedback from the students every fortnight. The IQAC too monitors the quality of curriculum delivery at periodic interval and offers its suggestion to course teachers.

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

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

Response:

The institution develops the academic calendar in the beginning of the academic session based on the academic schedule of the affiliating university.

The institution’s academic calendar is circulated to all departments for preparing departmental calendar. The academic calendar has information on: weekly working days; the dates of commencement of class and completion of syllabus; schedule for class committee meeting; centralize internal tests schedule; and tentative university examination schedule. Besides, the schedule of department level activities like workshops, guest lectures, conferences; and government & other holidays. The academic calendar is approved by the Principal and circulated to all the staff and students. The academic calendar is also uploaded in the institution’s website for better dissemination. The teachers and other staff are requested through staff meeting and / or circular for compliance.

The department level calendar developed on the line of institutional calendar is displayed in department’s notice board. The teachers and other staff are kept informed through circular. In order to have better compliance and improved outcomes through better communication, the lesson plans prepared in advance and class time table are shared through WhatsApp group.

Working Days: The academic calendar indicates the semester wise working days of the institution, teaching days, internal examination and valuation days. Each semester usually consists of 75 working days or 540 periods of 50 minutes each as per university’s guideline. Working days are strictly followed.

Academic Events: The academic events like Seminars, Workshops, Guest lectures, Conferences, Symposiums are planned by the respective HoD.

Continuous Internal Evaluation: The internal test schedule is prepared by the College Controller of Examinations (CoE) based on the schedule provided by the university and circulated to all the departments. The test schedule is mentioned in the calendar of all the departments. The college plans to conduct minimum of three internal tests in a semester and one model exam for all the subjects as per the curriculum.

Class Committee Meeting: The class committee meeting is conducted to assess the progress and solve problems experienced by students in the class room and in the laboratories. The tentative schedule of committee meeting for all the classes is mentioned in the academic calendar.

Tentative Semester Examination: The tentative schedule for semester practical and theory examinations as provided by the university is also specified in the academic calendar.

Co-curriculum Activities: The various activities like hourly test, practical examination, viva-voce exam, assignment, project, seminar and group discussion to be conducted by the teachers are indicated in the academic calendar.

Extra-curricular activities: The academic calendar gives particular period to conduct extracurricular and social activities. These schedules are in consistence with activities of NSS or other bodies.

The institution ceremoniously follows the academic schedule and is evident from completion syllabus and internal evaluation on time giving students preparative holidays for examination and leaving final year students for higher studies and employment.

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

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

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

Response: C. Any 2 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

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

Response: 100

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

Response: 9

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

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

Response: 21

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	5	2	4

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document
Link for Additional information	View Document

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

Response: 15.51

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

2019-20	2018-19	2017-18	2016-17	2015-16
184	196	164	87	240

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

1.3 Curriculum Enrichment

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

Response:

The institution is affiliated to Anna University. Anna University periodically revises the syllabus incorporating changes needed for not only updating course content but also to incorporate the contemporary issues to offer holistic education moulding the students as competent technocrats and responsible citizens as well. The institution adheres these in spirit and practice.

The Anna University curriculum offers an exclusive course 'Professional Ethics and Human Values' and 'Environmental Science'. As an affiliating College, RVS College of Engineering and Technology, implements these courses covering the entire cross cutting issues mentioned: professional ethics, gender, human values, environment and sustainability. The course teachers take utmost care not only just teaching these matters as curriculum but sensitizing the students on these issues to get an insight 'how does the

issue matter in our society’.

Gender Equity: The institute believes on the need of gender equity and providing environment offering equal opportunity for women as that of men. The institute has Women Empowerment Cell(WEC) headed by a senior female teacher with few motivated and committed staff. The cell is mandated not only to protect the girl students and female staff from discrimination and harassment but also facilitated their participation in curricular, co-curricular and extra – curricular activities inside and outside the campus. The institution has approximately 30% of girl students and so as their proportion among the staff. This is the true reflection of gender equity. The WEC periodically conducts gender sensitization events in the campus.

Environmental Awareness: Environment study is a part of the curriculum of the institution. In addition to students’ learning from the curriculum, the students are exposed to real life issues on environment through NSS and extension activities. The institution takes care to involve the students in activities like cleanliness, tree plantation and other activities. The students not only learn about the environmental protection and sustainability themselves and they promote such awareness among the public through taking environment rallies.

The institutional campus full with sprawling lawns, avenue trees, and various species of plants is a testimony of students, teachers and management’s concern and initiative for environmental sustainability. The green coverage functions as carbon sinks besides providing an excellent ambience for enriched learning experience.

Human Values: Beside the syllabus, the institution organizes programs to inculcate human values in the minds of students. The students and teachers participate in activities like blood donation, and disaster management. Both these activities provide unique experience of happiness in saving lives and they learn that they can make the difference.

Professional Ethics: Professional ethics in engineering is taught to all students to create awareness in engineering ethics and human values, to instill moral and social values, loyalty, and to appreciate the rights of others. This makes the students sensitized to apply ethics in the society and realise their responsibilities towards society.

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

1.3.2 Average percentage of courses that include experiential learning through project work/field

work/internship during last five years**Response:** 57.9**1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
196	241	250	268	266

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year**Response:** 49.49**1.3.3.1 Number of students undertaking project work/field work / internships**

Response: 435

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: A. All of the above

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

1.4.2 Feedback process of the Institution may be classified as follows: Options:

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

Response: B. Feedback collected, analysed and action has been taken

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 61.87

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

2019-20	2018-19	2017-18	2016-17	2015-16
119	298	354	300	276

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
350	446	446	446	446

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

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

Response: 67.38

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

2019-20	2018-19	2017-18	2016-17	2015-16
94	257	276	174	211

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

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

Response:

Students are admitted in the first year through Tamilnadu Engineering Admission (TNEA) counseling and Management quota; and the Second year through TNEA lateral entry counseling and Management quota. The orientation program is conducted at the beginning of the academic year for freshly admitted students to familiarize themselves with the university curriculum, resources available in the institution, and code of conduct.

The RVSCET is well aware of students' diversity and is equally concerned about the students' learning outcomes. The students are categorized into two groups based on learning capacity: Slow Learners and Advanced Learners and the teachers are sensitized to the different needs of students.

Categorization of Students:

At the beginning of the program, marks secured by the students at + 2 levels are used for categorizing them:

Advanced learners - Students scored 60% and above marks; and

Slow Learners - Students scored less than 60% marks.

The knowledge gap between the courses studied at the school level and courses they would be studying at the engineering college level is identified. In order to fill the knowledge gap, the bridge courses with a defined curriculum are introduced every year before the commencement of the first semester classes. This two-week course facilitates the students' smooth transition to the Engineering programs. The fundamentals taught in the bridge course lays a strong foundation for the entire four-year program.

After completion of the first-semester university examination, the students are categorized based on the number of arrears:

Advanced learners: Students with 2 and less than 2 arrears; and

Slow learners: Students with more than 2 arrears.

Initiatives for advanced learners:

The initiatives are aimed at motivating and facilitating better learning outcomes and achievement. They are encouraged to:

- Participate in technical events like paper presentations, software contests, code debugging, etc.;
- Apply for funding to do projects;
- Do mini projects / new experiments to give a chance to their ideas; and
- Take leadership in curricular activities including organizing events.

The students have received funding from Tamilnadu State Council for Science and Technology for research activities, won cash prize in project competition conducted by Pan IIT Leadership Series (PALS), IIT Madras, and won many prizes at inter-college and intra-college academic competitions. The students presented the research work at National/International conferences and published it in journals.

The institute's career guidance cell motivates and provides them coaching for competitive examinations like GATE and Tamil Nadu Common Entrance Test (TANCET).

Initiatives for Slow Learners

The teachers are sensitized to the need for extra and sensitive care towards the slow learners to improve the learning outcomes. Some of the initiatives are:

- Conducting evening coaching classes, tutorial classes, and giving assignments;
- Giving question bank and previous year university question papers encouraging them to solve;
- Grouping them along with advanced learners in laboratory classes to get the peer counseling and learning; and
- Providing special emphasis through mentors to overcome the learning difficulties.

The extra care given to these students helped them to complete the program on time successfully.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

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

Response: 11:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

The RVSCET provides an environment for making the teaching-learning process effective and enjoyable focusing on students learning outcomes and involving students as partners.

Infrastructure: The institute has established Research and Development Cell (R&D Cell), MHRD approved Innovation and Incubation Cell, developed linkage with Pan IIT Leadership Series (PALS) IIT Madras, IIT Bombay, and NPTEL. Through these facilities, the students are exposed not only to the research facilities available on the campus for their project work and do experiments to explore their ideas, but the students also get opportunities to listen to the lectures and interact remotely with alumni and faculty of prestigious IIT. The students are able to visit industries and participate in innovation challenge competitions, workshops, and seminars. The institution developed a linkage and functions as one of the Remote Centers of IIT, Bombay, providing students and teachers a unique opportunity of interaction during workshops and webinars.

Association with professional bodies like Computer Society of India (CSI), Institute of Electrical and Electronics Engineers (IEEE), Indian Institute of Chemical Engineers (IICE), and Institution of Electronics and Telecommunication Engineers (IETE) facilitates the students to participate in the seminar/webinar, workshops, and hands-on training on recent trends in various streams enabling the students to update on latest technological trend.

Experiential learning

- Students are encouraged to undergo in-plant training, internship, and industrial projects in the relevant field through industry-institute collaboration.
- Innovation and Incubation cell encourages the students to participate in innovation and incubation activities.
- Spoken tutorials are utilized by the students for self-learning.
- Students are encouraged to participate in mini project competitions, scientific exhibitions, and workshops with hands-on experience.
- Most of the courses have practical / laboratory components and students are provided opportunities to improve learning through performing experiments.

Participative learning

- The students are encouraged to organize and participate in workshops, seminars, and conferences through which they can interact with the experts.
- Student seminars and group discussions are promoted in classroom teaching for enhancing

technical knowledge and communication skills which helps the students to get placements and higher studies.

- Students are encouraged to gain knowledge in interdisciplinary subjects through the selection of open electives, seminars, and discussions with experts.
- Students are engaged as learning partners in the classroom.

Problem-solving methodologies

- Problem-solving is used as a tool by the course teacher to explain the concept and many teachers have been practicing. The students are engaged in thought processes often in groups to get a rich learning experience. Besides, the R&D Cell connects the student's interest with a faculty's thrust area to enable the student to explore further.
- Hackathon programs, coordinated by the Innovation and Incubation cell, are platforms for the students to showcase their talents in solving the demanding problems we face in our daily lives. The students have been regularly participating.
- The students are motivated to participate in model/design making, paper presentations, software contests, PALS workshops like Residential Student Workshop and Tinkathon workshop which offers to learn through problem-solving.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

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

Response:

The Institution encourages ICT enabled teaching in addition to chalk and board classroom teaching to make teaching more effective and improve learning experience. The faculties are also trained to use the ICT enable tools for teaching. The course teacher mentions the specific ICT tools in the lesson plan itself he/she intends to use while delivering lectures. The following ICT tools are made available for an effective teaching-learning process:

- Smart Classroom

A smart classroom is a technology-enhanced learning classroom that magnifies the way of teaching and learning digitally. The classroom is integrated with the digital displays, whiteboards, assistive listening devices and other audio/visual components that make lectures easier, engaging, and more interactive in a class room. Visual learning using smart technology elements like graphs, images, charts, presentations are highly effective to grasp the subject quicker. So, the students learn effectively and are capable of retaining more information.

- LCD projectors -

Computers with internet facilities connected to LCD projectors are available for the faculty members to use PowerPoint presentations, NPTEL video lectures, and animations for handling classes.

The institution established NPTEL Local Chapter which provides E-learning through online Web and Video courses for various streams. NPTEL videos of 3.5 TB are available for the faculties.

Faculty members are encouraged to register and complete various courses of their specialization and also motivate and help the students to complete the NPTEL courses by acting as a Mentor for them.

- Virtual Labs -

Faculty members utilize the Virtual lab facilities provided by the MHRD for doing additional experiments in laboratory classes. It helps the students to avail the various tools for learning, including additional web-resources, video-lectures, animated demonstrations and self-evaluation.

- Google Classroom -

Faculty members utilize open source learning management system like Google Classroom for providing course materials, question bank, lesson plan and assignments. Google forms are used for conducting online Quizzes.

- Mobile learning -

Need based WhatsApp groups are created and used for the communication between the faculty members and students. This is also used for sharing the study materials.

- Video Conferencing -

The open-source video conferencing ICT tools like Zoom meetings, Google meet, and Webex meetings are used in extra-ordinary situations like COVID-19 for conducting regular academic classes, webinars, technical talks, alumni interactions and motivational talks, etc.

- Multimedia teaching

Faculty members are encouraged to use available animation videos, expert lecture videos for the better explanation of course contents and providing an enjoyable learning experience to the students.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)**Response:** 13:1**2.3.3.1 Number of mentors**

Response: 68

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

2.4 Teacher Profile and Quality**2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 96.75

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**Response:** 16.52**2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
17	17	19	14	13

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)	
Response: 5.87	
2.4.3.1 Total experience of full-time teachers	
Response: 458	
File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

<p>2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode</p> <p>Response:</p> <p>The academic calendar for the institution mentioning the commencement of classes, schedule of internal assessments and other important activities is developed in conformation with the academic schedule of the Affiliating University, Anna University.</p> <p>Three internal tests are the mandatory requirements of the University. In addition, the institute does conduct a model examination similar to the university examination every semester. The schedules of these examinations are circulated in advance to the students through academic calendar, through notices and mentors. Soft copy of the academic calendar is disseminated through individual email of students and teachers.</p> <p>The institution has a full-fledged system for planning, conducting and evaluating the internal assessments. The institute's Controller of Examinations (COE) is mandated to look after the activities related examination with the support of faculty members of each department. Based on the academic calendar, COE notifies the examination / test dates with detailed timetable before one week of the examination.</p> <p>The students are informed about the syllabus portion and pattern of examination at least one week in advance to give time for the preparation. The course teachers make two sets of question papers for the</p>

examination portion already informed students by following Revised Bloom's Taxonomy. After getting approval from the corresponding HOD the course teacher submits the question papers to the exam cell four days before the commencement of the test.

Question Paper Pattern

Internal tests (50 Marks – 1.30 Hours):

Part A – (5 X 2 Marks = 10 Marks)

Part B – (Either or questions 2 X 13 Marks = 26 Marks)

Part C – (1 X 14 marks = 14 Marks)

Model Examination (100 Marks – 3 Hours):

Part A – (10 X 2 Marks = 20 Marks)

Part B – (Either or questions 5 X 13 Marks =65 Marks)

Part C – (1 X 15 marks = 15 Marks)

One set of the question paper is randomly chosen by the COE and given for the exam. Examination cell prepares the seating arrangement and invigilation duty. The students of different departments are mixed together in the same hall to prevent misconduct. The provision of squad duties by faculty members are also in place.

The evaluated answer scripts are distributed to the students by the course teacher and the results are discussed in the classroom. The marks secured in three internal tests and model examination is used for uploading three web portal mark entries in the affiliating university web portal. The web portal entries are compiled to get 20 percent of total end semester examination marks. Students can view their attendance and internal test marks in the affiliating university web portal at any time. This is the testimony of the transparent mechanism of the institution.

The institution adheres to the schedule for conducting the internal examinations for theory and practical courses. The students are provided opportunity to look at their marks and bring their grievance to the notice of teachers for redressal. The parents are informed about the marks.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The institution has an established mechanism to address the examination related issues raised or faced by the students. The mechanism of redressal is outlined under two headings:

College level:

The Institution has established Internal Examination Grievances Redressal Cell (IEGRC) for solving the grievances related to the internal examinations. After completion of the internal tests, the faculty members are asked to evaluate the answer scripts within two days. The scheme of evaluation is discussed in the classroom with the students. The valued answer scripts are distributed among the students and asked them to verify. The students sign on their answer scripts as a proof of having verified the marks. If the student finds any discrepancy in totaling or evaluating the answer, it is brought to the notice of the concerned course handled faculty member and it is resolved then and there. If the students still not satisfied, they can contact Internal Examination Grievances Redressal Cell and the cell looks into it for appropriate action. The mentor of the student is a part of the mechanism. The process of redressal is completed within five days and report is sent to COE, IQAC and the Principal for record and further action. The result analysis of the test is done for the student within seven days.

After every internal test, the mentors discuss the performance of the internal test with their mentees.

University level:

The Affiliating University, Anna University, has one of the finest and transparent mechanisms to handle the examination related grievances. It offers the students the photocopies of the valued answer scripts.

After the end semester examination, students represent their grievances related to question papers like out of syllabus and question paper pattern to the course handling faculty member. The course teacher in turn brings this issue to the examination cell. The COE represents the grievances of the students to the affiliating university through the Principal.

After the publication of the end semester examination results by the affiliating university, the aggrieved students have the provision for receiving a photocopy of the answer script and applying revaluation of the answer sheet. The course handled faculty evaluates the photocopy and recommend for the revaluation, if appropriate. The application for the revaluation is sent to the university by the COE. The university publishes the revaluation result after completion of the process.

The students can apply for challenge revaluation if they have any disagreement with the revaluation result. The amount paid for the challenge revaluation is refunded to the student if the student gets a higher grade/pass.

The institution through its IEGRC addresses the internal examination related grievances of students in a transparent and time bound manner. The institution facilitates redressal of university examination related grievances through forwarding their complaints and giving appropriate recommendations.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Learning outcomes form an integral part of the college vision, mission and objectives. Programme Outcomes (PO) and Programme Specific Outcomes (PSO) as defined by the Affiliating University, Anna University, is adopted.

Course Outcomes (CO) statements are defined for every course by considering the course content and expected competencies of the students through the course. Every COs are mapped to one or more POs, PSOs with a level of emphasis: (3) - Strongly correlated; (2) - Moderately correlated; and (1) – Lightly correlated. Based on the CO-PO-PSO mappings, curricular gaps are identified and content beyond the syllabus, value-added courses, workshops are organized to bridge the gaps. The attainment of COs is measured through various assessments.

Programme Outcomes, Programme Specific Outcomes and Course Outcomes are displayed on the college website and the hardcopy is kept in the HOD office and library. Course outcomes and CO-PO-PSO mappings are mentioned in the lesson plan by the course handling faculty and the softcopy is circulated to the students.

Orientation Program is conducted for first year students and parents to familiarize with the Programme Outcomes and Programme Specific Outcomes.

The Faculty members are trained to prepare the lesson plan based on the course outcomes so that they will deliver according to the COs.

The learning objectives are communicated through various means such as the Principal's address to students and parents, Alumni meets, and dissemination in the classroom by concerned staff.

The course outcomes of all the subjects are made known to the students through classroom discussion, expert lectures and practicals.

Alumni are invited to interact with the students and faculty members to share their thoughts and experience on how the various courses helped shaping their careers.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Past link for Additional information	View Document

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

Response:

The attainment of competency of engineering graduates passing from an educational institution is the primary focus of engineering college. This is achieved through attainment of course outcomes, programme specific outcomes and programme outcomes.

1. Attainment of Course Outcomes:

The attainment of Course Outcomes (COs) can be calculated with the help of performance in Internal Test, Model Examination, Assignments, Seminars, Course End Semester University examination and Course Exit Survey.

CO Attainment = 80 % of Direct Assessment + 20% of Indirect Assessment

Direct Assessment:

Direct attainment is calculated from the performance of students in internal assessments and external assessments.

Direct attainment = 60% of Internal Assessment + 40% of External Assessment

- **Internal Assessments (Weightage: 60%)**

Internal tests and Model examinations are conducted as per the academic calendar and the assignments, seminars are also given for the students. The course outcomes of the respective courses are evaluated based on the performance of the students.

The course outcome target attainment levels are fixed based on the nature of the particular course before the commencement of the course by the course handling faculty and it is reviewed by IQAC.

Course outcome attainment level is measured in terms of the percentage of students getting the predefined Benchmark value set for the individual course in the internal assessments.

- **External Assessments (Weightage: 40%)**

Course outcome attainment level is measured in terms of the percentage of students getting grades better than the target grade fixed for the individual course in the University Examinations.

Indirect Assessment:

Course exit survey is conducted at the end of every semester. The survey feedbacks are consolidated and the COs are calculated.

1. Attainment of Program Outcomes and Program Specific Outcomes:

The assessment tools and processes used for measuring the attainment of each of the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) are also well defined. POs and PSOs are evaluated by direct and indirect assessment methods. The following methods of assessment are identified

PO / PSO Attainment = 80 % of Direct Assessment + 20% Indirect Assessment

- **Direct Assessment (Weightage: 80%)**

At the end of every semester, the Course Outcome attainments for all the courses undergone by a particular batch of students will be calculated as described above and is tabulated to analyze the contribution of those courses for the attainment of Programme Outcomes (POs) and Programme Specific Outcomes (PSOs). At the end of the programme, after all the courses are completed, PO and PSO attainment levels for a particular batch are measured.

- **Indirect Assessment (Weightage: 20%)**

At the end of the programme, an exit survey is conducted to get opinion from all the students. The survey feedbacks are consolidated and the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) are calculated.

Through the above mentioned methods, the attainment of COs, PSOs and POs are calculated. In case of the attainment falls short of the target level, the IQAC takes remedial measures to improve in the next academic year.

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

2.6.3 Average pass percentage of Students during last five years

Response: 82.46

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

2019-20	2018-19	2017-18	2016-17	2015-16
188	209	200	337	442

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

2019-20	2018-19	2017-18	2016-17	2015-16
243	276	257	385	471

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.66

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 6.54

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.07	3.275	0.195	3.0	0

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 5.13

3.1.2.1 Number of teachers recognized as research guides

Response: 4

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 32

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	2	1	0

3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	5	5	5

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

RVS College of Engineering and Technology has created a conducive environment for Research and Innovation through:

1. Recruiting Faculties with Research Potentials;
2. Establishing an Excellent Research Infrastructure Facility for the faculty members and students;
3. Encouragement and motivation for taking up innovative research and explore startups for which institute has created: Innovation & Incubation cell and Entrepreneurship Cell; and
4. Creating awareness and offering assistance to academicians, researchers, entrepreneurs, and innovators to identify, protect and manage Intellectual Property effectively.

1. Recruiting Faculties with Research Potentials

- During requirement, RVS CET recruits meritorious, dynamic, and enterprising young faculty with high research potential through an elaborate selection process that involves careful scrutiny of applications and interview;
- Teaching and non-teaching staff are encouraged to pursue higher studies programs to enhance their qualifications. So far 64 faculty members have registered for Ph.D. and 21 faculty members have been awarded the Ph.D. degrees.

2. Promoting Research Activities

Research and Publication Policy

The institute has a well-defined research promotion policy. Young faculties are encouraged to do research in multi-disciplinary and interdisciplinary areas. The Objectives of Research Policy:

- To ensure a high level of efficient and effective support system to facilitate faculty and researchers in their research activities.
- To encourage faculties to publish research articles in quality journals, indexed in Scopus/Web of Science and/or with high impact factor Journals.
- To nurture researchers to take socially relevant research projects with potential for commercialization.
- Establish Research Centre within RVSCET with Potential for Excellence.

3. Research infrastructure

3.1 Recognized Research Centre

Department of Computer Science and Engineering has been recognized as a Research Centre of Anna University in the year 2016. At present 9 research scholars are pursuing their Ph.D. program under the guidance of our recognized supervisors.

3.2 Laboratory Infrastructure.

Research infrastructure has been created: through external funding sources -National Cyber Safety and Security Standards (NCSSS); and also through internal funding.

3.3 Research Projects.

Our Faculties have submitted more than 10 research project proposals to various government and non-government agencies like CSIR, IIT, ICSSR, TANSCST, and DST for funding. Out of those proposals, we have received 7 research projects from the above-mentioned agencies namely RUTAGIIT Madras (Rs.3.13 Lakhs), ICSSR (Rs.3 Lakhs), and 5 projects from TANSCST.

3.4 Project Demo Lab.

Project Demo Lab has been established to exhibit the student projects to showcase their Innovations. Through this laboratory, students can share their knowledge with each other. It enhances the students' exposure to multi-disciplinary areas.

4. Innovation & Incubation Cell (IIC) and Entrepreneurship Development Cell (EDC)

- IIC organizes various awareness programs such as organizing special lectures, seminars, and workshops on Intellectual Property Rights for creating awareness and giving insights on various aspects of IPR.
- IIC conducts a competition for students in association with MHRD. Every year this cell organizing an internal Hackathon to spot institutional talents for further nurturing to participate in National

level competitions like Smart India Hackathon.

- EDC has molded many of the students to become successful Entrepreneurs. It regularly organizes awareness programs on Entrepreneurship to motivate the students.

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

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

Response: 17

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	3	3	4	3

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

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 0.8

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 8

3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 10

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0.52

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

2019-20	2018-19	2017-18	2016-17	2015-16
20	10	9	4	9

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.3.3 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: 0.07

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	3	0	0

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

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

Response:

RVS College of Engineering & Technology aims not only at providing quality education for attaining desired competency but also provide opportunities for holistic developments of the students making them responsible citizens. The students are actively exposed to community service and other extension activities sensitizing them on various social issues and involving them in addressing the issues. The following extension activities were organized during last five years:

1.Environmental awareness campaign:

Plantation campaign:

The massive tree plantation programme was organized with the theme “Adopt a tree” and “One Person-One Tree”. The NSS wing and the residents of the campus participated. This has resulted in planting of around 5000 sapling in around Kannampalyam village, adjoining areas of erode.

Temple cleaning campaign:

As a part of cleanliness drive, 60 NSS volunteers took part in cleaning the temple premise. The community members are also invited to be the partner in this activity in an effort to bring sustainability.

Dengue awareness campaign:

The students participated in Dengue Prevention campaign in the community sensitizing them on prevention of mosquito breeding and not to allow stagnant water either at home or in surrounding area.They are also advised to use mosquito nets to prevent mosquito bites. The NSS volunteers donated blood whenever needed.

1.Social Awareness:

Rally for River:

The students through NSS took out rally sensitizing the people on the need of clean water bodies like river and ponds for our healthy living and sustainability. A rally was organized originating from the college to the Sular lake advising people not to dump the wastes in and around river and lake.

Road Safety:

Wearing helmet during riding two wheeler is live saving. As a part of improving road safety campaign around 150 students and public jointly organized a road safety rally urging people to wear helmets.

Children Park Cleaning:

Swachh Bharat Mission is a country wide campaign to eliminate open defecation and keep surrounding clean. The students took part in cleaning the children park to inculcate good sanitation and hygienic practices among the visitors and kids.

Republic Day Celebration at Village Govt School:

In addition to Republic Day celebration in the college, the NSS team and other students joined school children for this celebration in the village government school. The NSS team presented cultural events depicting the freedom struggle and conducted various competitions for children. The children were rewarded with prizes as a means of encouragement.

Reaching the under privileged:

NSS raised funds for the visually challenged children of the 'Blind School'. The team was awarded for best performance in Coimbatore district.

Natural Disaster Relief:

NSS volunteers showed their concerns during natural calamity and disaster by providing foods, clothes and other essential items at the hour of crisis: Cyclone and flood in Cuddalore in 2015 and Gaja Cyclone in 2018.

Community services provide students acquiring life time experience of joy of giving and helping the needy. The community too got the benefits of the services which would perhaps not reach them.

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

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

Response: 8

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	1	1	1	1

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 25

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	6	3	3	6

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

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 28.39

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
457	454	145	222	249

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

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 110

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
31	30	28	15	6

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 41

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
11	9	8	7	6

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The policy of the institution is to provide good infrastructural facilities for an effective teaching–learning process, which would ensure achieving academic excellence. The physical infrastructure is available satisfying the requirements of statutory bodies like AICTE and Anna University. The campus has a positive and conducive environment for learning with its lush green and peaceful atmosphere. The institution has built facilities like well-lit and ventilated classrooms with LCD projectors. The laboratories are spacious with the necessary functional equipment and instruments. Adequate space is available for administrative activities too.

The institution has built up an area that is in much excess of the minimum requirement of AICTE. The institution not only complies with the requirements of AICTE but also has built-up areas considering future expansion like introducing new programs. The institution has a spacious library with adequate seating capacity, a good collection of books, and a separate reference section. The library is fully computerized and automated. Adequate space is available and allotted for the functioning of placement cell, exam cell, R&D, and career guidance cell. Separate common rooms for girls and boys are available. The total built-up area of the institution is 28401 square meters.

The institution has 952 computer terminals to inculcate constructive aptitude, computing skills, curriculum, administrative and research needs. The institute has a separate computer center with an internet browsing facility with a high-speed broadband connection with 75 Mbps speed. In addition, there are facilities for the functioning of the Alumni Association, Innovation and Incubation Cell, Intellectual Property Rights Cell, and Internal Quality Assurance Cell.

Air-conditioned hall with a seating capacity of 450 for conducting conference, seminars, and workshops; and a hall with a seating capacity of 30 is also available conducting smaller meetings. The institution has two seminar halls with LCD projectors, public addressing system, and Wi-Fi connectivity. Apart from the common seminar hall, every department has a separate technology-enabled hall. In order to conduct cultural and extra-curricular activities, an auditorium of 1200 seating capacity is available on the campus.

The institution has adequate physical infrastructure for all curricular, co-curricular, and extracurricular activities.

INFRASTRUCTURE FACILITIES

ACADEMIC ACTIVITIES

DETAILS	Sq. m
Classrooms (41), Drawing hall (2), Labs (43), Conference hall, Seminar hall (2) & Auditorium, Workshops, Internet center, and Library	16791.95

ADMINISTRATIVE AREA

DETAILS	(Sq. m)
Principal Room, Office Room, Conference Hall, HoD & Faculty Rooms, Physical Director Room, Maintenance Room, Housekeeping Rooms, Security Rooms, Examination Hall, Placement cell & Training, IQAC, IIC, IPR & IT Management cell	2646.05

AMENITIES AREA

DETAILS	(Sq. m)
Toilets Ladies & Gents, Common room Boys & Girls, Cafeteria, Stationary, Health center, Sports Complex, Hostel Boys & Girls, Guest House, Yoga & Meditation Hall	13213.9

LABORATORY FACILITIES

S. No.	DEPARTMENT	Qty.	(Sq. m)
1	S & H	2	425
2	MECH	12	2280.34
3	EEE	8	1395.05
4	ECE	9	1315.7
5	CSE	6	1147.1
6	PCE	8	1521.56
7	R & D Cell	1	102.6

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

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

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

The institute promotes a wide range of extra-curricular activities beyond the confinement of classes. These activities help in developing social skills, personality development, overall values, and character-building among the students. The institute has adequate built-up facilities for curricular, co-curricular, and extra-curricular activities for the overall development of students. The facilities for extra-curricular activities:

Facilities for Cultural Activities

The institute organizes many competitions like dance, song, writing, debate, rangoli, flower decoration, poster making, painting, etc. Every year at the time of Annual Day and Other Social Gatherings, the institute felicitates the winners of various competitions. A separate Greenroom facility for boys and girls for the preparation of cultural events is in place. The institution has one big auditorium with a seating capacity of 1200 for social gatherings like a celebration of Pongal, Onam, Mutamilvizha, and Graduation day celebrations. The institution has a big stage of 6 meters X 4.5 meters and is used for conducting annual day functions and various cultural activities. An air-conditioned seminar hall with a seating capacity of 450

is available to conduct various cultural programs. The Auditorium has LCD projectors, a PA system, and Wi-Fi connectivity. In addition, a separate hall with a seating capacity of 200 is also available and is used for cultural activities.

Facilities for Sports and Games

The institute has 8.33 acres of playground area for outdoor games like football, cricket, basketball, and volleyball. On average 100-150 boys and girls every day use the field for regular jogging, walking, and other games. The institution has a sports room and storeroom. Students are encouraged to participate in various sports events and there are provisions like dais, mike, podium, and banner for felicitation of the winners. The facilities are good enough to hold bigger events like intercollegiate, state level, and national level events. The institute has already hosted National level Karate event in the year 2016. The institution provides its playground for organizing events to other universities also.

The institution has separate 278 square meters facilities for indoor games like Badminton, Table- Tennis, Carom, and Chess.

Gymnasium

The institution has well-equipped separate gymnasiums for boys and girls. The facilities in the gymnasium are parallel and horizontal bars. The boys' gymnasium has a built-up area of 204 square meters and it has a motorized treadmill, spin bike, shoulder press, leg extension, and leg press, flat and incline bench. Girls' gymnasium has a built-up area of 157 square meters with facilities of an elliptical trainer, function trainer, jungle machine, sitting and standing twister. A gymnasium instructor is available for students and staff.

Yoga center

The institute has a yoga and meditation hall for the benefit of students and teachers. The trained teaching faculty is in charge of the yoga and meditation center who conducts regular yoga and meditation classes. The hall has required yoga mats and audio facilities. The in-house programs are organized to promote physical, mental, and spiritual wellness.

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

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

Response: 81.82

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 36

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 35.58

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

2019-20	2018-19	2017-18	2016-17	2015-16
42.7	51.8	202.4	39.1	170.9

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

ILMS software: AutoLib Integrated Library Management System

The main aim of any library is to provide access to proper information, to the right users in the shortest time possible. The institution has an automated Central Library and a library at the department level. The Central Library is auto managed by AutoLib Library Management Software Version 8.1 from 2013 onwards. The integrated operations enable the institution to manage the library automatically and efficiently. It considerably enhances the reference, borrowing, returns and reserving of books very easy for the users. It saves a lot of time and energy for the librarian as well as the users. The AutoLib software self-updates records ensure dynamic reporting and oversight capabilities. This facility improves issuing of books and its return and user tracking systems.

The Central Library facilitates remote access of library resources using the Internet and intranet to students and faculty.

The institution Central library has Twenty highly configured systems are available. The following Library activities are fully automated by using the web-based AutoLib Library Management software Using Java Technologies are

- Acquisition
- Catalogue
- Circulation
- Journals
- Back Volumes
- CD/DVD
- Reports
- Question Bank
- News Paper Clipping Service
- E-Gate Register
- User Account
- E-Resource Link

SMS alert service for all the activities related to book issue, return (Circulation) and overdue reminders to our members.

E-mail Reminder service for all the activities related to book issue, return (Circulation) and overdue reminders to our members.

Mobile Apps service for all the Central Library activities related to Web OPAC, Book Issue; Return (Circulation), Question Bank Search & Download, and Overdue Details to our members.

RVS CET Central Library is Wi-Fi Library. A separate website for RVSCET Central Library is available.

WEB OPAC (Online Public Access Catalogue)

The Computerized Bibliographic details of the Books, Journals, Non-Book Materials (CD & DVD), Back Volumes, Question Bank etc. are available in the library through OPAC (Online Public Access Catalogue) service. The library provides twenty computer systems to the users of the library for this service. The users can search the databases with the following options.

- Author
- Title
- Subject
- Call No.
- Edition
- Year
- Publisher
- Keywords

Users can avail of the OPAC facility on Intranet through the browser-based **WEB OPAC ()** of the Central Library and Department Libraries is available on the RVSCET campus/Intranet.

- Nature of automation (fully or partially)

Fully Automation

- Version

Autolib V8.1

- Year of Automation **2013**

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

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

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

Response: 12.15

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

2019-20	2018-19	2017-18	2016-17	2015-16
9.74	14.44	8.86	11.79	15.92

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document

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

Response: 100

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

Response: 957

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The IT Infrastructure is one of the important facilities in any engineering institution to help teaching, learning, and administrative processes. RVSCET has an exclusive IT Management Cell (ITMC) headed by a professor. ITMC consists of system administrators and network maintenance in-charges are mandated with the responsibility of managing total IT infrastructure. As and when needed, ITMC initiates up-gradation of computers both hardware and software; internet and networking facilities. The ITMC develops a maintenance schedule and accordingly takes up the work. In addition, whenever it receives updates or maintenance requests from the departments or from the administration, it takes up the work. ITMC team periodically updates RAM size up to 4 GB and existing hard disk into SSD type hard disks. The institution has appropriate budgetary provisions for expansion and updating its IT facilities including Wi-Fi.

The Institution has 75 MBPS of Broadband connection. The Wi-Fi facility is available 24X7 benefiting students and faculty members on the campus.

The ITMC facilitates the following:

1. Maintenance of computer, Internet Wi-Fi networking, and installation of software and maintenance and up-gradation of hardware on regular basis;
2. Maintenance of LCD projectors, printers and scanners time to time;
3. Monitoring and periodic updating of institution's website; and
4. Maintaining ERP software (Insproplus) used for campus management.

- **Computer Maintenance**

Mostly in-house maintenance is practiced through trained teaching faculty members and other IT staff. Updating the software and hardware is carried out on regular basis.

- **Network Maintenance Cell**

The trained technical supporting staff is in charge of the network maintenance. In addition, each department has a programmer for system maintenance.

- **Information and Network Security**

The Network Maintenance Cell (NMC) takes care of entire campus networking ensuring network and information security throughout the campus. The Network security is ensured through a dedicated Hardware Firewall - Watchguard 750E- Firewall.

- **Risk Management**

The ITMC gives the students their unique credentials in getting access to the machine. The data accessed by students are watched with proper data security policies in the server like configuring RAID Levels. The ITMC team periodically keeps backup data through separate Solid Storage Devices.

- **Software Asset Management**

- Only Licensed software or Open source software used.
- Microsoft campus agreement is renewed every year.
- Oracle licenses 45 Users available.

- **Wi-Fi facilities**

- Fourteen locations with 100-meter coverage.

- **Details of the Institution's computing facilities (hardware and software):**

- Number of computers with configuration (provide actual number with exact configuration of each available system)

Server PC:

S. No	Server Specification	Qty.
1	HP - Proliant ML150 G6 Server	3
2	Wipro -Net Power Server	4
3	HCL Server	1

Desktop PC:

S. No	Model	Qty.
1	HCL Desktop	12
2	Wipro I Value(WIVI5C55)	175
3	Wipro I Value(WIVI5D55)	111
4	Wipro I Value(WIV37455)	20
5	HP Compaq(DX2280)	172
6	HP(HP Pro 3090)	49
7	Lenovo Think Center(A12)	161
8	Dell(OptiPlex 380)	100
9	Dell(OptiPlex 390)	100
10	Dell (Vostro 260)	02
11	HP(HP 202 G2 MT)	50
Total		952

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

4.3.2 Student - Computer ratio (Data for the latest completed academic year)**Response:** 1:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution**Response:** A. 250 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)****Response:** 59.1**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)**

2019-20	2018-19	2017-18	2016-17	2015-16
127.06	144.06	136.66	114.71	170.88

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

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

Response:

The institution has built up excellent physical infrastructure supported with adequate equipment for ensuring good teaching–learning experience. The institute is conscious of its appropriate utilization and sustainability. The institute has a defined policy for maintenance of its entire infrastructure and created a maintenance department to take care of the facilities for proper functioning and longevity.

Policy / Procedure for Campus Maintenance**Maintenance of Existing Equipment:**

1. Identify the need for Maintenance and Repair etc.
2. Listing out the specification of the repaired items.
3. Preparing comparative statement for the price, scope of repair, and technical specification.
4. Estimating the approximate cost of the system from the supplier input and Getting financial approval from the management.
5. After getting confirmation from the management, call the suppliers for price negotiations before the purchase and technical committee.
6. Based on the terms and conditions of the service order the supplier will supply and install or show the system/ equipment/ item
7. Supervise the work done by the supplier as per our requirements.
8. After satisfactory completion of the work, the details of the equipment are entered in the respective department Maintenance Register.
9. After the work completion, necessary entries are made in the work register and sent for payment.

Maintenance Department:

The maintenance department consists of the Estate Officer, Supervisor, and trained staff. The Supervisor is accountable to the Estate officer and functions as the coordinator who efficiently organizes the workforce,

maintaining duty files containing details about their individual floor / assigned responsibilities. The Estate Officer is overall in charge who periodically inspects and monitors civil & electrical work. The institution has a generator with a capacity of 180 KVA and a solar power generator of 100 KW.

The institute has trained staff for maintaining the electrical and plumbing need. The institute also deploys a workforce as and when required for campus maintenance.

Maintenance of Laboratories

The lab technicians maintain the respective laboratories under the instruction of the HODs. As per the requirement, the service need is communicated to the equipment supplier. The technician of the related equipment suppliers inspects gives quotation and based on service order repair services the sophisticated lab equipment. Every department maintains a stock register for the available equipment and their maintenance. Stock verification is conducted annually at the end of every year.

The Housekeeping team adequately employs the in-house staff to meticulously maintain hygiene, cleanliness, and infrastructure on the campus to provide a congenial learning environment. Classrooms, Staffrooms, Seminar halls, and Laboratories, etc. are cleaned and maintained regularly by housekeeping staff assigned for each floor.

Maintenance of Library

The library is managed with an adequate number of trained staff. Besides the central library, every department manages a library at the department level. The functioning of the library is automated with the use of library AutoLib software. Barcode-based membership and issue of books are maintained. An annual stock verification system exists and damaged books are periodically removed from the stocks. Wherever feasible, the books are preserved through binding.

Periodically pest control is carried out to prevent damages by infestation and also to maintain hygiene.

Maintenance of Sports complex

The maintenance department maintains the sports field by way of cutting down the grass and weeds in the track field. The maintenance department ensures periodic cleaning of sports equipment poles by way of anti-rusting, painting, and lubrication of equipment from time to time.

Maintenance of Computers

The ITMC maintains and upgrades the computer systems as and when the need arises. In addition, lab assistants under the supervision of the system administrator, maintain the working of the institution's computers and accessories.

Maintenance of Classrooms

The institution has a building committee for the maintenance and upkeep of infrastructure. At the departmental level, HOD submits the requirements of classroom furniture and other infra requirements to the principal. There is financial provision for maintenance. The institution development fund is utilized for the maintenance and repair of furniture and other electrical equipment. There are technicians, masons, plumbers, carpenters deputed by management who ensure the maintenance of classrooms and related infrastructure.

Annual Maintenance Contracts:

The annual maintenance contracts (AMC) are followed to ensure the working condition of all water supply equipment and machinery on the campus. The AMC covers maintenance of the Generator, Water Purifiers, Biogas plant, and solar power plant.

Fire Fighting Equipments:

The supervisor periodically inspects fire extinguishers placed at different strategic points of the campus: buildings, laboratories, hostels, offices, etc. to check their functioning. The refilling steps are taken before the expiry date. The students and staff are trained on using the fire extinguishers.

Security and Garden:

The Institution has a security system with a security officer and team. They are entrusted to take care of the security of the buildings, equipment, and infrastructure. They have duties at night too.

Adequate numbers of gardeners are employed for maintaining the gardens and other greenery like lawns, other green spaces, and seasonal flowers.

Usually, the departments take up the maintenance work of classrooms and laboratories during the semester / annual break. A separate housekeeping team looks after the maintenance of restrooms, approach roads, and neatness of the entire premises. The Estate Officer regularly monitors the housekeeping services.

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



Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 65.86

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

2019-20	2018-19	2017-18	2016-17	2015-16
644	777	741	727	825

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

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

Response: 10.77

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

2019-20	2018-19	2017-18	2016-17	2015-16
79	126	167	167	65

File Description

Document

Upload any additional information

[View Document](#)

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

[View Document](#)

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

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

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

Response: 47.96

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

2019-20	2018-19	2017-18	2016-17	2015-16
506	454	478	577	698

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

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 37.97

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

2019-20	2018-19	2017-18	2016-17	2015-16
85	136	102	152	124

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

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

Response: 19.11

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 47

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document
Any additional information	View Document

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

Response: 5.56

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	0	0	0

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

2019-20	2018-19	2017-18	2016-17	2015-16
9	6	4	5	33

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be

counted as one) during the last five years.

Response: 34

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	5	5	3	10

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

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

Response:

The RVS College of Engineering and Technology's management and administration believe in the participatory management of all stakeholders. The stakeholders' involvement in decision-making has been the practice. The students being the important stakeholder are involved and made partner in all activities starting from curricular to administrative ones to developmental. Today's students are tomorrow's alumni. The students' participation in governance is a win-win situation where both the institution and the students derive benefits. The students learn managerial skills and leadership qualities. The management and administration utilize the students as partners in addressing the students' welfare and grievances.

RVSCET has a student council, a representative body of students, is mentored by the IQAC Director as Chairperson.

Sl. No.	Designation	Appropriate Student (Any One)
1	President of the council	Final Year Student

2	Vice President of the council	Third Year Student
3	Secretary of the Council	Third Year Student
4	Member - Academics	Final Year Student
5	Member-Women Empowerment Cell	II, III & IV Year Female Student
6	Member- Community Service Cell	II, III & IV Year Student
7	Member – Seminar/Workshop	II, III & IV Year Student
8	Member – Student Symposium	II, III & IV Year Student
9	Member – Conference	II, III & IV Year Student
10	Member –Hostel & Mess	Third Year Hostel Student
11	Member-Anti-ragging Committee	Second Year Student
12	Member-R & D Committee	Final Year Student
13	Member - Cultural	Third Year Student
14	Member - Sports	Third Year Student
15	Member - Library	Final Year Students

The students have been empowered to organize events through various committees and to take part in curricular, co-curricular, and extracurricular activities.

Curricular activities:

The students' representatives of the class are members of class committees. The class committees are formed based on the university's guidelines where the students participate and give their opinion on the teaching-learning process and express their need for better learning outcomes. The concerns of the students are well taken by the class committee where course teachers and HoD are members. The class committee meets at least twice a semester providing the students a platform to provide feedback.

Co-curricular activities:

The students are involved in planning, organizing, conducting, and managing activities like workshops, seminars, and conferences through the students' council. The students get good exposure to managing academic events besides good learning. The students' participation in these academic events helps them improve and update knowledge, recent developments, and future trends.

Extra-curricular activities:

The institute has a good culture of celebrating the National and International Commemorative Days. The students take a leading role in the celebration like Independence Day, Republic Day and Teachers Day. The students do also organize Annual Sports and Cultural Meet. The students under the guidance of faculty members manage these extra-curricular activities.

Students provide their feedback through the student council to inform the administration about the need for further improvement for the betterment of the student community. The above activities enhance their communication skills, management skills, leadership skills, teamwork, time-management, resource management skills, and confidence.

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

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

Response: 21.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
29	18	19	16	26

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	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:

RVS College of Engineering and Technology realizes the role of former students in the development of college and welfare of the students. In order bring the former students into one platform; it has encouraged the old students to form the Alumni Association and offered office space in the campus for its operation. With the facilitation of the college management and administration, the alumni association was formed and registered in 2014 with registration number: 148/2014.

The structure of the alumni association is shown in table.

Sl. No.	Designation
1.	President
2.	Vice President
3.	Secretary
4.	Joint Secretary
5.	Treasurer
6.	Executive Committee Members

Alumni General Body Meeting is conducted once in three years to elect the executive committee members and office-bearers. There were three General Body Meetings conducted one each in the year 2014, 2017, and 2020. The Executive Committee Meeting is conducted every year to discuss the contribution of the association to the development of the institution. The alumni are voluntarily accepting to be the resource persons for guest lectures and seminars in various themes as a part of their contribution to the Alma mater.

During the 2015-2016 academic year, 7 events were conducted by inviting the alumni as resource persons to share their experience. In the academic year 2016-2017, 7 events were conducted with the support of the alumni association. In 2017-2018, 10 events were conducted with the support of the alumni association. In 2018-2019, 6 events were supported by the alumni association. In 2019-2020, 9 events were conducted with the alumni association.

In addition, the alumni motivate the students to crack the competitive exams and improve the communication skills in order to build their confidence. The members of the alumni contributed substantially through book donation enriching the library's learning resources and facilitating placement activities through arranging interviews for the students.

The institution is in the process of further strengthening the bonding of the institution and the alumni association.

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

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

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The RVSCET has developed a Vision and Mission in alignment with the attributes of the affiliating university

Vision:

RVS College of Engineering and Technology, Coimbatore, will strive to be an Institution of National Importance and committed to working towards societal and economic empowerment of the nation through the development of Engineers with technical and managerial skills.

Mission:

The RVSCET, Coimbatore, strives to

- Become a center of excellence for engineering education and research with excellent infrastructure and well-qualified faculty.
- Develop and support faculty who are potential scholars and effective educators.
- Empower the students with newer and newer skills through various training programs to face the growing challenges of the industry.
- Enhance the competitiveness of the students for economic and social developments.

RVS College of Engineering and Technology, Coimbatore, shall maintain and continually improve the quality of educational service, process and campus environment for ensuring holistic development of students and customer satisfaction.

Nature of Governance:

The Management of the Institution has a long-term vision in Academics & Research which are formulated in the vision and mission. The institute's governing council has adopted the vision and mission statements. It has developed plans and procedures involving all sections to achieve the Vision and Mission of the Institution.

Perspective plan (2015-2020):

The five-year perspective plans have been implemented in an attempt to achieve the Vision and Mission:

1. Continuous curriculum enrichment in the Teaching-Learning process.
2. Encouraging the students and faculty members in research activities.
3. Enhancing research capacities with industry collaboration.
4. Creating a sense of responsibility towards society through outreach programs.

These perspective plans of the Institution were well structured and executed.

The Institution has adopted various strategies to execute the perspective plan. Curriculum enrichment is one of the strategic plans for continuous curriculum enrichment in the Teaching-Learning process. To enrich the curriculum, suggestions in the form of feedback on the current curriculum were invited and received too from students, alumni, teachers, and employers. The Feedbacks were analyzed and the suggestions to bridge the gap were submitted to the Governing Council for approval. Activities like designing value-added courses and enriching the learning process by introducing contents beyond the syllabus in the curriculum were implemented. Based on the curriculum feedback, the Institution has introduced **13** value-added courses during the last five years, and also new topics are introduced in the lesson plan.

The students and teachers being the most important stakeholders are always made part of various decision-making bodies of the institution. This brings ownership feeling besides motivating them to do better and better. The institute's academic council consists of HoDs, Teachers & students' representative prepares action plan for execution. The IQAC takes part in the process and periodically reviews the progress. The Principal and HoDs take forward the decision of various bodies ranging from class committee to governing council for implementation. The teachers are part of the department advisory board, academic council, and examination cell.

File Description	Document
Upload any additional information	View Document

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

Response:

RVS College of Engineering and Technology follows the decentralization and participative management of its academic and administrative activities at all levels. Decentralization leads the faculty members' participation with responsibilities and accountability. Participative management achieves quick decision-making and brings a sense of ownership. It ensures transparency and timely follow-up actions in both academic and administrative activities. The result like quick decision-making and accountability are visible and reflected in day to day function of the Institution. The functioning of the examination cell is an

example of the practice.

Examination Cell

The functioning of the Examination Cell is explained as a case study showing the visibility of effective leadership in institutional practices. The Controller of Examination (CoE) is the directly responsible person for the functioning of this autonomic body. A participatory committee is in place to support CoE for the effective functioning of the examination cell.

- A teaching faculty member in Professor Cadre with a minimum of 12 years of experience is appointed as a Controller of Examination (CoE).

The Controller of Examination:

- Leads the Examination cell.
- Takes decisions independently and directly reports to the Head of the Institution.
- Is the authorized person to conduct University theory and practical examination as per the guidelines given by the affiliated university.
- Coordinates with the University and other Institutions for arranging invigilators for the theory & external examiners for the practical exams.
- Is responsible and point of contact of the university examination as per the guidance from the affiliated university.
- Prepares the timetable for the internal tests and model exams based on the affiliated university academic schedule.
- Prepares invigilators list and hall seating arrangement for internal and model exams.
- Receives two sets of question papers for each subject from the departments and is responsible for selecting one of the question papers for conduction of Internal Assessment Test & Model Exam.
- Formulates a squad duty committee that supervises the conduct of tests or exams.
- Conducts internal tests and model examination as per the Institutional calendar.
- From each department, one teaching faculty member is assigned as Examination Cell coordinator.

The Examination Cell coordinator involves in,

- The execution of internal mode examination.
- Pre-examination work like hall allocation for the student, question paper collection, and answer paper distribution to the faculty members.
- Result analysis report collection from the department and submit the same to the CoE after the completion of every examination (internal, model, and university).
- Two non-teaching staff members are appointed exclusively for the examination cell. Works related to clerical and documentation are assigned to them by CoE for the smooth conduction of the examination cell.

The functioning of the Examination Cell is just an example where the teachers are empowered to take independent decisions under the guidance of the principal. In all institutional activities, there have been

complete involvements of students and teachers.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The Institution has developed a strategic plan that aims at reaching the milestones for which the action plans are built upon sub-areas namely Academic Progress, Training and Placement, Research Activities, Industry Interaction, and Outreach Programmes.

The Institution has a well-structured perspective plan for the development and sustainable growth which are listed below,

1. Continuous curriculum enrichment in the Teaching-Learning process.
2. Encouraging the students and faculty members in research activities.
3. Enhancing research capacities with industry collaboration.
4. Creating a sense of responsibility towards society through outreach programs.

The above-mentioned perspective plan is implemented effectively in the Institution.

One of the perspective plans “To Encourage the students and faculty members in research activities” is given here as an example of successful implementation.

To achieve the above-mentioned perspective plan some strategy plans are deployed to

- Encourage the students to do mini-project before their final year project work.
- Motivate the students to present papers and participate in technical Symposiums and Conferences.
- Conduct workshops and seminars with industry experts.
- Enhance the students – industry interaction by signing MoU with respective domain-based industries through training, internship, and projects.
- Support the faculty members in their research work.

Based on the above plan, many activities are conducted. One such activity resulted with IITM PALS linkage and its outcome is described below

IITM PALS:

The College has developed linkage with PALS (PAN Alumni Leadership Series) of IIT Madras for giving the students and teachers greater exposure to IIT standards. Under the scheme, students and faculty members get an opportunity to interact with IITians, visit IIT and other facilities. These exposures not only improve the subject knowledge but also shape the mindset of students and faculty members in overall performance including excelling in the respective fields.

The initiatives led to:

- Attending Seminars with industry and academic experts;
- Attending guest lectures related to the latest technology in the industry;
- Doing mini-projects in IITM with the guidance of domain experts;
- Industrial visit by Faculty members and students to enrich their knowledge in the technical aspect;
- Participating in Quiz competition and project expo;
- Funded project from IITRUTAG; and
- Encouraging effective participation through awards and rewards for the students, faculty, and Institution.

The above initiatives resulted in **visible achievements**:

1. Number of students participated in Project Competition: 9 Teams

Cash Prize [InnoWAH] : 30,000 (Rp)

Winning team: 2 Teams

1. Number of students participated in Quiz competition : 2 Teams

Prize [QUEST] : 2 rd prize

1. Number of students participated in various Events :

Cash Prize : ?11,000

1. Industry – interaction Project : 1 Batch

2. Award- Active Participation in Events : 11students (Sparkling Star)

3. Institutional level Awards [Performance based on active participation and winning]

- First Place- Responsive aligned proactive Interactive dedicated partner [2018-2019]
- Award of Excellence – Coimbatore cluster (2017-2018) and (2018-2019)

In addition to the success mentioned above, the student's interest level towards academic activities is found noticeably increased.

File Description	Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

RVS CET is established and managed by RVS trust which is responsible for nurturing, managing, and developing the Institution. The Governing Council is headed by the chairman of RVS Educational Trust, Dr.K.V.Kuppusamy. The Governing Council consists of representatives of management, the eminent person in the field of administration, academics, and industry. The Principal is the member secretary of the governing council. It consists of a senior professor from the Institution. The Governing Council is responsible for planning, executing, reviewing, modifying the plans and actions to achieve the vision and mission. It is mandatory for the administration to seek approval of the plans before the implementation.

There are 5 academic departments directly reporting to the Principal as line management organs. Each department is headed by the Departmental Head below whom all faculty members and other staff function. There are 18 other functional bodies and committees.

Functions of Various Bodies:

To provide a policy framework and direction for the functioning of the Institution, 18 Committees play a vital role. These committees evaluate, monitor, and recommend in respect of various matters related to Institutional Capacity, Review, Design, and Education Effectiveness. The committee meets periodically and deliberates on the progress of the academic activities.

Administrative Setup:

There is a separate administrative officer who works under the guidance of the principal to ensure smooth administration. He looks after the accounts too.

In addition, there are four other independent bodies/authorities that function under the guidance of the principal: IQAC Directorate for ensuring quality in academic activities; Controller of Examinations mandated for conducting internal and university examinations; Placement and Training Officer facilitates the students training and placement; and the support services with subdivisions – library, physical director, hostels, and maintenance. IQAC through its own policy monitors and evaluates the teaching–learning and intervenes as needed.

1. Service rules, Procedure, Recruitment, and Promotional Policies

Service rules, policies, and procedures for the Institution are in place and documented. They are made known to all newly recruited staff members through a department meeting and a copy is kept in the department. The softcopy is shared through the mail.

1. Recruitment Policies / Procedures:

- Invitations of application (Paper advertisement, through references, etc),
- Preliminary assessment on the suitability of the candidates (review of resume received),
- Invitation to applicants for a campus visit for the interview;
- Assessment by a committee includes Head of the Department and subject expert (External expert);
- The recommendation submitted to the Management through the Principal; and
- Issuance of appointment order by Chairman of the Institution.

The Institution has a well-structured mechanism for teacher recruitment, other employee's appointments with policy for appointment and Service rules.

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff**

Response:

Human resource is the strength of any educational Institution and RVS College of Engineering and Technology believes in it. The Institution has many welfare schemes in place for both teaching and non-teaching staff members. This encourages the employees to build a sustainable career in the Institution.

1. Welfare Measures for Faculty Members

The Institution offers several types of paid leaves to its teachers: Casual Leave, Duty Leave, Medical Leave, Maternity Leave, Vacation Leave, and Compensatory Leave.

- Casual Leave

A faculty member can avail of 12 days of casual leave in an academic year. Members who have completed one year of service are eligible to avail two days in advance casual leave at any time.

- Medical and Maternity Leave

The Institution is providing medical leave for the faculty member to take care of their health issue. It also provides maternity leave to Women faculty.

- Vacation Leave

All the teaching faculty members are eligible for 14 days of winter vacation and 21 days of summer vacation. Faculty members can avail the vacation in advance for their special occasion like marriage.

- Compensatory Leave

Compensatory leave is provided to staff members when the teachers are required to work on holidays. The leave shall be availed within 2 months.

- Duty Leave

The teachers are given 12 days per year on duty leave as a part of encouraging them to participate in other curricular activities: attending conferences, Workshops, Paper presentations, Seminars, and Faculty Development Programs.

Twelve days of additional on-duty leave are provided to the faculty members pursuing their Ph.D. These helped 21 members to complete their Ph.D. 64 staff members have registered for their higher Degree.

2. Welfare Measures for Non-Teaching Staff

Non-Teaching staff members can avail of Casual Leave, Compensation Leave, Medical Leave, Maternity Leave, and Duty leave. They are also benefited from 7 days' vacation in winter and 14 days' vacation in summer. Members can avail the vacation in advance for their special occasion like marriage.

- **Provident Fund**

Employee Provident Fund (EPF) scheme has been implemented for the non-teaching staff who are getting

a salary below ? 8000. The Institution contributes the eligible amount as its share to the respective PF account.

- **Bonus**

Non-teaching staff members, maintenance team, and security staff are paid bonuses during festivals.

- **Security Uniform**

A strong security team ensures the safety of the people and property of the Institution. Periodically the college provides uniforms and shoes to all security staff.

3. Promotions Policy

Promotions or salary hikes are given to all staff members, based on their qualification, services, and outcome of the performance appraisal.

4. Insurance

All the teaching and non-teaching staff members are covered by accident insurance and medical insurance.

5. Advance amount

In case of emergency needs, the Institution provides salary advance to all the employees.

The above-mentioned welfare schemes are in place for both teaching and non-teaching staff.

File Description	Document
Upload any additional information	View Document

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

Response: 14.16

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	22	8	16	10

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response:** 3.6**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	4	5	2	4

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**Response:** 23.95**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
31	18	19	31	16

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

A well-defined appraisal system is in place to evaluate, analyze, and helps to improve the performances of the teaching faculty members and non-teaching staff.

Appraisal System for Teaching Faculty Members

The Institution follows a systematic and uniform mechanism for Appraisal. The appraisal of teachers consists of three stages: Self-appraisal, students' feedback, and feedback from the HoD. The IQAC actively participates in designing the appraisal system.

1. Self-appraisal

A structured self-appraisal form is used to collect the information on all aspects of activities from individual faculty members of all programs annually. It includes Anna university semester results linked directly to the courses taught by them in the previous academic year. Space is provided in the form to highlight their research activities like Journal publication, Book chapter publication, consultant activities, and Industry collaboration activities. Participation in statutory body's meetings like BOS, Academic Council, University's Examination related work including awards/recognition received.

2. Students' feedback

Semester-wise feedback is obtained from each student through a set of questionnaires concerning the teacher's: classroom delivery, subject knowledge, and other abilities.

3. HoD's Feedback

The Head of the department reviews the performance of the individual faculty through student feedback, self-appraisal, and class committee. HoD's feedback form is used to evaluate the contribution of the faculty in curricular, co-curricular, and extension. The items for grading in the form is Classroom delivery, Innovativeness in Teaching, Results achieved, Interaction with industry, Paper publication, Consultancy, Resource generation, Field reach out activities, Students' attendance to class, Punctuality, Papers presented, Involvement in administrative activities like admission, and effective mentoring of students. HoD analyzed all the parameters and give a score out of 100.

The overall faculty performance (OFPS) is calculated from the students' evaluation and report of HoD. Based on the report, the Strength and Weakness of the staff is summarized and suggestions are recommended to enhance their strength and to overcome their weakness. Based on the review, the staff members are identified for staff development programs, promotions, and for higher studies. Methods for improving their performance are suggested by the Heads of the department.

Appraisal System for non-teaching staff

The annual appraisal of non-teaching staff is also conducted to assess their performance. The administrative, laboratory, and supporting staff' appraisal is usually based on self-development activities like up-gradation of qualification and skills. The institute has a policy to give promotions. To cite an example- Lab Technicians with diploma qualifications are promoted as Instructors after attaining B.E Degree.

The Principal further evaluates the performance of Heads of the various departments annually.

The institute has the above functional appraisal system of teaching, non-teaching, and administrative staff as a tool to facilitate improvement in performances.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Institution has a well-placed mechanism for monitoring the income and expenditure of the Institution. The main source of income for the Institution is the fees from the students. The fee includes direct payment from the student, scholarships from government and non-government bodies. The mode-of fees payment is direct and in digital mode.

The expenditure of the Institution is under various heads like salary, administrative expense, infrastructure development, maintenance, and departmental activities.

The institution has a transparent mechanism in income generation and expenditure and keeps monitoring it through internal and external audit systems. The internal audit is carried out periodically in the accounts department of the Institutional office. A team, headed by the Account manager, verifies the income and expenditure details and generates a report. The same report is submitted to the management of the institution.

The external audit is carried out annually by a qualified practicing Chartered Accountant deputed by the Chairman of the Institution as per the government norms. The auditor ensures that all payments are duly authorized. The external audit reviews all income and expenses of the institute. It identifies the irregularity, if any, including financial record keeping and suggests corrective action. Any query raised during the process of auditing is addressed immediately along with the supporting documents within the stipulated time. The Chartered Account submits the audited report to the Chairman. Based on the audit report and internal review, the administration is advised.

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

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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

Response:

The RVSCET is a self - supportive educational institute with main source of income is the fees from the students. The fee includes direct payment from the student, scholarship from government and non-government bodies. The mode-of fees payment is direct and digital mode.

The Institution has a pre-defined mechanism for managing finance to ensure financial discipline. The procedure aims for:

- ? Optimal utilization strictly adhering to the budgeting allocation;
- ? Realistic budget preparation and submission by the Head of the Department and Administrative Officer;
- ? Procurement is done centrally and the pool procurement is followed even for the purchase of stationery items; and
- ? Monitoring of the expense is conducted by the accounts department as per the budget allocation.

The college encourages the teachers to apply for grants and enhance research activities. The students are also encouraged to apply for funding for students project. The grants are received from CSIR, TNSCST, and PALs for research activities. These funds are spent based on the guidelines of the funding agency. The fund utilization is also audited.

The institute generates fund from various agencies for conducting co-curricular activities: The department of Computer science and Engineering received ? 40,000 to conduct a workshop; and the department of Electronics and communication received a funding of ? 20,000 from Tamil Nadu State Council for Science and Technology (TNSCST) to conduct science exhibition at the college premises. The utilizations of these funds are audited by the auditors and utilization certificates are submitted to the funding agencies. It shows that most of the departments received student project funds from TNSCST on yearly basis. The innovation activities were supported by PALs that supported students' project work and development activities.

File Description	Document
Upload any additional information	View Document
Paste 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

Response:

The Internal Quality Assurance Cell (IQAC) of the Institution, established in the year 2014, is committed to achieve quality in all aspects of the Institutional activities. The IQAC is constituted based on the revised guidelines of NAAC taking all stake holders on board and it functions under the chairmanship of the Principal. It plans strategy based on the need, monitors all activities, and takes remedial action for improvements. The IQAC's pro-active initiatives have resulted visible changes in institutional activities and performance as well.

Two of the best strategies and processes as identified are given below:

1. Implementation of the Mentor-Mentee System

- The key focus is on bringing the closeness (avoiding the barriers) between mentor, mentee and parents. Mentor-mentee meetings are frequent so that all academic and personal issues are discussed in a parental approach. Parents are highly comfortable to discuss the personal issues and progression of the wards with the mentor.
- A teaching faculty is assigned as a mentor to a group of 15 students in a class.
- Mentor records the academic and other details of their assigned students in a student profile provided by IQAC. The student's profile consists of personal data, monthly attendance, internal test marks, university examination result, placement details, co-curricular and extracurricular activities.
- The mentor monitors his/her mentees on a daily basis. The same is recorded and analyzed. The mentees are counseled or encouraged accordingly.
- A weekly consolidated report is submitted to the IQAC.
- IQAC carries the audit on a weekly basis about their work
- Auditing reports are generated and examined by the IQAC director with the concerned Head of the Departments.
- IQAC Meetings with the Department heads are conducted in regular intervals for smooth functioning of the mentor-mentee system.

The success of mentor-mentee system has brought in improving attendance, reducing drop outs and increased pass percentage etc.

1. Implementation of Quality Enhancement System for Improving Performance of Faculty Members

The IQAC facilitates the capacity building of teachers for improving performance through encouragement for attending FDP and other programmes. The trained teachers' performance is reflected in course material preparation, methods of explaining the concepts and evaluating the students. This reflects in the attainment of the course outcomes. The capacity building of teachers is one of the strategies advocated to improve the teaching

File Description	Document
Upload any additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

IQAC is the watch dog of institution's quality system mandated to regular monitoring of teaching – learning outcomes, curricular, co-curricular, extra- curricular and field reach out activities in order to initiate strategies to improve quality parameters. Over the last five years, many activities were initiated by IQAC and here we present the two initiatives which have improved quality parameters.

1. Teaching learning reforms – Introduction of Faculty Enrichment Programmes

The teachers are the building block of any educational institution &RVS College of Engineering and Technology believes on this philosophy “Live as if you are going to die tomorrow and learn as if you are going to live forever”. The teachers have been encouraged and motivated to become a lifelong learner. IQAC has taken lead over the years improving educating the educators. IQAC builds the bridge between the teachers – administration and management to facilitate capacity building of teachers.

This cell encourages the faculty members to attend FDP (Faculty Development Programmes), STTP (Short Term Training Programmes) NPTEL, IITM-PALS activities and conference (both national and international). The Institution supported these initiatives and encouraged the faculty members by contributing a partial amount of the registration fee for the above mentioned programs.

Through IQAC, the faculty members are motivated to enhance or update their respective domain knowledge. In this regard, the faculty members are encouraged to register for NPTEL courses in their relevant field and ensure successful completion. The faculty members register for NPTEL courses based on their choice and interest. During the course period, the assignment has to be submitted every week and the online exam is conducted at the end of the course. The faculty members successfully completed NPTEL programmes. Just to mention the achievements of faculty members: A faculty member from the petrochemical department secured third position at national level NPTEL exam. Three faculty members received gold and ten numbers received elite certificates as recognition of completing the programme with high score. During the past 5 years, 13 number of teachers successfully completed the course and received certificates. As a result, the quality of preparing the course materials is scaled up and improved. The teaching and course delivery practice of faculty members has improved their class room teaching. This in turn influences students' performance in examinations and in placement record.

The teachers' success further induces the students to register for NPTEL courses and three numbers of students completed & received certificates. The students got to learn to learn directly from subject experts. This led the students to score high marks in Anna University examination. The students awarded second rank in the academic year 2017-18, third rank, fourth rank and seventh ranks in the academic year 2019-20. With this, the institute's placement record has improved significantly. Some of the students were selected in prominent companies, viz. Infosys, CTS, Wipro, and SPIC.

The teachers were encouraged to improve credibility through publications. During the last five years, the institution has built up 58 good publications to its credit. Teachers' publications help in creating images among the students and became more effective.

During the past five years 19 faculty members have been awarded.

1. Teaching learning reforms – Experiential learning

The Internal Quality Assurance Cell focused on promoting experiential learning among the students. The institute has built up the ecosystem for providing the best possible learning experience. Some of the initiatives taken during the past five years were:

- Improved linkage with leading industries: The College has signed 12 MoUs with small and large industries for students' training. The students get direct exposure of the industries where they are likely to be placed. Industrial training always provides good learning opportunities.
 - Improved linkages with Higher Education and Research Organizations: The Department of Electrical and Electronic Engineering has inked MoU with the University of Teknologi, MARA, Malaysia for students and faculty exchange. Under this MoU, thirteen students along with three faculty members availed the opportunity to undergo Campus visit to the University of Teknologi.
 - Recognition of Faculty Members: Professor Dr. S.S. Sivaraju has received the Innovative Academician Achievement Award, Innovative Technological Research & Dedicated Professor Award from Innovative Scientific Research Professional of Malaysia; and Excellent Academic Professor and Administrator Award from the Assumption University of Thailand.
 - The Institution has established a separate Innovation and Incubation Cell for supporting the startups. Through this cell, every year students showcased their ideas in front of an expert panel. Among the list, the innovative projects are segmented and presented in RuTAG IITM conducted by IITM-PALS.
-
- Increasing participation of students in technological competition: The students were encouraged by IQAC and the faculty members to participate in project competition conducted by IITM PALS named INNOWAH in every academic year. One batch of the students has secured third place in INNOWAH during the 2017-18 academic year.
 - Increasing Industrial Visits / Internship Programmes: Students along with teachers have been undergoing industrial visits regularly. The students are also provided opportunities to undergo internship in industries.

The above initiatives of the IQAC taken over the past five years have shown increasing improvement in teaching – learning process and quality parameters

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Response:

The RVSCET is a coeducation institute and the boys & girls attend the class together. While all the students get equal opportunity without discrimination, the institute takes special care to promote girls' education and their participation in all curricular, co-curricular, and extracurricular activities.

Curricular Activities

There are boys and girls representatives in each class who become the members of the class committee. The girls' representative has the option to present their difficulties before the class committee. In the non-circuit branches like Mechanical and Petrochemical Departments, the students are doing the practical classes, projects, and mini-projects without any discrimination and hesitation. Together they work.

Co-Curricular Activities

In Co-Curricular Activities, girls and boys jointly work together at the department and college level. The students actively organize, participate and win prizes in various competitions like symposiums, workshops, paper presentations, quizzes, circuit debugging events, and PALS activities as a team at inter-college and intra-college levels.

The Institution has a separate functional body, Women Empowerment Cell, headed by a senior female faculty, entrusted to promote gender equity and other welfare measures for girl students and female staff. The cell organizes programs like Health awareness programs, motivational events, and a Women's day celebration.

The Institution has built up separate infrastructures like ladies common room, a daycare center for young children, and a separate GYM for girls. The CCTV camera is installed at strategic points on the campus in 2018. It records the footage and ensures students' safety.

Extracurricular Activities

In extracurricular activities, the girls and boys are encouraged to participate in various activities like Cultural events, NSS, Sports, Training sessions, etc. as per their comfort and passion. Exclusive events for girls are also arranged.

All girls students have full freedom to bring their issues to the attention of authorities through various channels like a Mentor, Class Advisor, HoD, and Women Empowerment Cell. The sensitive issues are discussed taking the individual into full confidence.

The Head of the department and Class advisors insist the students about the importance of gender equity and tolerance towards another gender from time to time on various occasions like orientation programs, student meetings, mentor-mentee meetings, etc. As a result, the Institution has not faced any gender-related issues in the past five years.

Examples of few success stories:

- Girl students secured university rank in the academic year 2016-2017 and 2017-2018;
- A female faculty secured first prize, two female faculty members received Elite certificate in the year 2017-2018 NPTEL examination;
- One girl student from CSE Department secured first prize in the Karate championship at the State and National level in the year 2018 and second prize in 2019 and 2020. She received BLACK BELT in the State level Open Karate championship in the year 2015 and 2016; and
- A team grouped with girl and boy students won a cash prize of Rs.5000/- in the Innovation competition conducted by IIT-M PALS.

The institution's activities promoting gender equity have created an environment where students and staff of both genders work in harmony.

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

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

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

Response: A. 4 or All of the above

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

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

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

Response:

Response:

The Institution has taken up various initiatives to maintain an environment-friendly campus free from pollution. The institution has developed various mechanisms including Standard Operating Procedure (SOP) to appropriately manage the various types of wastes to keep the campus clean and healthy. In order to build a sustainable environment, the institute advocates waste disposal through reduce-reuse-recycle.

Solid Waste Management

The Institution has constructed a biogas plant with a capacity of 160 m³ to recycle the solid wastes. The wastes generated at the hostel kitchen and mess and other food waste are collected and sent to that plant. The gas generated by the biogas plant is used as supplemental fuel which helps in the reduction in the use of fossil fuel. The biogas rich in methane are sent through a blower to get the gas under pressure and then burnt in a boiler furnace to produce steam which is used for cooking in the hostel kitchen. The biogas plant has not only been the tool for environment-friendly disposal of solid wastes it, becomes the source of alternative fuel

Being the green campus there are many big trees and an accumulation of dead/fallen leaves in the ground. A separate team called housekeeping in the maintenance department is channelized for the proper disposal of this type of waste. The workers are deputed to sweep and collect the waste every day. The collected dead leaves are made to decompose which are further utilized as bio-manure by burial technology in the soil instead of burning it in the open atmosphere.

Liquid Waste Management

There are two types of liquid wastes generated within the campus. They are the liquid waste from Kitchen/bathroom and sewage from the toilets. Separate chambers and pipelines have been constructed to collect Kitchen/bathroom liquid waste and sewage waste. The Institution has constructed a sewage plant with 2 lakhs liters of capacity to recycle liquid waste from sewage. The liquid waste is recycled and the treated water is utilized for watering the trees/plants to promote maintaining the green coverage of the

Institution.

Biomedical Waste Management

This Institution is not involved in any kind of biomedical work and does not require any biomedical waste management.

E-Waste Management

The institute has a policy for periodic updating of computers and other resources. Thereby it sustains their continued usage and minimizes e – wastes.

Hazardous Chemicals and Radioactive Waste Management

The institute does not involve in activities related to hazardous chemicals and radioactive substances. However, the chemicals handled in Chemistry Laboratories are disposed of adhering to SOP designed. The concentrated acids are diluted and used for experimental purposes. The used chemicals are disposed of in a closed container. The pH of the disposed of chemicals is checked before sending to the treatment plant.

The waste that is produced in the Institution is not radioactive. So it does not require any radioactive waste management.

File Description	Document
Any other relevant information	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

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

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. landscaping with trees and plants

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

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

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

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

Response:

The Institution admits students without any discrimination of caste, creed and religion. There is wide diversity among the students: different socio-economic, belong to different geographical regions with different culture and languages, and different faiths. Being co-education institute, there are diversity in gender too. In the midst of these diversities, the institute maintains an environment of tolerance and harmony without any discrimination. It embraces all with equal care and comfort.

1. Tolerance and Harmony towards Cultural Diversities

The Institution periodically conducts a culture fest named “Rejoice” for both students and faculty members. Eminent personalities are invited to this event to address the students. They get inspired and understand the importance of culture, human values, and ethics. The students perform various cultural events showcasing the diverse nature of our country. The students participate and win prizes in various competitions like singing, cooking without flame, dance (western, folk and classic), rangoli, painting, face painting, sketching, quiz competition, skit, drama and mime. Participation in these events helps the students to know each other’s culture besides developing respect for others.

1. Tolerance and Harmony towards Regional Diversities

Most of the students belong to Tamilnadu and Kerala state. The regional festivals of the both the states are celebrated with same spirit and fanfare. The students and teachers participate making the events memorable.

- Pongal, harvesting festival of Tamilnadu, is celebrated with great enthusiasm. On that day, the students wear colourful traditional dress and make pongal and relish. Tamil traditional competitions are conducted for all students and teachers. The student volunteers make everyone comfortable and make environment of togetherness.
- Onam, harvest festival of Kerala, is celebrated every year with full cooperation and participation of all students. All girl students involve themselves for POOKOLAM. The day begins with “Chenda Melam” and girl students perform dance named “Thiruvadrakalli”. Special Kerala dessert food ‘ADAPARATHAMAN’ is served to all. The celebration brings joy and happiness for everyone.

1. Tolerance towards Linguistic Diversity

- There is no compulsion of any language and the students are free to speak their mother tongue. Medium of instruction being English, it is the common language. Most of the people understand Tamil and Malayam. Cultural events are organized in different languages too.
- The Institution organizes “MUTHAMIZH-VIZHA” every year. An eminent personality is invited to deliver lectures on significance of learning a language. Cultural events in Prose, Music and Drama are exhibited by the students.
- Students are encouraged to showcase their literary talents without language barrier: The book written by Mr. G. Sakrateesh (Student-PCE), “NEER KORTHA MEGANGAL”, was released during the function and the author was felicitated.

1. Tolerance towards Communal, Socioeconomic and other Diversities

The institution has constituted anti-ragging cell and grievance redressal cell ensuring tolerance and harmony among the students in the campus. The proactive functioning of these cells has made the institution free of any type of disturbance among the students. Not a single adverse incidence is reported during past five years. The institute has a calm and peaceful campus with practice of universal brotherhood.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information	View Document

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

Response:

Response:

The Institution not only believes in providing education making the students competent to face the challenges of the profession but also strives to infuse the values, rights, duties, and responsibilities to make

them good citizens. It periodically conducts sensitization programs, involves the students and teachers in activities related to the duties and responsibilities of citizens. The various activities conducted include:

Voter Awareness Campaign

A Voter Awareness Campaign was conducted in the community. 65 students along the staff participated in educating society on the importance of voting in the election without fear and favor. Student volunteers helped the public locating their names on the voters' list.

Campaign for River Cleanliness

The Institution organizes a rally to create awareness for river cleanliness. In 2007, one hundred members consisting of students and staff participated in the rally spreading the message "Save River, Save Live" to the society.

Promoting Road Safety

Adhering to road safety rules and wearing helmets by two-wheelers are crucial for avoiding road accidents and saving lives. The institute had taken the following activities sensitizing the public:

- In 2015, students went on a rally with banners spreading messages like "A helmet on your head will keep you away from a hospital bed!". One hundred fifteen students and staff members have participated in the rally.
- In 2017, a rally for promoting road safety was organized educating the common man on safety measures and traffic rules.

Prevention of Dengue Fever

Dengue is one of the killer diseases. When many deaths were reported, the students went on an educational drive in 2017 and could reach the neighboring community. The institution helped to prevent the spreading of Dengue fever through:

- Distributing "NILAVEMBU KASHAYAM" herbal drug to public, students, and staff members for consecutive three days as per government guidelines.
- Creating awareness on prevention measures: The team insisted the public use mosquito repellent/mosquito nets. They also asked to cover the open water sources.

Helping at Disaster time (Flood Relief Activities)

Tamilnadu state coastal area was affected by two cyclones in the year 2015 and 2018. The Institution has sent a team of volunteers along with staff to help the affected persons. They have distributed foods and other essential items. The team consists of 25 student volunteers and staff participated in providing disaster relief and one-week rehabilitation work at Cuddalore and Thanjavur in 2015 and 2018 respectively. that affected area and distributed food and necessary items.

Saving Lives through Blood Donation

The Institution organized 4 blood donation camps during the past five years.

- A massive blood donation camp was organized by the students and staff members as a tribute to our former President Dr.A.P.J. Abdul Kalam in the year 2015.
- The blood donors' list is given to the hospital and the hospital calls the donor as required.

Creating a green environment through Massive Tree Plantation

Massive tree plantations of around 5000 saplings were planted on the campus and in the nearby areas by the students and staff. This would help to create a sustainable environment.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	View Document

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

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

Response: A. All of the above

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

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

Response:

Response:

RVS College of Engineering and Technology celebrates National and International commemorative days and festivals and organizes such events with a view to promoting patriotism, raising concern for the community, promoting human values and inclusiveness.

The institution celebrates Independence Day on 15th August every year with the spirit of nationalism. On this occasion, staff and students assemble for flag hoisting. The principal, the head of the institute, usually hoists the National Flag. Several cultural events and competitions are conducted among the students marking the day of independence. The NCC and NSS teams too participate in this event. Republic Day is celebrated every year on 26th January with all enthusiasm to mark the day of adoption of our constitution and recognized India as an independent republic. The principal of the college unfurls the National Flag in the gatherings of staff and students. He gives the Republic Day address. National Anthem is played on this occasion. Though every year Independence Day and Republic Day are celebrated with a spirit of nationalism with a festive mood, due to the corona pandemic the Independence Day 2020 and Republic Day 2021 were observed following Covid 19 appropriate behavior.

In addition to the two National Festivals mentioned above, the college observes /celebrates other important events/days: Teacher's Day, Engineer's Day, International Yoga Day, and Women's Day. Teacher's Day is celebrated on 5th September every year to commemorate the birth anniversary of Dr. Sarvepalli Radhakrishnan, who was an excellent teacher and first Vice President of India. On this day, the students organize a program for the teachers to show their gratitude with great intent and passionate feelings.

Being an Engineering College, Engineer's Day is celebrated every year on 15th September to commemorate the birth anniversary of Bharat Ratna Mokshagundam Visvesvaraya, an engineer per excellence and a great nation builder. The Institution pays tribute to this great son of India.

International Yoga Day is celebrated annually on 21st June raising awareness on the benefits of Yoga, an Indian origin ancient physical, mental, and spiritual practice. During the last few years, events like Heartfulness Meditation-2015, Relaxation Technique-2016, Yoga for Beginners -2017, Pranayama for Beginners-2018, Quick Fix Yoga -2019 were conducted in the Institution premises benefiting the students and employees.

The International Woman Day is observed on 8th March every year sensitizing people on the need for equal opportunities for girls and women like boys and men in every sphere of life for a sustainable and peaceful society. Guest Lectures on themes by eminent speakers are arranged for motivating girl students and female employees.

The celebrations or organizing commemorative events are annual features of the college. During COVID – 19, the observance of the days is maintained based government's advisory.

File Description	Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

BEST PRACTICE -I

1. Title of the Practice: Mentor-Mentee System

2. Objectives of the Practice:

The Mentor-Mentee system is implemented to provide appropriate guidance to the students with parental care and responsibility. The practice is introduced with the objectives:

- To bridge the gap between the teachers and the students; and
- To guide students on both educational and personal aspects.

3. The Context:

The students have come from school to college with a transition from secured care to independent living. The students often find it difficult to cope with this and adopting a new college environment. There is the transition from teenage to adulthood too. There have been reports of issues ranging from attendance shortages to dropouts from the programs.

It has been felt to design a strategy to provide a helping hand to students to overcome the challenges they face during this transition and guide them in their career path. This led to the thought of assigning greater responsibilities to faculty members to take care of a limited number of assigned students. In the system, the faculty member is called a mentor and the assigned students are called mentees. The teachers have been elevated with the recognition of being mentors.

The mentor-mentee system proposed is to function beyond the relationship of teacher and students.

4. The Practice:

The institute has designed the mentor-mentee system with the following responsibilities of mentors:

- To maintain personal details of the students including their address, contact numbers, overall academic performance, and progress. It will help the mentor in monitoring the academic growth of the students.
- To advise the students regarding choice of electives, projects, summer training, etc.
- To counsel and motivate the students in all academic matters-direct or indirect.
- To guide the students in taking up extra academic and professional activities for value addition as a member of the society.
- To contact the parents/guardians of the students in case of their academic irregularities, behavioral

- changes, etc. through the Head of the Department or Institution.
- To advise the students in matters of their career.

Under the system, a group of about 15 students is assigned to a teacher as his/her mentee. First-year students are allotted to mentor from the Department of Science & Humanities. From the second year onwards students are allotted to mentor from their parental department. The faculty continues to be a mentor for the same group of students till their graduation.

The attendance of the students is recorded every day morning and afternoon. The Head of the Department, Class Advisor, and Mentor record the same for their reference. The absentee's list is intimated to the IQAC through HoD. The mentor inquiries about the reason for absence and the same are informed to their parents. The mentor, every fortnight, keeps the parents informed about the attendance and marks of their wards through IQAC. If a student is found with a long absence without information, the parents are invited for discussion to sort out any issue. The combined meeting of mentor, mentee, and parent try to find out the appropriate solution for the student's issues.

The Mentor prepares the weekly report of mentees and submits the same to IQAC through the proper channel. The Mentor interacts with the assigned mentees face to face daily. A slot is available in time table for facilitating mentor-mentee interaction. In that hour, the mentor reviews the performance in academic, co-curricular, and extra-curricular activities. The mentors take the tailor-made initiative to motivate their mentees and help them improve their performances.

Each mentor maintains the entire database of mentees. Periodic meetings of mentors, IQAC, and HoD are scheduled to review the functioning and progress of the mentor-mentee system benefiting the students and institution.

5. Evidence of Success:

Due to the effective mentoring practiced by the faculty members, there has been a remarkable improvement in the overall performance of the students. Improvement in a teacher-student relationship is observed. The students become more regular. The attendance of the students increased considerably and the dropped out from the programs is reduced. This helped students attaining a better academic performance. The mentoring system helped the students to identify their strengths, weakness and work towards refining their overall personality. Mentoring helped the students to choose the right career decision and pursue it with focus and dedication. Mentoring also helped the mentees to decide on choosing a relevant workshop, seminar, additional coaching, and value-added courses relevant to their interest.

The mentor-mentee system is found to be a useful tool to improve students' overall behavior to overall performance in curricular, curricular, and extension activities.

6. Problems Encountered and Resources Required:

Initially, the system was looked at with the apprehension system in terms of its intent and success. There were reservations about sharing data. Periodic meetings of students, teachers, HoDs, and IQAC helped in understanding the system, its benefits, and overcoming the challenges. There were some minor issues with the additional responsibilities of the teachers as mentors. All the problems are sorted out with in-depth discussion among the stakeholders in the best interest of the institution.

No financial or other resources were needed to implement the system except the teachers' commitment and time.

The Mentor-Mentee System has created a trusting and sustainable relationship between the teachers and their mentees.

BEST PRACTICE – II

Title: Effective Teaching-Learning and Evaluation

Objective:

Teaching – Learning and Evaluation is a core activity of any educational institute. Sometimes teaching-learning receives less priority due to pressure for research and other activities. Being the core activity, college always gives priority to it and plans to strengthen it to become more effective. In order to achieve/practice effective teaching, the teachers are advised to focus on learning. Lectures are to be prepared to focus on learning objectives. Learning objectives should / be:

- Concise and clear with outcomes;
- Specify knowledge, skills, and attitudes;
- Clarify, organize and prioritize learning;
- Help the teacher and students to evaluate their progress; and
- Build confidence among the students to take responsibility for their learning.

Context:

Industries being the main employer of engineering graduates, their concern on graduates attributes, is one of the primary focus of institutions. In order to satisfy their requirements, the institute decided to strengthen our teaching-learning process to make it more effective. The students need to be taught the fundamental concept of engineering science and basic problem solving making them competent engineers to face the challenges of industries.

In this context, it was decided to strengthen the existing teaching-learning process focusing on technical knowledge and skills.

Practice:

Adhering to the guidelines of the affiliating Anna University, the following sequences are followed (or, strategies are adopted) to achieve effective teaching–learning and evaluation practice.

1. The Head of the Department allots the courses for the faculty based on their willingness and area of expertise.
1. The Department timetable in charge prepares the timetable of the faculty members for the allotted courses. The timetable is approved by the Head, circulated to the faculty members along with a copy of the signed syllabus. Simultaneously it is displayed on the notice board.
2. The softcopy of the academic calendar is distributed to the students individually and a hard copy is kept in the Library and Department office for their reference
3. The lesson plan and question banks are prepared by the course teachers and shared with the students on approval of HoD. Advanced circulation of the lesson plan and study materials helps the students come prepared for better interaction.
4. The faculty takes utmost care in preparing their course material for the subject by referring to reference books, textbooks, and other ICT tools such as NPTEL Videos, etc.
5. The faculty is provided with a subject logbook, in which the student's attendance and internal marks are entered. The portion covered in each lecture hour is entered by the faculty which is verified by HoD periodically.
6. Three internal tests and one model exam are planned for every semester as per the academic calendar.
7. Based on the academic calendar, the Controller of Examination (COE) cell prepares the timetable for the test/exam and circulates it to the faculty members and the students one week before the commencement of the test/exam.
8. Faculty members intimate the test portions and pattern of the question papers to the students one week before the commencement of the test. The question papers' pattern is similar to University's end-semester examination.
9. The evaluated answer scripts are distributed to the students and the results are discussed in the classroom bringing transparency.
10. The marks secured in three internal tests and model examinations are uploaded to the university web portal.
11. Students can view their attendance and internal test marks in the university web portal at any time.
12. The college strictly adheres to the university norm of a minimum of 450 periods per semester.
13. Extra care is given for the students who are identified as slow learners like conducting special classes.
14. Regular class tests are conducted to ensure the students reading habits. In each course, after every six periods of teaching, one hour test is conducted as GMT (Good Morning Test) in the first period of every working day. GMT tests help the students to prepare, remember and perform well.
15. Course Outcomes (CO) statements are defined for every course by considering the course content and competencies expected to be gained by the students through the course.

16. The attainment of Course Outcomes (COs) is calculated with the help of performance in Internal Tests, Model Examination, Assignments, Seminars, End Semester University examinations, and Course Exit Surveys. The assessment tools and processes for measuring the attainment of each of the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) are also well defined. The attainment of the Course Outcome of all courses undergone by a particular batch of students is calculated.

The extent of attainment of CO, PO, and PSO are the indicators of effective teaching, learning, and evaluation.

Evidence of success

1. The outcome is visible in their academic performance in end-semester university examinations.
2. Increased participation is seen in technical events like paper presentations, software contests, code debugging, etc., and winning many prizes at inter-college and intra-college levels.
3. Students increased interest to do mini-projects and additional design experiments in the laboratory classes are observed.
4. Increased interest of students in funding projects resulted in sanctioning of students projects by Tamilnadu State Council for Science and Technology (TNSCST). The students won a cash prize in a project competition conducted by Pan IIT Leadership Series (PALS), IIT-Madras.
5. Increased presentation of papers by the students in scientific events.

Problems encountered and resources required

1. No additional financial resources are needed to implement effective teaching-learning and evaluation practice.
1. Improving the performance of the slow learners was a challenge. The extra efforts of conducting evening coaching classes, tutorial classes, and assignments found to be beneficial. Solving question papers of previous years and question banks helped to improve the performance of such students.
2. During laboratory classes and project works, slow learners are grouped with advanced learners for enabling peer learning. The slow learners are grouped with advanced learners for presenting papers in national/international conferences.

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for 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:

Unique System of Enhancing support to the Deserving Students

Objective:

To remove the economic barrier of economically challenged students through :

- Providing fees concession for economically challenged students.
- Providing free study material prepared by experts.
- Training the students free in the fields of soft skills, communication skills, interpersonal skills and preparing them to face interviews and get better placed.
- Involving the students in all curricular, co-curricular, and extra-curricular activities without fees.
- Encouraging the student participation in PALS activities without any charge.

2. Context:

Most of the students have come from rural, pastoral backgrounds and other states. It is seen that more than 60 % of the students belong to the reserved category and there is a void between their economic and their education. The prevailing economical gap is carefully taken into account by the management in terms of providing fees waiver to those students. Enthusiastic students from lower financial status and poor backgrounds are given concession in fees.

This particular sector of the students finds it difficult to communicate with others in English. To overcome this issue, communication skill classes are conducted from the first year onwards. A separate hour is allotted in the academic timetable itself. A structured syllabus is framed, organized, and executed systematically. The various programs conducted by the Institution have promoted the students towards communication skills and soft skills. This placement-oriented skill development training helps them to cross their boundaries. The Institution has given general awareness in every aspect of their life and how to lead them in a better way.

3.Practice:

Engineering is a promising career. The students who persevere themselves to study should be given the opportunity to become graduates. Mostly, students who are capable of obtaining a degree are usually held back because of their financial difficulties. During such circumstances, students are encouraged to attend summer projects/internships in the industries/prestigious academic institutions to acquire practical knowledge. Industrial visits are also arranged for practical exposure. E-Journals/Magazines are provided in the library to know about new technologies and research trends. Eminent speakers from industry and prestigious academic Institutions are invited for delivering guest lectures on the latest technologies.

Every department conducts technical events through their clubs/associations on current trends & technologies to improve the technical knowledge of the students. The Institution organizes various co-curricular and extra-curricular activities through department activities for enabling 360 degrees development.

The Institution has a tie-up with PALS (IIT alumni association), Chennai. IIT PALS came out with various student enrichment programs like industry visits, project expo, and internship programs. The students had direct interaction with IIT alumni to enhance their knowledge in their respective domains. These programs changed their outlook and their perception which helped them to overcome their hurdles.

The Institution has established its distinctive approach in the following aspects

Counseling for career, academic and personal.

Through placement, soft skill training, and communication training.

The calm atmosphere for learning.

Surrounded by Temple for a peaceful mind.

Fees waiver for reserved category students.

Continuous encouragement in Social Activities.

4.Evidence of Success:

Success is evidence of hard work. The success was shown from the bright future of the students who completed their degrees. The prizes/awards won by the students in technical and other events emphasized the impact of the various program organized. The student's placement records are the manifestation of the training given to them.

Apart from the placement training and other activities, PALS conducted many programs in different

geographical areas. The students actively participated and also won many prizes in various ventures conducted by the team. The participated students shared and presented their knowledge gained and experience to the remaining students and faculty members in their respective departments. This approach motivated everyone to extend their participation. Because of this enthusiastic and consistent participation of the students and faculty members in PALS, The Institute was awarded the number one position in the Coimbatore zone.

In the last five years, several students have received financial assistance from the college.

- Institutional Scholarship for meritorious and economically weaker students:593
- Institutional Sports Scholarship:8
- Institutional Scholarship for Wards of Defence Workers :3

- Number of students who completed IIT PALS Activities with support: 256

All these students have been excelling in academics and other activities. These students would perhaps not complete the study had they not offered assistance. The scheme has helped many students and continues to help many in times to come. The economic challenge is no longer a barrier in the institution to pursue engineering education.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

RVS College of Engineering and Technology is at the forefront to provide quality education to create skilled professionals to serve the societal needs of the country. Importance is given to continuous quality improvement by improving the quality of faculty, refining teaching-learning method, creating research facilities in effective industry interaction, and supporting facilities on the campus. A monitoring mechanism is in place to improve the systems.

The institution has obtained ISO 21001:2018 and been subjected to Academic and Administrative Audit (AAA audit) by an external agency. The signing of MoU with foreign institutions like the University of MARA and Taylors University of Malaysia for knowledge sharing and training facilitates to creation learning ambiance. Interaction of students and faculty with various industries has been promoted through MoUs.

Research facilities Like Cloud Security and Standards Laboratories under National Cyber Defense Research Centre in collaboration with NCSSSS have been created. And the Computer Science Department is the approved research center under Anna University.

Concluding Remarks :

RVS College of Engineering and Technology under RVS educational trust strives to serve society. We are committed to providing a congenial atmosphere to mould engineers for the future with social responsibility. Close interaction between the students, faculty, and parents augments the well-structured learning methods. Well-defined policies and procedures and facilities have made our institution a destination for excellence.