



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

R.V.S COLLEGE OF ENGINEERING

**RVS NAGAR, KARUR ROAD, N.PARAIPATTI POST, DINDIGUL
624005**

www.rvseng.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

R.V.S College of Engineering, located in Dindigul, was established in 1985 with a vision to nurture knowledge and talent among young individuals. Founded by the esteemed educationist Vijayashree Dr. K.V. Kuppusamy, Chairman of the Ratnavel Subramaniam Educational Trust, the college has a rich legacy marked by numerous accomplishments. Since its inception, R.V.S College of Engineering has maintained high academic standards and provided an enjoyable learning experience through its experienced faculty, well-equipped libraries, stimulating discussion rooms, expansive playgrounds, and state-of-the-art laboratories.

Situated on a sprawling 17.5-acre campus with a lush green environment, the college offers a conducive atmosphere for learning. Certified with ISO 9001:2015, the institution adheres to a well-defined quality policy and system procedures. The primary goal is to cultivate innovative skills and individuality in students, preparing them to excel in today's competitive world.

The college began by offering B.E. programs in Civil Engineering, Mechanical Engineering, and Computer Science and Engineering in 1985. Over the years, it has expanded its offerings to include various undergraduate and postgraduate programs, such as B.E. in Electronics and Communication Engineering, Electrical & Electronics Engineering, and B.Tech. in Textile Technology, Petrochemical Technology, Artificial Intelligence and Data Science, and Information Technology. The college also offers several M.E. programs (M.E- Applied Electronics, M.E-CAD/CAM, M.E- Computer Science and Engineering, M.E- Construction Engineering and Management, M.E- Embedded System Technologies, M.E- Structural Engineering, M.E- Thermal Engineering) and a Master of Computer Applications (M.C.A.) program.

Vision

To produce highly competent Engineers and Quality Technocrats with employable and Research Skills to Serve the Nation.

Mission

RVSCE Strives:

- To provide high quality education through a dynamic and content beyond curriculum, state-of-the-art facilities, and well trained faculty to prepare students for successful engineering careers.
- To promote research and innovation by providing opportunities and resources to both faculty and students to contribute to the advancement of engineering and technology.
- To forge strong partnerships with industries to enhance practical learning, internships and employment opportunities for students.
- To instill strong ethical values and social responsibility in students to prepare them to be conscientious engineers and leaders in society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Cutting-edge Facilities and Planned Space:** The college is equipped with state-of-the-art infrastructure, providing an advanced learning environment.
- **Dedicated and Highly Skilled Faculty Members:** The faculty is experienced and committed to delivering quality education.
- **Blended Learning Environments with ICT Integration:** The college integrates Information and Communication Technology (ICT) to enhance teaching and learning experiences.
- **UGC Recognition:** Recognized under section 2(f) of the University Grants Commission (UGC), which adds credibility to its academic programs.
- **ISO 9001:2015 Certification:** The college follows stringent quality management systems, ensuring consistent academic and operational standards.
- **Affordable Fees and Scholarship Opportunities:** Provides access to education for a diverse range of students through affordable tuition and scholarships.
- **Eco-Friendly and Energy-Conscious Campus:** The campus is environmentally friendly, promoting sustainability and energy conservation.
- **Community Service Initiatives:** The college actively engages in community service through village adoption and outreach programs.

Effective Mentorship Programs: Operational mentorship programs that guide students in academic and career development.

Institutional Weakness

- **Research Activities and Publications:** The college needs to enhance its research output, including funded projects and publications.
- **Lack of Sponsored Research Labs:** There is an opportunity to establish research labs sponsored by industries or government organizations.
- **Lower Enrollment in Higher Studies:** A relatively smaller number of students opt to pursue postgraduate studies.
- **Communication Skills among Rural Students:** There is a need to improve communication skills, particularly among students from rural backgrounds.

Institutional Opportunity

- **Potential for Academic Excellence:** With a dynamic faculty, there is potential for each department to be recognized as a research department by Anna University.
- **Interdisciplinary and Sponsored Projects:** Opportunities exist to engage in interdisciplinary research and secure sponsored projects.
- **Alumni Involvement:** Leveraging alumni networks can enhance employability and career development for current students.
- **Industry Collaborations:** Strengthening collaborations with industries can lead to more student-faculty exchange programs and practical exposure.
- **Entrepreneurial Skill Development:** Initiatives to cultivate entrepreneurial skills among students can

be expanded.

- **Consultancy Services:** The college can generate revenue through consultancy services by offering expertise to industries.
- **Government Funding:** Seek funding for research and development projects from government agencies.

Institutional Challenge

- **Enhancing Communication Skills:** Improving students' communication skills, particularly in English, is a significant challenge.
- **Competition with Autonomous Institutions:** The college faces stiff competition from nearby autonomous institutions and universities in attracting qualified students.
- **Addressing Curriculum Gaps:** There is a need to continually update the curriculum to keep pace with rapid technological changes and industrial demands.
- **Encouraging Higher Studies:** Inspiring more students to engage in competitive examinations and pursue postgraduate education is essential.
- **Attracting High-Caliber Faculty:** Recruiting and retaining faculty with expertise in emerging technologies is challenging but crucial for the institution's growth.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

R.V.S. College of Engineering (RVSCE) designs its curricula for nine undergraduate and eight postgraduate engineering programs in alignment with AICTE and affiliating university guidelines. The institution's vision and mission shape the curriculum, encompassing science, humanities, and professional core subjects for undergraduate engineering programs. RVSCE follows Outcome-Based Education (OBE) and Revised Bloom's Taxonomy methodologies for effective planning and delivery. The academic structure includes a well-defined action plan and calendar following Anna University norms. Faculty members contribute by creating lesson plans, notes, PowerPoint slides, and other teaching materials. Student-centered approaches integrate Information and Communication Tools (ICT) for easy access to learning resources. Comprehensive course folders contain syllabi, timetables, objectives, outcomes, CO-PO mapping, course materials, video lectures, and more. Detailed records of lab manuals, mentoring, and attendance are maintained. The curriculum incorporates training methods to develop life and soft skills and addresses cross-cutting issues such as professional ethics, gender, human values, environment, and sustainability. Experiential learning is promoted through projects, fieldwork, and internships. RVSCE offers value-added or certificate programs and e-materials. Internal examinations and academic audits by the Internal Quality Assurance Cell (IQAC) evaluate course outcomes and standard adherence. A feedback system collects input from students, teachers, employees, and alumni. The institute enhances student exposure through expert guest lectures, workshops, conferences, and seminars, providing knowledge beyond the standard curriculum.

Teaching-learning and Evaluation

As per the Anna University regulations, admission process is conducted in our college and the quality of the students seeking admission has been improving annually. Since the students come from diverse backgrounds, the college provides necessary academic and other supports. Bridge courses are organized for the first years.

The students who learn slowly have given ample attention and coaching classes are conducted for them. The advanced learners are guided to participate in various contests/Hackathon etc. The faculty members are assigned as Mentors and they support the students in the academic process.

The institution has a policy of recruiting highly qualified and experienced faculty members as per the requirement. This enhances the Teaching-Learning Process and the required Teacher-Student ratio is maintained in the college.

As per the Academic schedule the teachers prepare a course plan and deliver the lectures with the assistance of ICT tools. The students are trained with technical courses to cater domain-specific knowledge. The industrial visits and in-plant trainings are arranged to bridge the gap between academic and industrial needs. The guest lectures, seminars and workshops are held to further enhance their technical knowledge.

The internal and external assessments are systematically conducted as per the rules and regulations of Anna University and the entire process is transparent.

The POs, PSOs, PEOs are formulated for every program based on Outcome based education. The course outcomes (COs) are prepared for every course in the curriculum. Systematic procedures are devised for assessing the attainment of POs and COs. The average pass percentage is 86.34% and bagged two gold medals in the past 5 years.

Research, Innovations and Extension

The Research, Innovations, and Extension Institution boast a dedicated team of researchers led by Director. In each department, a senior faculty member serves as the research coordinator. Adequate resources are allocated to faculty members and undergraduate/postgraduate students to pursue research in their respective fields of interest. Students are actively encouraged to undertake research projects under the guidance of faculty members. During Project expos, students showcase their exhibits to inspire young minds visiting the expo. Original research work is guaranteed through the dissemination of a well-publicized plagiarism policy document. Our faculty members have published many papers in well-known journals like UGC Care and Scopus. Also, in the past five years, they have published books & book chapters and presented papers at conferences. This shows that our faculty is dedicated to doing research and contributing valuable knowledge to their fields. The management actively encourages faculty members to contribute to UGC Journals by offering incentives for their research publications. Moreover, the institution has taken the initiative to work on filing patents and these patent applications have been submitted. With 12 Ph.D., holders and currently pursuing 6 Ph.D., the faculty members collaborate effectively. Those engaged in research receive support through the provision of necessary equipment, books, research leave, financial assistance for conferences/journals, e-resources, computer facilities and Wi-Fi. The college has received Research grants worth Rs.20.10 Lakhs from Non-Governmental Organizations. A total of 51 programs related to research methodology, intellectual property rights and entrepreneurship have been conducted. The comprehensive development of students is guaranteed through extension activities. The NSS co-ordinated blood donation camps, importance of voting, national leprosy eradication programme, visits to old age homes and orphanages, Swachh Bharat camps and health camps. These initiatives aim to raise student's awareness of social issues and encourage them to contribute to societal improvement. Such activities create a robust connection between the college and the community, providing students with opportunities to enhance their leadership, organizational and communication skills. A total of 51 outreach programs have been conducted.

Infrastructure and Learning Resources

R.V.S College of Engineering is a premier institution of higher education located on 69848 sq. Met. Campus with a Built-up Area - (16,187.4 sq. met.). It has an excellent infrastructure with beautiful garden and well – furnished. The college has Four main academic blocks that consist of 45 classrooms and 15 tutorial classrooms with sufficient seating capacity and proper electrification. There are 9 staff rooms, each equipped with computers and printers that are seamlessly connected to Wi-Fi facilities. The college has a variety of ICT technological tools to augment teaching – learning process. The seminar halls, conference hall, library, and smart classrooms are ICT enabled with Wi – Fi facility. Smart Board is presented to enhance students' learning skills. Modern laboratories are made available for all the programs.

All the department labs are well-furnished and upgraded with necessary equipments. Our institution maintains a commendable student-to-computer ratio of 2.47:1. Large and spacious library is available with 50807 books and 10 computers with Wi- Fi facility. 48 International and 48 National journals are subscribed and updated periodicals. To widen students' knowledge, the library has **MODERNLIB and DELNET**. Digital Library is functioning 24x7. Department Library exists in all the departments, for immediate reference by staff and students. The college has an air conditioned auditorium with the seating capacity for 1000 students. The college has one air –conditioned conference hall and two seminar halls. All the halls and auditorium are equipped with LCD projectors. The college has allotted rooms for Examination cell, IQAC, Scholarship Unit, administrative rooms, placement centre, language lab, hostels, cafeteria, sports, cultural activities, transport, infrastructure for maintenance, roads and buildings, power supply, drinking water, CCTV Cameras to surveillance, Generator Room, Fire Extinguisher, Solar Plant, R.O drinking water, etc.. Transport facility is also available in our Institution. The college has a well-equipped Data Centre, which acts as the central point for Data maintenance. It's far a spinster point of help for scheming, shopping, installing, interfacing, troubleshooting and retaining of IT gadgets and peripherals.

Student Support and Progression

RVS PADMAVATHI AMMAL MERIT SCHOLARSHIP scheme. This scholarship is open to the students studying in the colleges run by Ratnavel Subramaniam Educational Trust.

CAPACITY DEVELOPMENT AND SKILLS ENHANCEMENT:

The institution focuses on student development through skill enhancement programs, including training in soft skills, life skills, language and communication, along with ICT computing skills, ensuring that graduates are well-equipped for the competitive job market.

COMPETITIVE EXAMINATIONS AND CAREER COUNSELLING:

The Training and Placement Cell actively supports students by providing coaching for various government examinations, training the students to develop the soft skills and technical skills simultaneously conducting career guidance programs. R.V.S COLLEGE OF ENGINEERING provides on-campus job opportunities with Multinational Companies (MNCs).

GRIEVANCE AND REDRESSEL COMITTEES:

The institution maintains a transparent and effective grievance redressal mechanism, promptly addressing

issues related to teaching, discipline, ragging, and sexual harassment.

AWARDS / MEDALS IN SPORTS:

Students winning awards in sports and cultural events underscore the institution's commitment to a well-rounded education.

ALUMNI ASSOCIATION:

The Alumni Association of the college is properly registered and serves as dynamic link past, present, and future progress of the institution. The contributions of alumni go beyond their time as students, creating a positive impact on the academic, professional and overall developmental aspects of the Alma Mater.

Governance, Leadership and Management

Faculty members receive continuous encouragement to engage in professional development and external interactions, contributing to a culture of continuous improvement. The strategic plan of the institution is in line. With the Institute's vision, mission, and goals it is deployed and executed across all the activities. The e-governance is implemented in all aspects of administration. E-governance is in place for admissions, finance, accounts, and examinations through software. The college prioritizes the well-being and professional growth of faculty members, offering various welfare measures such as medical leave, ON duty, maternity leave and financial support to attend seminars and workshops.

The Institute has implemented a well-established procedure and process for planning and allocating financial resources. This involves the preparation of departmental and functional budgets, culminating in the framing of the institutional budget through a Participative Management System. Faculty members are actively encouraged to participate in development programs, refresher courses, workshops, conferences, etc., with financial support provided through on-duty allowances, travel allowances, registration fees, etc. The Institution conducts professional development programs for teaching faculty and offers administrative and training programs for non-teaching staff. The financial aspects of both income and expenditure are regulated by systematic internal and external audits.

A key focus of the institution is on continuous quality improvement and achieving academic excellence, facilitated by the Internal Quality Assurance Cell (IQAC). This self-regulating mechanism monitors and ensures the quality of academic processes. The institution is committed to constantly improving the quality of educational programs through continuous monitoring of academic processes, feedback systems, and other follow-up activities.

A strong mechanism for both internal and external academic audits has been

implemented. The IQAC facilitates a participatory approach on a regular basis to effectively monitor and ensure the quality of academic processes. Overall, R.V.S College of Engineering strives for excellence in education through a well-coordinated and participative approach across its organizational structure.

Institutional Values and Best Practices

R.V.S College of Engineering (RVSCE) ensures an inclusive environment that promotes equity and equal opportunities for all, regardless of gender, socio-economic status, or cultural background. Various programs and initiatives are implemented to support marginalized groups. Gender sensitization programs and activities are regularly conducted to promote gender equity. Facilities and support systems are in place to ensure a safe and conducive environment for all genders.

Since its inception, the institute has been environmentally conscious, evident in the lush green surroundings of its campus. The commitment to inclusivity extends to Divyangjan friendliness, with the provision of a barrier-free environment. This includes ramps, accessible washrooms, lifts, display boards, and assistive technologies to ensure accessibility for disabled individuals. Efforts are made to reduce the ecological footprint through initiatives such as energy conservation, waste management, rainwater harvesting, and the promotion of renewable energy sources.

A strong emphasis is placed on ethical practices and professional behaviour among students and staff. The institution actively engages with the community through outreach programs and social service activities. This fosters a sense of social responsibility and community service among students.

A number of programs are arranged for sensitization of students and employees to the constitutional obligations. By fostering a culture of inclusivity, sustainability, and ethical conduct, the institution not only enhances the educational experience but also prepares students to be responsible and socially aware citizens.

RVSCE follows two notable best practices: Yoga Practice and Empowerment and Support for Girl Students. The institution's commitment to these values and practices is evident through various documented initiatives and outcomes. Yoga practice provides a structured and accessible method for students to manage stress, enhance physical health, and improve academic performance. The institution is committed to fostering an inclusive educational ecosystem that prepares girl students to excel in all spheres of life.

The institution identifies and highlights its distinctive characteristics that set it apart from others. Our institution tends bring about holistic development in villages by focusing on education, health, environmental sustainability and social awareness.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	R.V.S COLLEGE OF ENGINEERING
Address	RVS Nagar, Karur Road, N.Paraipatti Post, Dindigul
City	RVS Nagar Karur Road N Paraipatti Post
State	Tamil Nadu
Pin	624005
Website	www.rvseng.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	C RAMESHK UMAR	04551-227229	9842449284	-	principal.eng.dgl@rvs group.com
IQAC / CIQA coordinator	A MARY JOYCY	04551-227231	8838090252	-	iqacrvcetdgl@rvs group.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Tamil Nadu	Anna University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	21-06-2006	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-06-2023	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	RVS Nagar, Karur Road, N.Paraipatti Post, Dindigul	Rural	17.5	20754.07

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,Civil Engineering,Civil Engineering	48	H.Sc	English	30	6
UG	BE,Computer Science And Engineering,Computer Science and Engineering	48	H.Sc	English	60	51
UG	BE,Electrical And Electronics Engineering,Electrical and Electronics Engineering	48	H.Sc	English	30	14
UG	BE,Mechanical Engineering,Mechanical Engineering	48	H.Sc	English	60	13
UG	BTech,Petrochemical Technology,Petrochemical Technology	48	H.Sc	English	30	8
UG	BTech,Textile Technology ,Textile Technology	48	H.Sc	English	30	9
UG	BTech,Artificial Intelligence And Data Science,Artificial Intelligence and Data Science	48	H.Sc	English	30	30

UG	BTech,Information Technology,Information Technology	48	H.Sc	English	60	57
UG	BE,Electronics And Communication Engineering,Electronics and Communication Engineering	48	H.Sc	English	60	38
PG	ME,Civil Engineering,Construction Engineering and Management	24	B.E B.Tech in Relevant Discipline	English	18	8
PG	ME,Civil Engineering,Structural Engineering	24	B.E B.Tech in Relevant Discipline	English	18	0
PG	ME,Computer Science And Engineering,Computer Science and Engineering	24	B.E B.Tech in Relevant Discipline	English	18	2
PG	ME,Electrical And Electronics Engineering,Embedded System Technologies	24	B.E B.Tech in Relevant Discipline	English	18	0
PG	ME,Mechanical Engineering,CAD CAM	24	B.E B.Tech in Relevant Discipline	English	18	0
PG	ME,Mechanical Engineeri	24	B.E B.Tech in Relevant	English	18	2

	ng,Thermal Engineering		Discipline			
PG	MCA,Master Of Computer Applications, Master of Computer Applications	24	Any Degree in Relevant discipline	English	60	60
PG	ME,Electronics And Communication Engineering,Applied Electronics	24	B.E B.Tech in Relevant Discipline	English	18	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	6				5				113			
Recruited	6	0	0	6	3	2	0	5	63	50	0	113
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	9	5	0	14
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	6	0	0	6
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	6	0	0	3	2	0	1	0	0	12
M.Phil.	0	0	0	0	0	0	6	12	0	18
PG	0	0	0	0	0	0	56	38	0	94
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		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
UG	Male	529	7	0	0	536
	Female	140	0	0	0	140
	Others	0	0	0	0	0
PG	Male	112	1	0	0	113
	Female	36	0	0	0	36
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	31	43	6	26
	Female	10	16	5	11
	Others	0	0	0	0
ST	Male	0	2	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	100	91	23	41
	Female	31	29	10	12
	Others	0	0	0	0
General	Male	26	26	0	4
	Female	11	7	0	1
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		209	214	44	95

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<ul style="list-style-type: none"> • Curriculum Integration: Both undergraduate (UG) and postgraduate (PG) programs at RVSCE include practical components such as projects, field visits, educational tours, internships, and other experiential learning opportunities. This approach generates a dual impact on learning by employing contemporary pedagogical strategies, introducing novel learning experiences, and utilizing innovative teaching methods. • Student Involvement in Multidisciplinary Projects: Despite being an affiliated institution, RVSCE actively encourages student participation in multidisciplinary projects. Every academic program includes a non-major elective course, allowing students to explore educational opportunities in
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	<p>domains outside their primary field of study. This fosters a broader educational experience and encourages interdisciplinary learning.</p> <ul style="list-style-type: none"> • Goals of Multidisciplinary Higher Education Institutions (HEIs): The college aims to contribute to the transformation of single-stream institutions into large universities or autonomous degree-awarding HEIs. This involves enhancing the necessary institutional infrastructure to support multidisciplinary education and research. Key features of a Multidisciplinary HEI include orientation about new opportunities and the mobility of credits between institutions, enabling a more flexible and enriched learning experience. • Interdisciplinary Mandatory Courses: RVSCE offers interdisciplinary mandatory courses to 5th and 6th-semester students in areas such as gender studies, literature, yoga, traditional medicines, history of science, industrial safety, and disaster management. These courses are designed to broaden students' perspectives and enhance their understanding of diverse fields. • Soft Skill Development: The college also provides various soft skill programs to enhance students' abilities in computing, language proficiency, and personality development within interdisciplinary contexts. This holistic approach aims to prepare students for the demands of the modern workforce by equipping them with essential skills beyond their technical expertise. • Faculty Development and NEP Participation: Faculty members at RVSCE are encouraged to participate in seminars and workshops on the National Education Policy (NEP) organized by other institutions. This participation is intended to keep faculty updated on the latest educational trends and to promote the integration of multidisciplinary and interdisciplinary approaches into their teaching practices. Through these initiatives, RVSCE is committed to providing a comprehensive education that not only adheres to the core technical disciplines but also fosters a broader, more holistic learning environment that prepares students for the complexities of the modern world.
2. Academic bank of credits (ABC):	<p>Implementation and Constraints As an affiliated institution of Anna University, RVS College of Engineering (RVSCE) faces certain constraints in independently implementing the Academic Bank of Credit system. However, should the ABC system be implemented, the college will strictly adhere to the</p>

guidelines established by Anna University. The primary goal of the ABC Regulations is to promote blended learning, enabling students to accumulate credits from a diverse range of courses offered by different HEIs. Credit Accumulation through Online Platforms In addition to traditional classroom learning, students at RVSCE have the opportunity to earn credits through online courses available on platforms such as SWAYAM, NPTEL, and NAAN MUDALVAN. These platforms offer a wide range of courses, allowing students to supplement their education and accumulate credits that can contribute to their degree program. This blended learning approach supports students in expanding their knowledge base and skill set, providing them with greater flexibility and control over their educational path. Communication and Encouragement In alignment with the AICTE's instructions, RVSCE has communicated the significance of the Academic Bank of Credit system to all stakeholders, including students, faculty, and administrative staff. The college actively encourages students to take advantage of the ABC facilities, particularly by enrolling in online courses through platforms like SWAYAM and NPTEL. This initiative is part of the college's broader commitment to enhancing students' educational experiences and providing them with the tools and opportunities to succeed in a rapidly evolving academic landscape. By integrating the Academic Bank of Credit system into its educational offerings, RVSCE aims to provide students with a more flexible, dynamic, and personalized learning experience that aligns with modern educational practices and prepares them for future challenges.

3. Skill development:

Soft Skills Development • Specialized Programs: Soft skills development is a key focus at RVSCE, with specialized programs led by field experts. These programs are designed to enhance students' communication, leadership, teamwork, and problem-solving abilities, which are essential for success in the modern workplace. **• Value-Based Education:** In addition to soft skills, the college takes various initiatives to impart value-based education. This includes moral classes that focus on human values such as truth, ethics in technology, integrity, and righteous conduct. These sessions are integrated into the college timetable, ensuring that students receive a

well-rounded education that encompasses both technical and ethical training. Life Skills and Ethical Values • Practical Life Skills Training: RVSCE conducts programs that teach essential life skills and values. These include practical guidance on yoga, meditation, women's personal hygiene, and cleanliness, provided by experts in these fields. This holistic approach helps students develop the skills necessary to lead balanced and healthy lives. • National Unity and Cultural Programs: On special occasions like Republic Day and Independence Day, the college organizes events to foster national unity and motivate students. These events include competitions that inspire students to take pride in their heritage and contribute to the nation. • Mandatory Club Participation: As part of their graduation requirements, all undergraduate students are expected to join a club such as the National Service Scheme (NSS), Youth Red Cross (YRC), or other similar organizations. These clubs provide students with opportunities to engage in community service and develop a sense of social responsibility. Cultural and Linguistic Heritage • Preserving Cultural Heritage: RVSCE recognizes the importance of preserving culture and language in the diverse landscape of India. The college integrates the knowledge system of the Tamil language and the rich cultural heritage of ancient Tamil into its curriculum. This includes a mandatory, credit-based course named 'Heritage of Tamils,' which educates students about the cultural and historical significance of the Tamil heritage. • Multilingual Teaching Approach: To better serve the significant number of students from rural areas, RVSCE recommends employing a multilingual teaching approach in most programs. This approach facilitates a better understanding of the subjects and ensures that students from diverse linguistic backgrounds can fully grasp the material. • Course on 'Tamils and Technology': The college has introduced a course titled 'Tamils and Technology' to explore the Ancient Indian Knowledge System. This course aligns with the Anna University 2021 Regulations and delves into the intersection of traditional knowledge and modern technology, providing students with a unique perspective on the integration of ancient wisdom with contemporary advancements. Through these initiatives, RVSCE not only prepares students for their professional careers

	<p>but also instills in them a deep respect for ethical values and cultural heritage. This comprehensive approach to education ensures that graduates are well-equipped to navigate the challenges of the modern world while staying grounded in their cultural roots.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>RVS College of Engineering takes significant steps to integrate Indian knowledge systems, preserving cultural heritage and regional languages within its academic framework. Here are the key aspects of this integration:</p> <ul style="list-style-type: none"> • Curriculum Integration • Multilingual Teaching Approach: Recognizing the diverse linguistic backgrounds of students, the college employs a multilingual teaching approach. This method is particularly beneficial for students from rural areas, facilitating a better understanding of complex subjects by providing instruction in multiple languages. • Credit-Based Courses: The college has incorporated courses that focus on Indian culture and knowledge systems into the curriculum. These courses are designed to enrich students' understanding of their cultural heritage while aligning with academic requirements. Specific Courses <ul style="list-style-type: none"> • 'Heritage of Tamils': This mandatory and credit-based course is aimed at preserving and promoting the cultural heritage of Tamil Nadu. It covers aspects of ancient and modern Tamil culture, traditions, and knowledge systems, ensuring that students gain a comprehensive understanding of Tamil heritage. • 'Tamils and Technology': This course explores the intersection of ancient Indian knowledge systems and modern technology. It aligns with the Anna University 2021 Regulations and provides students with insights into how traditional knowledge can be applied in contemporary technological contexts. Online Courses and Resources <ul style="list-style-type: none"> • Online Platforms: While the college does not offer distance learning programs, it integrates online resources and platforms into its teaching methods. Students are encouraged to engage with online courses available on platforms like SWAYAM, NPTEL, and NAAN MUDALVAN, which offer a range of courses including those related to Indian knowledge systems. Cultural Preservation and Promotion <ul style="list-style-type: none"> • Cultural Events and Activities: The college organizes events and activities that celebrate Indian culture and language, further enhancing students' connection to their heritage. These activities

	<p>include festivals, workshops, and seminars focused on cultural preservation and education. Impact • Enhanced Cultural Awareness: By integrating Indian knowledge systems into the curriculum and employing a multilingual approach, the college ensures that students gain a deeper appreciation of their cultural heritage while achieving academic excellence. • Preservation of Heritage: The addition of courses focused on Tamil heritage and ancient knowledge systems helps preserve and promote regional culture, passing on valuable traditions and knowledge to the younger generation. Overall, RVS College's efforts in integrating Indian knowledge systems into its curriculum reflect a commitment to preserving cultural heritage and enhancing students' understanding of their roots while preparing them for modern professional challenges.</p>
5. Focus on Outcome based education (OBE):	<p>Key Features of Outcome-Based Education at RVSCE • Clear Definition of Outcomes: Each program and course offered at RVSCE has well-defined program outcomes (POs) and course outcomes (COs). These outcomes serve as the benchmarks that guide students in developing the necessary skills and acquiring the required knowledge throughout their studies. • Flexible Learning Approach: OBE at RVSCE allows students to learn at their own pace and in their preferred style. The institution does not impose strict time constraints, giving students the flexibility to engage with the material in a manner that best suits their learning preferences. • Diverse OBE Activities: To support outcome-based learning, RVSCE incorporates a variety of innovative teaching and learning activities in the classroom. These include: o Think-Pair-Share: Encourages collaboration and critical thinking by having students discuss and share ideas with peers. o Mind Mapping: Helps students organize and visualize information, making it easier to understand complex concepts. o Brainstorming Sessions: Fosters creative thinking and problem-solving by encouraging students to generate ideas collectively. o Online Lectures and Flipped Classrooms: Provides flexibility in learning, allowing students to access lectures online and engage in active learning during class time. o Quizzes and Model Making: Assesses students' understanding and application of concepts in a hands-on manner. o</p>

	<p>Crossword Puzzles and Simulations: Engages students in interactive learning activities that reinforce key concepts. o Demonstrations, Animated Videos, and More: Uses visual and practical demonstrations to enhance students' comprehension of theoretical concepts. • Learner-Centric Approach: The adoption of a learner-centric approach marks a significant shift from traditional teaching methods. At RVSCE, the focus is on the students' learning experiences, ensuring that they are active participants in their education. This approach empowers students to take ownership of their learning and encourages them to engage more deeply with the material.</p> <p>Benefits of OBE at RVSCE • Enhanced Understanding: By clearly defining learning outcomes and employing diverse teaching methods, OBE helps students grasp concepts more thoroughly and retain knowledge more effectively. • Skill Development: OBE ensures that students develop the practical skills needed to excel in their chosen fields, making them more competitive in the job market. • Personalized Learning: The flexible and student-centered approach of OBE allows students to learn in a way that best suits their individual needs and preferences, leading to a more fulfilling educational experience. • Continuous Improvement: OBE encourages continuous feedback and assessment, enabling both students and educators to identify areas for improvement and make necessary adjustments to enhance learning outcomes. Through its commitment to Outcome-Based Education, RVSCE ensures that its graduates are not only knowledgeable but also well-equipped with the skills and competencies needed to succeed in a rapidly changing world. This approach reflects the college's dedication to academic excellence and its focus on preparing students for real-world challenges.</p>
<p>6. Distance education/online education:</p>	<p>Technological Integration in Education • Smart Classrooms with ICT Facilities: RVSCE has invested in fully equipped smart classrooms that utilize Information and Communication Technology (ICT) to facilitate interactive and engaging learning experiences. These classrooms are regularly upgraded to ensure they meet the latest technological standards, enabling faculty to deliver content in a more dynamic and effective manner. • Use of Online Tools: While the college does not offer online or distance</p>

programs, it has successfully integrated a variety of online tools into the teaching and learning processes. These tools are used to supplement traditional classroom instruction, providing students with additional resources and opportunities for self-paced learning. For faculty, these tools offer innovative ways to present material, assess student understanding, and provide feedback.

- **Commitment to Enhanced Learning:** The incorporation of digital tools into the educational process reflects RVSCE's commitment to making learning more accessible, effective, and engaging. By leveraging technology, the college ensures that students receive a high-quality education that is aligned with the demands of the modern world, even in the absence of formal online or distance education programs.
- **Future Prospects**
- **Adapting to Evolving Educational Trends:** While RVSCE currently focuses on regular programs, the integration of technology in its teaching methods positions the college to potentially expand into online or distance education in the future, should there be a demand or shift in educational policies.
- **Supporting Students' Learning Needs:** The college continues to explore ways to support students' diverse learning needs, ensuring that they have access to the tools and resources necessary to succeed in their studies, regardless of the format in which their education is delivered. Through these efforts, RVSCE demonstrates its dedication to providing a modern, technology-enhanced educational experience that prepares students for the challenges of the contemporary world

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

Yes, RVS College of Engineering (RVSCE) has established an Electoral Literacy Club (ELC) within the campus. The club operates successfully, with enthusiastic participation and support from the students. The ELC organizes various activities designed to familiarize students with the electoral process, including essential aspects like voter registration and the voting procedure.

- **Objectives and Activities of the ELC**
- **Promoting Electoral Literacy:** The primary objective of the ELC is to enhance

	<p>electoral literacy among students, ensuring they are well-informed about their rights and responsibilities as voters. • Civic Engagement: The ELC serves as a platform for promoting civic engagement within the college community, encouraging students to actively participate in democratic processes. • Educational Programs: Through workshops, seminars, and interactive sessions, the ELC educates students on the importance of voting, the functioning of the electoral system, and the role of citizens in a democracy. • Voter Registration Drives: The club regularly organizes voter registration drives, helping eligible students to register as voters and understand the significance of their participation in elections. By fostering a deeper understanding of the electoral process and encouraging active participation, the ELC at RVSCE plays a crucial role in preparing students to become responsible and informed citizens.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Whether students' coordinator and coordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? Yes, RVS College of Engineering (RVSCE) has appointed both student coordinators and coordinating faculty members for its Electoral Literacy Clubs (ELCs). These clubs are fully functional and play a vital role in promoting electoral literacy among the student body. Structure and Functionality of the ELCs • Representative Character: The ELCs at RVSCE are representative in nature, consisting of a well-organized structure that includes various positions held by both faculty and students. • Leadership and Coordination: o Chairman: Oversees the overall functioning of the club. o Faculty Coordinators: Faculty members are appointed to guide and coordinate the activities of the ELC, ensuring alignment with the college's goals. o Department Staff Members: These members assist in organizing and executing the club's activities. o Student Delegates: Students actively participate in leadership roles within the ELC, holding positions such as president, vice-president, secretary, and treasurer. Role of the ELCs The ELCs at RVSCE are instrumental in promoting electoral literacy, civic engagement, and democratic values among students. Through their structured leadership and active participation, these clubs ensure that students are well-</p>

	informed about the electoral process and are encouraged to engage in their civic duties.
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Clubs (ELCs) at RVS College of Engineering undertake several innovative programs and initiatives aimed at fostering electoral participation and awareness among students and the broader community. These initiatives include:</p> <ul style="list-style-type: none"> • Educational and Awareness Activities • Lectures and Competitions: The ELCs organize events such as lectures and competitions to educate students about their voting rights and the importance of democratic participation. These activities aim to enhance students' understanding of the electoral process and encourage them to be informed voters. • Outreach and Community Engagement • Voter Awareness in Rural Areas: ELC students participate in outreach activities that focus on spreading awareness about voting, particularly in rural areas. This initiative is crucial in educating communities about the significance of voting and encouraging them to participate in elections. • Promotion of Ethical Voting: The ELCs emphasize the importance of ethical voting practices, encouraging students and the community to make informed and responsible choices during elections. • Support for Marginalized Groups • Enhancing Participation of Underprivileged Sections: The ELCs work to increase electoral participation among underprivileged groups, including transgender individuals, commercial sex workers, disabled persons, and senior citizens. These efforts ensure that all sections of society have a voice in the democratic process. • Collaborations with District Election Administration • Assisting in the Conduct of Polls: ELC members actively collaborate with district election administration to assist in the smooth conduct of polls. This involvement not only provides students with hands-on experience but also supports the efficient management of elections. • Systematic Voter's Education and Electoral Participation (SVEEP) • Student Participation in SVEEP: The ELCs motivate students to take part in competitions and activities conducted by the 'Systematic Voter's Education and Electoral Participation' (SVEEP) program, further enhancing their engagement with the electoral process. • Faculty Coordination and Leadership • Role of Faculty Coordinator: The faculty coordinator, Dr. A.P.Jagadeesan, plays a

	<p>pivotal role in the ELC's initiatives by actively engaging students in various outreach activities, including rally participation, to promote voter awareness and participation. These initiatives by the ELCs at RVSCE not only educate students about their electoral rights but also contribute to a broader societal impact by promoting inclusive and ethical participation in the democratic process.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Key Initiatives • Rural Awareness Rallies: Students organize rallies in rural areas, using pictorial signboards to bridge information gaps and raise awareness about voting and democratic processes. These rallies are designed to educate and engage rural communities, helping them understand the importance of their electoral rights and responsibilities. • Annual Awareness Exhibitions: In collaboration with the District Collector, the college participates in annual awareness exhibitions. These exhibitions provide a platform for disseminating crucial information about electoral processes, voter registration, and civic engagement. Students actively contribute to these exhibitions, promoting democratic values and encouraging community involvement. • Civic Engagement Drives: The college's initiatives include various drives aimed at enhancing civic engagement among students and the broader community. These activities highlight the importance of informed voting and active participation in the democratic process. Impact and Contribution • Advancing Democratic Principles: Through these initiatives, RVS College demonstrates its commitment to advancing democratic principles and electoral literacy. By actively engaging in awareness and education efforts, the college plays a crucial role in fostering a more informed and participatory electorate. • Promoting Electoral Literacy: The college's projects and activities contribute to a greater understanding of the electoral process, helping individuals make informed decisions and participate more effectively in elections. These efforts reflect RVS College's dedication to promoting democratic values and enhancing electoral participation, both within the college community and in the wider society</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to</p>	<p>RVS College of Engineering is actively involved in efforts to register eligible students as voters, focusing on ensuring that all students above 18 years are</p>

institutionalize mechanisms to register eligible students as voters.

included in the electoral roll. Here's an overview of the initiatives and institutional mechanisms in place:

- Collaborative Efforts for Voter Registration
- Partnership with Electoral Literacy Clubs (ELCs): The college works closely with the ELCs to facilitate voter registration among students. These clubs play a key role in organizing activities that raise awareness about the importance of voter registration.
- Engagement with Electoral Registration Officer (ERO): The college collaborates with the ERO to streamline the voter registration process and ensure that eligible students are registered.
- District Collector and District Election Officer (DEO) Involvement: The District Collector, who also serves as the DEO, periodically partners with the ELCs to conduct events that highlight the importance of voting. This collaboration includes rallies, surveys, and competitions aimed at increasing voter registration and fostering civic responsibility.
- Institutional Mechanisms
- Targeted Outreach Programs: The ELCs, with the support of the college, implement targeted outreach programs, particularly focusing on first-year students. These programs are designed to motivate new students to register as voters and participate in the electoral process.
- Awareness Drives: The college organizes various events and initiatives to create awareness about voter registration. These include educational rallies, information sessions, and competitions that emphasize the significance of being an informed voter.
- Surveys and Data Collection: Efforts are made to conduct surveys to identify students who are yet to be enrolled in the electoral roll. This data helps in organizing focused registration drives and addressing any gaps in voter registration.
- Impact and Commitment
- Increased Voter Registration: These efforts contribute to a higher rate of voter registration among eligible students, ensuring that they are included in the electoral roll and are prepared to participate in elections.
- Fostering Civic Responsibility: By actively engaging students in voter registration and awareness activities, the college reinforces its commitment to cultivating an active, informed electorate and promoting democratic values. Overall, RVS College's initiatives, in collaboration with the ELCs and electoral authorities, play a significant role in enhancing voter registration and encouraging students to take an active role in the

democratic process.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
667	601	499	762	978

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

2 Teachers

2.1

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

Response: 225

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
134	133	144	137	148

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
375.99	285.83	353.36	672.46	816.98

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Our institution adheres to the Anna University-recommended curriculum. Our institution has designed strategies and means to ensure excellent curriculum delivery in a systematic way.

Academic Calendar:

Being an affiliated institution of Anna University, Chennai, Tamil Nadu, RVSCE follows the academic calendar provided by the Anna University. The college prepares an academic calendar incorporating curricular and co-curricular events, association activities, internal assessment tests, etc.

Course Allocation:

By getting the willingness from the staff members, the courses are allocated to the faculty members. The staff members will be assigned to the course by the HOD using the competency matrix.

Timetable Preparation:

Class-wise time tables are prepared by the Time Table Committee to include time slots for teaching, seminars, lab work, class tests, libraries, and sports.

Course file:

A course file is prepared by each faculty member, which encompasses the syllabus, timetable, detailed course plan, including the text book(s), reference book(s), course outcomes, mapping of course outcomes with program outcomes and program-specific outcomes, targets and attainment levels, video clippings, materials unit-wise, PPTs, previous years question papers, and their answers.

Assessments:

There are two methods of assessment:

1. Internal Assessment (20 marks for R17 and 40 marks for R21):

- A transparent and systematic manner is carried out in the internal assessment.
- There are three internal assessment tests in Regulation R17.
- There are only two internal assessment tests in Regulation R21.

- They are mapped with POs and COs.
- In this method, the internal assessment test will be a centralized one.
- The answer scripts of the students will be evaluated and distributed to them by the teachers.

2. External Assessment (80 marks for R17 and 60 marks for R21):

The works that are related to examinations are undertaken by our college's examination cell and the external examinations organized by the university.

Class committee meetings:

A class committee is formed for each class to enhance the teaching-learning process. Based on the problems faced by the students, which are discussed in the class committee meeting, the principal will make recommendations and hand over the report to the concerned in charge to take essential remedial measures.

Library book upgrade:

Our library is equipped with required text books, e-journals, and reference books.

Feedback:

Based on pre-defined parameters, feedback from students, teachers, employers, and alumni is collected.

Content Delivery:

In addition to the conventional lecture format, new and creative methods are used to impart the material. Employing learner-centric techniques such as speed learning, collaborative learning, group discussion, video lectures, quizzes, role play, chart preparation, etc. encourages students' active participation.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 20

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

1.2.2

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

Response: 38.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
238	226	232	248	389

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The university's curriculum covers interdisciplinary topics such as professional ethics, human values, sustainability, and the environment. Our college conducts various programs related to gender issues, whereas the curriculum does not contain these types of courses.

Professional Ethics:

“Professional Ethics in Engineering” is a course prescribed by the university for the students in all eight semesters, which helps to make a better understanding about the importance of ethics in their personal, professional, and social lives.

The objectives of this course are:

- To facilitate the students' ability to raise awareness on engineering ethics and human values.
- To inculcate loyalty, social, and moral values to appreciate the rights of others.
- After the completion of this course, the students should be able to put ethics to use in society. able to realize the rights and responsibilities in society.

Human Values:

The following courses related to human values in the curriculum are prescribed by the university:

Human Rights

Intellectual Property Rights Interpersonal Skills Professional Communication

Human Rights: The aim of this course is to sensitize the engineering students to various aspects of human rights. Students are able to acquire basic knowledge about human rights at the completion of this course.

Intellectual Property Rights: By learning this course, students can get an idea about IPR registration and DITS enforcement.

After the completion of this course, students are able to manage an intellectual property portfolio to enrich the value of the firm.

Interpersonal Skills:

Features of this course:

- Provide good communicational skills.
- And teach the students to do effective presentations.
- At the completion of this course, learners will be able to: Respond and listen appropriately.
- Participate in GDs.

Professional Communication:

- The goal of this course is to Enrich the career skills and employability of the students.
- And orient the students towards grooming as professionals.

- After the course completion, learners will be able to: Participate confidently in GDs.
- Develop adequate professional soft skills.

Environmental Studies / Environmental Science and Technology:

- “Environmental Science and Engineering” is a course that is prescribed by the university for all the students in the second semester. It provides them with a with a better understanding of ecological balance for sustainable development, impacts of developmental activities, and mitigation measures.
- The objectives of this course are
- To study waste management and pollution control.
- Our students will gain knowledge on the following after the course completion.
- Public awareness on environment.
- Ignorance and incomplete understanding about environmental issues will be clarified.

Gender Sensitization:

- Our college organizes the program "Gender Sensitization," which is not prescribed as mandatory in our university. To make the students aware about the issues of gender in contemporary India.
- It also provides critical thinking on the socialization of men and women.
- To help students attain a finer grasp of how gender discrimination works in our society and how to counter it.
- To empower students to understand and respond to gender violence.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 76.01

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

Response: 507

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

1.4 Feedback System

1.4.1

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

Response: D. Feedback collected

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 24.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
209	214	44	95	216

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
552	612	612	732	732

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 29.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
172	181	44	90	179

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

2022-23	2021-22	2020-21	2019-20	2018-19
380	422	422	502	502

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 4.98

2.3 Teaching- Learning Process

2.3.1

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

Response:

The RVS College of Engineering creates an academic atmosphere for the students to make their learning process effective as well as enjoyable. Each department has individual well equipped laboratories which provide experiential learning methods to understand the theoretical concepts through various experiments. The college encourages the participative learning activities to gain knowledge in their respective engineering field. The college library contains a large number of books, journals for the use of students to augment knowledge in various areas.

The various student centric methods implemented in our college for the better learning of our students are listed below.

Class Room Lectures and Interactive Learning:

Our faculty members use blackboards and chalk as well as multimedia teaching aids like PPTs, videos for delivering their lectures in a more effective way. Students are treated as learning partners in the classroom. The teacher-students discussion and clearing the doubts raised by the students during the class are very much encouraged to enhance the teaching-learning process. Class seminars by students are encouraged for improving their technical knowledge and communication skills.

Experiential learning:

Students have 2 or 3 lab courses per semester for all the eight semesters in the University curriculum. The students learn the concepts by doing experiments in the department labs. Moreover they attain the ability to analyse the data for inferring the information and thereby apply it in real-time problems. Students are encouraged to visit the industries, undergo in-plant training, internships and doing industrial projects. By this, the students can learn the various processes in the industry which they can map with their academic learning and also attain the industrial knowledge.

Participative learning:

The students are encouraged to participate in paper presentation, mini-project competitions and workshops. Value-added courses are provided to the students to augment knowledge in latest technologies. The students are encouraged to organize workshops, seminars to get a hands-on-experience and they can interact with experts. This helps the students to obtain more practical knowledge which is much needed in their future career.

Problem Solving Techniques

Tutorial classes are part of the theory courses to create problem solving skills among the students. The analysis time questions are introduced as Part C questions in the assessment tests which make the student to apply the concepts. In the eighth semester for all the programs, a project work is prescribed by the University curriculum. The primary objective is to identify a problem through literature survey and solve it effectively. The students are encouraged to take industrial projects also. By solving the industrial problems through their project they gain confidence to face the realistic issues in the industry.

The students are asked to form groups with 3 or 4 and identified a topic which is further approved by a guide and Head of the department. Minimum of three reviews are conducted to monitor and evaluate

the progress in the project work. The students will be in a position to solve the technical and industrial problems and provide a solution after completing the project work. They are able to give a presentation about their work.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
134	133	144	137	148

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

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

Response: 12.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	16	16	17

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Internal Assessment Mechanism:

Internal assessment Mechanism consists of three Internal Assessment tests for Regulation 2017 and two internal assessment tests for Regulation 2021 as per the regulations of affiliated University. The affiliating university releases the assessment schedule and the schedule is included in the Academic calendar. The academic calendar is distributed to the students as they notify with the dates of internal assessment tests. Circular is also given to the students for each assessment test through notice boards and other communication aids.

The duration for the internal assessment test is 1.5 hours and the test carries 50 marks. Immediately after the completion of test as per schedule, the evaluation of answer scripts is done by the faculty member who is handling the course. The evaluated answer scripts are given to the students within two working days. The students are admitted to review the papers and inform if there is any error for further rectification. In case absence of students for internal exam is due to medical or any other justifiable reasons, retests are conducted with proper notice. The internal marks are submitted for University web portal entry within a week, also published in our college web site itself after the completion of internal assessment test.

External Assessment Mechanism:

The affiliated University conducted the end semester examinations both theory and Practical. For practical exams the practical schedule is given and the internal and external examiners are appointed by the University. Both the examiners together conduct the practical examinations. For theory exams the timetable is released by the university and the same is circulated to the students through notice boards

and other communication aids. The University sends the hall tickets for eligible students to the college and they are issued to the students through Head of the department. If any mistake is found in the hall ticket like spelling of the name, date of birth etc and the same is communicated to the university through exam cell for rectification. The rules and regulations for examination are informed prior to the examinations and they are adhered strictly. The examinations do's and don'ts published at the students corner of our institution. The examination answer scripts are evaluated by the external examiners appointed by the university. The results are published in the Anna University Website and subsequently soft copy of the results is sent to the college.

If the given result is not satisfactory to a student, the student can request the copy of the evaluated answer script. After receiving the copy of the answer script, it will be re-evaluated by a faculty member and the student can apply for revaluation of the answer script. In any case the student does not agree with the revaluation result, he or she has the option for challenging the valuation.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Our college is affiliated to Anna University Chennai. Our management defines the vision and mission statements of the college. Connected to them, the departments define their own vision and mission statements. Individual department/program frames the Program Outcomes (POs) and Program specific outcomes and the relevant faculty member who teaches the specific theory or lab course drafts the Course Outcomes (COs) with the guidance of necessary resources. POs pertain specifically to a given program and COs are created for each course and outline the skills the student has acquired through the course. The POs, SOs and COs are framed based on the syllabus considering the institute's and program's mission and vision statements. All of the planning and execution are focused on achieving these goals. The faculty members and students are supported by the institute to attain the outcomes.

The courses in the curriculum help the students to attain the program outcomes as well as program specific outcomes. Each course outcomes are connected to the program outcomes and a set of performance criteria is mapped to offer valid numerical evidence that the program outcomes are met. As a result, the program outcomes and program-specific outcomes are mapped to the course outcomes, which are then directly and quantitatively measured.

Communication to the Staff and Students

Principal and Heads explain the Vision and Mission statements to the faculty members through meetings. At the beginning of the semester Head of the department allocates courses to the faculty based on their interest and their expertise to teach the course. The POs and COs are prepared by the faculty and COs are mapped with POs and they are included in the staff's course file. The faculty members explain the COs to the students during their lectures. During the time of the class for lecture of the courses, each and every period the teacher should be interacted with the students for the Course outcome and program outcome mapping ratings. Suppose the mapping is heavily they may give a level of 3. If suppose the mapping is in moderate level we may give the rating is 2. In low mapping we may give a rate of 1 by the students. The COs are also indicated in the assessment test question papers by that the students are well informed about the COs. At the end of the semester the faculty members assessed the CO attainment and PO attainment.

The POs for the programs offered by the institute are displayed in the college website for the reference of the stakeholders. The POs are displayed in the class rooms and laboratories. The displays disseminate them to students and faculty members and other stake holders of the program.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Course Outcomes are complete sets of statements that the students will be able to achieve after learning the course. The course outcomes and Program Outcomes are displayed in the college website. The faculty handling the course includes the COs and also the correlation between COs and POs is indicated in the course file. At the end of the semester, the faculty member of the each course assesses the COs of the course. There are two methods for assessment process: (i) Direct assessment Method (ii) Indirect Assessment method

Attainment of Course outcomes:

The assessment of Course Outcome (CO) attainment is determined through the following criteria:

1. Internal Assessment tests & Model Examination and assignment Marks:

- Includes performance in Internal Assessment tests, Model Examinations, and Assignment

marks.

2.Marks obtained in the End Semester University Examination:

- Considers the score achieved by students in the final University Examination at the end of the semester.

3.Calculation of Attainment Level for Internal and External Examinations:

- The attainment level is computed by evaluating the number of students who scored 50% and above in both Internal Assessment and External (University Examination) assessments.

4.Attainment Level Calculation for Specific COs:

- The level of attainment for a particular CO is determined by calculating the ratio of the average marks scored by students for that CO to the total marks allocated for that specific CO.

Attainment Level:

- Level 1 - 50% to 60% of Students passed (50%)
- Level 2 - 61% to 70 % of Students passed
- Level 3 - 71% and above of Students passed.

I. Direct Assessment method

The following criteria are followed for the assessment of Course Outcome (CO) attainment.

For all theory courses, lab courses and project work both internal marks and marks obtained in end semester examination are considered for direct assessment. In the case of theory exams the internal marks are based on internal assessment tests and assignment. For lab courses the internal marks are awarded based on record work and model practical examination. In the Project work, the internal mark is calculated from three reviews and Project report. The external marks for all the three types of courses are the scores from final University examinations. The Overall weightage for direct assessment is 80%.

Attainment Level: The attainment level is computed by evaluating the number of students who scored 50% and above in both Internal Assessment and External (University Examination) assessments.

CO attainment= (0.4 x Level of attainment of Internal marks) + (0.6 x Level of attainment of external marks)

From the CO attainment the PO and PSO attainment are calculated.

PO attainment= (CO Attainment level x Mapped Value / Maximum CO Level)

2. Indirect Assessment Method

Indirect assessment is evaluated from the exit survey conducted for outgoing students. In the exit survey, the PO and PSO questionnaires are asked. Moreover, the PO's and PSO's attainment levels are 80

percent under Direct Method and 20 percent through Indirect Technique.

File Description	Document
Upload Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 86.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
128	147	226	287	230

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

2022-23	2021-22	2020-21	2019-20	2018-19
151	164	228	289	347

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.93

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Entrepreneurship Development Cell (EDC)

Entrepreneurship Development Cell (EDC) is started in our college to encourage entrepreneurship among students who are very much interested in taking up challenging entrepreneurship as their career.

The cell makes MOUs with so many industries so that various renowned entrepreneurs from the industries are invited to share their experience viz., initial challenges in the career and methods to overcome, various avenues in the industry where entrepreneurship is very much possible.

The cell also invites our alumni who become entrepreneurs to share their experiences to the students.

Entrepreneurship activities conducted:

- EDC conducts workshop, seminars and awareness programs to educate students about entrepreneurship, start-up culture and the process of starting and running a business.
- EDC encourage students to brainstorm and develop innovative business ideas, providing them with guidance and resources to refine and validate their concepts.
- EDC offers incubation support to promising start-up ideas, providing physical space, mentorship and resources to help students turn their ideas into viable businesses.
- EDC creates networking platforms where students can connect with mentors, industry experts, successful entrepreneurs and potential inventors.
- EDC collaborates with industries and start-ups to provide students with real world exposure, internships and opportunities to work on practical projects.

Overall, EDC plays vital role in maturing the entrepreneurial spirit among the students, equipping them with the skills, knowledge and resources needed to create and manage successful businesses.

Intellectual Property Rights (IPR) Cell

IPR cell in the institution conducts several IPR related programmes to educate and train them on IPR and procedure of filling patents. The objective of this cell is to provide an environment that supports and encourages innovation and development. IPR cell conducts periodic events (workshop/seminar) for faculty members and students towards IPR to identify patentable inventions. The aim of IPR cell is to create awareness and provide guidance to faculty members, research scholars and students on IPR.

Research and Development Cell

Research and Development cell is involving in conducting research projects, organizing workshop and seminars, collaborating with industry partners and promoting innovation and entrepreneurship among students and faculty.

The collaboration between college and industry helps to bridge the gap between the academia and industry and promote real world application of research.

Research and Development cell encouraged our students and faculties to do various research projects in the field of Science and Engineering.

In the last five years we have done various projects through industries and received the grant of Rs.20.10 Lakhs from the industries.

File Description	Document
Upload Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual

Property Rights (IPR) and entrepreneurship conducted during the last five years**Response:** 42**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
14	9	5	6	8

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**3.3 Research Publications and Awards****3.3.1****Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response:** 0.04**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	0	3	1

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

3.3.2

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

Response: 0.01

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

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

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

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and

sensitizing the students to social issues for their holistic development during the last five years.

Response:

Through extension activities our college transforms our students as leaders of social change to provide everlasting solutions to social problems.

- Our college maintains its social cohesiveness through extension activities in the neighbourhood community to sensitize students about social issues. Our college aims to develop student's emotional quotient through their interaction with various challenges and hurdles faced by the people in the nearby community and encourage stakeholders to develop their positive attitude towards life.

The following are the few among them.

- NSS special camp
- Rights of voting campaign at Vadamadurai and Gujiliamparai
- Consistently arranging blood donation camps
- Temple cleaning program at Chellamandadi
- Cleaning programme at nearby villages
- Distributing free mask during Covid 19
- Distributing cloth bags to avoid plastic bags
- National Leprosy Eradication Programme
- Tree plantation

Unnat Bharat Abhiyan (UBA)

Unnat Bharat Abhiyan is inspired by the vision of transformational change in rural development processes by leveraging knowledge institutions to help build the architecture of an inclusive India. Its mission is conceptualized as a movement to enable processes that connect institutes of higher education with local communities to address the developmental challenges of rural India through participatory processes and appropriate technologies for accelerating sustainable growth. It also aims to create a virtuous cycle between the society and an inclusive institution system by providing knowledge and practices for emerging professions and to upgrade the capabilities of both the public and the private sectors.

Under the aegis of UBA, our college adopted the following three villages.

1. Kulathur
2. Padiyur
3. Seelapadi

UBA activities:

- Students have completed the survey in all the villages.
- Students have identified the problems persisting in the villages.

- They have found the solutions pertaining to the fields including but not limited to sanitation and cleanliness, education, skill development, agriculture, physical infrastructure, social and institutional infrastructure.
- They have recommended alternate and eco-friendly methods of farming like organic farming, alternate energy sources like biogas in the adopted villages.

National Service Scheme (NSS)

The NSS motto “Not Me but You” represents the spirit of democratic living and emphasizes the need for selfless service. NSS teaches students to appropriate other people’s points of view and to be considerate to fellow human beings.

It emphasizes on the concept that everyone’s welfare is highly reliant on the welfare of society. The best way to find you is to lose yourself in the service of others.

NSS Activities:

Every year NSS organizes many programs in the surrounding villages. In these camps, programs like cleanliness, sanitation, medical camp, tree plantation, etc was organized.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

Receiving awards and recognitions from government or government recognized bodies for extension activities is a significant achievement that validates the impact and value of one’s contributions to society. Such acknowledgements often highlight dedication, innovation and effectiveness in addressing societal needs and promoting positive change within communities.

Moreover, awards and recognitions serve as powerful motivators for individuals and organizations involved in extension activities, encouraging continued innovation, excellence and impact-driven approaches. They boost morale, foster a sense of pride and accomplishment and inspire others to actively engage in similar initiatives, thereby catalyzing a ripple effect of positive change and community empowerment.

Beyond individual or organizational benefits, awards and recognitions for extension activities also have broader implications for society as a whole. They serve as examples of best practices and models for effective community engagement, advocacy and social responsibility, setting benchmarks for excellence and inspiring collective action towards addressing pressing societal challenges.

In conclusion, receiving awards and recognitions from government or government recognized bodies for extension activities is a significant achievement that reflects dedication innovation and impact in addressing societal needs and fostering community development.

Beyond individual or organizational recognition, these acknowledgements have far reaching implications for society, inspiring collective action, raising awareness and promoting a culture of social responsibility and community engagement. As such, they play a pivotal role in advancing the common good and building a more inclusive, equitable and sustainable future for all.

We conducted National Leprosy Eradication Programme at our campus for nearby village people are participated. We received certificate from Deputy Director of Medical Services (Leprosy), Dindigul.

In addition to that, we contributed a world record in the title “Most Trees Planted by a team in 4 Hours (Single Location)” at Idayakottai Village, Oddanchatram, Dindigul District. We received certificate from District Collector, Dindigul.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 3

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

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

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

3.5 Collaboration

3.5.1

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

Response: 25

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

R.V.S College of Engineering is a premier institution of higher education located on 17.5-acre. campus with a Built-up Area - (20754.07 sq. met.) There are 60 well ventilated classrooms with sufficient seating capacity and proper electrification. All the class rooms and seminar halls are Wi-Fi enabled. It has an excellent infrastructure with beautiful garden and well – furnished.

1. Classrooms:

The college has Four main academic blocks that consist of 45 spacious and well ventilated classrooms and 15 tutorial classrooms with sufficient seating capacity and proper electrification. There are 9 staff rooms, each equipped with computers and printers that are seamlessly connected to Wi-Fi facilities.

2. ICT Facilities:

The college has a variety of ICT technological tools to augment teaching – learning process. The seminar halls, conference hall, library, and smart classrooms are ICT enabled with Wi – Fi facility. Smart Board is presented to enhance students' learning skills.

3. Lab:

Modern Laboratories are made available for all the programs. All the department labs are well-furnished and upgraded with necessary equipment.

Department wise Labs: Civil Engineering – 07, Computer Science Engineering – 03, Electrical and Electronics Engineering – 04, Electronics and Communication Engineering – 04, Mechanical Engineering- 06, Petrochemical Technology-01, Textile Technology-05 Physics Lab- 01 and Chemistry Lab-01. There are 7 computer labs with adequate computers with internet connection to support practical sessions.

4. Library:

Large and spacious library is available with 50,807 books and 10 computers with Wi- Fi facility. 48 International and 48 National journals are subscribed and updated periodicals. To widen students'

knowledge, the library has **MODERNLIB and DELNET**. Digital Library is functioning 24x7. Department Library exists in all the departments, for immediate reference by staff and students.

5. Halls and Auditorium:

The college has an air conditioned auditorium with the seating capacity for 1000 students. The college has two air –conditioned conference halls and two seminar halls. All the halls and auditorium are equipped with LCD projectors.

6. Other Facilities:

The college has allotted rooms for Examination cell, IQAC, Scholarship Unit, administrative rooms, placement centre, language lab, hostels, cafeteria, sports, cultural activities, transport, infrastructure for maintenance, roads and buildings, power supply, drinking water, CCTV Cameras to surveillance, Generator Room, Fire Extinguisher, Solar Plant, R.O drinking water, etc.. Transport facility is available. The entire campus has WI- FI facility.

7. Cultural Activities:

The institute has an exclusive “Fine Arts club” to support and facilitate student’s cultural activities at various levels . The annual mega event "Rejoice" is being conducted every year. The Institution has an Auditorium and a seminar Hall to facilitate cultural activities.

8. SPORTS AND GAMES

The facilities available for sports, games (Both indoor and outdoor), yoga and cultural activities are more than adequate .The institution maintains a vast playground spanning 6 acres, featuring outdoor sports facilities that include 400-meter athletic track. We have separate court for outdoor events.

9. HOSTEL

There are separate hostels for boys and girls. The hostel facilities are surrounded with tall green trees, creating an airy and ambient atmosphere for students to move around.

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

4.1.2

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

Response: 21.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
100.72	75.35	99.34	138.28	133.7

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Institute's Central library has been functioning since 1985. It is still supporting the empowerment of knowledge among students and faculty. It has been automated using the Integrated Library Management System (ILMS). The Library is a computerized facility that has a total area of 1046.34 sq.mr. and can hold 150 students at a time. Its services extended to the collection of Engineering Books, National, International, Journals, periodicals and magazines. The core subjects are included mathematics and science, as well as management studies. The institute's Library has a collection of 17160 titles and 50807 actual volumes. Also consists of electronic books, national and international journals, magazines, newspapers, E-Research Guides, Projects and Question Banks. This comprehensive collection allows students to improve their knowledge and skills in their respective fields, making the library a valuable resource for their intellectual growth.

The central library's Integrated Library Management System (ILMS) is maintaining a quality service and an efficient book storage system. The computer database of the library's holdings is used through web-based **Modern Lib 4.0** management software. The software is responsible for keeping track of the hardware and software, as well as E-resources Access Services, WEB OPAC and Document Delivery Services. Students can find book views, availability and check their book status through this

tool. It can be generated the bibliography reports, based on accession number, author, subject, department, supplier, publisher, title, availability, and book titles.

Digital Library:

Digital Library accessing of 16 systems with WIFI facility to access all e-resources. Students have access to a wide range of E-resources at the central library through various institutional memberships, such as **DELNET** and **NDL**. The Digital Library utilized by High-speed 100 Mbps leased line computers with the facility connects the library. Online resources are accessible directly to Students. In order to enhance the student's learning experience, the Library offers Swayam Program, NDL and other E-learning resources developed by the Government of India. The daily usage count is prepared by analyzing records. The minimum daily entry is 160 and above includes online access. Overall, the college Central Library serves as valuable resources for students to enhance their knowledge and skills in their respective fields. Its extensive collection of engineering books, access to e-resources, and well equipped facilities make it an indispensable component of the institute's academic environment.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Institution has adequate IT infrastructure. The IT infrastructure and resources are up to date and upgraded constantly as according to the necessities and ranging generation. The entire Institute is free Wi-Fi enabled to promote digital flow. Internet facility is provided to the Staff rooms, Classrooms, Laboratories, Offices, Conference Hall, Seminar halls, Executive Hall, Auditorium and Hostel through Wi-Fi.

Computer labs are connected via LAN with internet facilities. Internet connectivity of bandwidth 150 Mbps leased line is Provided by the Service Provider AIRTEL & 300 Mbps Broadband line provided by BSNL. The up gradation of computers is taken up periodically and the software is also upgraded.

The office, library, and all the departments have seen enhancements through printers and Xerox machines. The IT infrastructure undergoes persistent upgrades to meet evolving technological demands.

The college consistently invests in the annual purchase, up gradation, replacement or addition of computers, hardware, and other necessities in alignment with the current needs.

The college possesses 270 computers for gaining hands-on experience and enhancing the students' learning experience. There are 2 servers used in Computer Lab. There are Totally 25 Printers (2 color printers) and 4 Xerox machines inside the campus. There are 23 ICT enabled classrooms and seminar halls in the campus for effective teaching and learning. K7 Total Security Scanner (Anti-Virus) also used .Our College website is strongly designed and it informs all the co-curricular and extra- curricular activities happening inside the campus. For the period of, online teaching was impeccably conducted, proving to be efficient for learners with the support of electronic resources.

The college has a well-equipped Data Centre, which acts as the central point for maintenance of Computers and Networking and accommodates the Firewall and Servers.

The Centre also provides continuous and uninterrupted services by coordinating and extending hardware & networking support to all the academic departments, examination cell, administration office, central library, and other central facilities. It is a single point of support for scheming, procuring, installing, interfacing, troubleshooting and maintaining of IT devices and peripherals.

Updating the Internet facility and services from time to time to cater to the academic and research needs in the Campus. Consecutive up gradation arrangements are being incorporated. It's far a spinster point of help for scheming, shopping, installing, interfacing, troubleshooting and retaining of IT gadgets and peripherals. Updating the net facility and offerings once in a while to cater to the academic and studies desires inside the Campus. Consecutive up gradation arrangements are being integrated.

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

4.3.2

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

Response: 2.47

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 270

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 35.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
108.95	88.47	117.5	247.29	330.41

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 86.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
580	521	442	653	836

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 56.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
357	442	253	378	568

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 74.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
102	117	165	191	179

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

2022-23	2021-22	2020-21	2019-20	2018-19
128	147	226	287	230

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

5.2.2

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

Response: 4.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	2	1	6

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

5.3 Student Participation and Activities

5.3.1

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	0	0	0

File Description**Document**

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.3.2

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

Response: 7

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	6	5	8	8

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

RVS college of Engineering was started in the year 1985. So far 35 batches of student are passed out. Our Alumni are in good positions both in India as well as in abroad. Many Alumni are working in IIT and Anna University as Professors. Many Alumni are having Doctorate degree in various discipline. Many reunion of our alumni are conducted.

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

Successful graduates are the institute's best asset. The concept of alumni association is to provide a forum to bring together the old students of the College, so that they can contribute their expertise in technology to help each other for achieving the goal.

One of the main purposes of alumni associations is to support a network of former graduates who will, in turn, help to raise the profile of the institution. Just like most other student organizations, alumni association aims to bring together like-minded individuals. Alumni programs are open to all graduates and offer a broader networking scope. With alumni associations, quality can definitely trump quantity.

It is a very active and highly successful association playing a major role in the development of the college. Our alumni association organizes many programs and events throughout the year. The executive committee of the alumni association meets to transact business concerning developmental works of their alma mater. Over the years the association has been supporting many noble causes of the college.

Many of the alumni are in good positions in the Government and top organizations in the country and across the world. Some of them come forward on a regular basis to meet the students and offer career counselling and advice. The alumni are also invited for lectures by various departments to give students a picture of the industry and latest updates in their field.

The Institute has Alumni Cell. The main objectives of Alumni Cell are:

- Expanding & updating the database of ALUMNI
- Providing alumni the information regarding the programs & events conducted in the college
- To bring together the ALUMNI by arranging frequent meetings
- To assist in campus recruitments, suitable placements & training for the students.
- To mentor the students for higher education, development of character and being Good citizens.
- To encourage and guide the students on self-employment to become entrepreneurs.
- To guide the students on various professional avenues available and support them through various activities such as expert advice, seminars, visit etc.
- Promote the Industry-Institute interaction to bridge the gap between industry requirements and education offered and enhance students' employability.
- To help and assist other regional bodies for training programs in entrepreneurship development, with resources available with association..

- To arrange blood donation, eye donation and health awareness Camps.

Addressing the above objectives of Alumni cell, our alumni contributes in many ways for the development and betterment of our Institute. Our students and Institute are benefited in various fields such as student placement, training, expert lectures, career guidance sessions, Industrial visits and mentoring. The alumni association of our Institute is guiding and nurturing our students to become a successful engineer.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision

Our VISION is to produce highly Competent Engineers and Quality Technocrats through continual improvement of the standards of excellence in teaching, training and research for economical and societal development of the nation.

Mission

RVSCOE Strives:

- To provide high quality education through a dynamic curriculum, state-of-the-art facilities, and well trained faculty to prepare students for successful engineering careers.
- To promote research and innovation by providing opportunities and resources to both faculty and students to contribute to the advancement of engineering and technology.
- To forge strong partnerships with industries to enhance practical learning, internships and employment opportunities for students.
- To in still strong ethical values and social responsibility in students to prepare them to be conscientious engineers and leaders in society.

Nature of Governance :

The Mission statement clearly outlines what society needs, focusing on developing individuals both technically and holistically to achieve the institution's vision. The management of our institution gives importance in building great facilities and a positive learning environment to achieve our goals. We have a Governing Council made up of experienced academics, industry experts, and professionals. They discuss and suggest policies, plans, and important academic decisions to the management. The Governing Council meets annually to assess the institute's progress. The decisions made during this meeting are thoroughly documented, recorded, and shared with everyone after receiving approval from the Chairman of the Management.

The academic calendar is planned prior to the commencement of the academic year to ensure quality education. The Principal convene weekly meetings with all the Heads of Departments (HoDs) to discuss academic activities, students' progress, placement and training updates, research and extension activities, industry interactions, consultancy work, and alumni engagement. The Principal checks the decisions made in the HoDs meetings are being implemented. Also, once in a semester, the principal

meets with faculty members of each department to share the management's vision and motivate them to perform well. Department Heads (HoDs) regularly organize meetings with all faculty members to maintain the quality of the Teaching-Learning process and focus on staff development activities.

Faculty and staff members are given specific roles and responsibilities, emphasizing transparent collaboration. Teaching staff members act as a link between the management and students, being the primary channel for direct communication. Their active involvement in decision-making is crucial for aligning everyone with the institute's vision and mission. Teachers identify suitable student representatives for various committees and inspire them to organize events at both the departmental and college levels.

Perspective Plans:

Aligned with its vision and objectives, the institute emphasizes providing comprehensive education across various subjects. This is achieved by motivating and inspiring students through quality educational services, suitable infrastructure and promising placement opportunities. The Management and Governing Council work together to achieve the Institution's Vision and Mission. The IQAC (Internal quality assurance cell) is established to uphold quality standards in both academic and administrative activities

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

R.V.S College of Engineering RVS (CE) was founded in 1985 under the leadership of Dr. K .V. Kuppusamy, a multi-talented individual known for his remarkable academic achievements, as part of the RVS group of Institutions. RVS CE has a Governing Council constituted as per AICTE provisions. It consists of the Chairman, nominees of management, members representing academia, industry, faculty and Principal of the institution. Academic council oversees policies and procedures regarding academic matters with principal, HODs and senior faculties of the college experts from premier institutions, and industries representative .The Principal is in charge of the academic administration of the institute. Heads of Departments (HODs) have decision-making authority within their respective departments.

The administrative officer oversees daily operations, such as equipment maintenance and procurement, budget allocation, and submitting necessary documentation to the auditing committee. The Governing Council is very efficient. It has established clear standards and procedures for hiring teachers, non-teaching staff and administrative employees.

The college has a well defined HR Policy for the recruitment of faculty members. The Institute's service rules include all the necessary details to guide the management and employees in making important decisions. The exam cell coordinator reports directly to the Principal. Additionally, heads responsible for Finance, Administration, Learning Resource Center, Computer Center, Physical Education and Maintenance also provide reports to the Principal.

The Heads of Departments (HoDs) at each department determine the faculty needs for the upcoming academic year. The Principal reviews and approves these requirements before submitting them to the management for final approval. Job openings are advertised in newspapers, and department heads assess and shortlist candidates from the received applications. At the beginning of each academic year, department heads submit their department budgets, which are then consolidated and presented to the management for approval. The Principal holds weekly meetings with department heads to discuss academic progress and administrative matters, ensuring that relevant information is communicated to faculty members during their department meetings. In accordance with Anna University's guidelines, a class committee meeting will be conducted to gather academic feedback from students.

Various cells and committees are established to oversee curricular, co-curricular, and extracurricular activities. This ensures that policies are implemented transparently. Faculty members and students who are interested actively oversee the operations of these cells. Various committees are established to collectively share responsibilities and ensure the institution runs smoothly

- Governing Council
- IQAC
- Exam Cell
- Training & Placement Cell
- Grievance Redressal Cell
- Internal Complaint Committee
- Anti-Ragging Committee
- Entrepreneurship Development Cell
- SC/ST Committee

The formation of the institutional bodies mentioned above aims to enhance academic practices and procedures. This choice is made to attract high-quality students and competent faculty members, contributing to the development of a smart campus.

File Description	Document
Upload Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

4. Examination**Response:** A. All of the above

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

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

RVS College of Engineering takes meticulous care of both teaching and non-teaching personnel, ensuring that their contributions are valued for the improvement and development of the institution. Financial supports, including coverage for registration fees and travel allowances for attending conferences and workshops are extended to the staff. Incentives are provided for faculty publications and research projects. Faculty members are allowed to deliver guest lectures at other institutions, promoting knowledge exploration. Furthermore, they are encouraged to pursue Ph.D. programs for career growth and contribute to institutional research and development.

The Institution has implemented the following welfare measures:

- Comprehensive group health and accidental insurance coverage.
- Tuition fee concessions for children studying in our group of institutions, based on experience and performance.
- Employee Provident Fund for both teaching and non-teaching staff.
- Full reimbursement of registration fees and travel allowances for staff attending development programs, seminars, conferences, and workshops.
- Medical leave with salary is being provided for staff members.
- Personal loan, festival advance, and timely salary disbursement available for both teaching and non-teaching employees.
- Recognition through awards and rewards for meritorious contributions.

- Twelve days per year on duty for participation in faculty development programs and research activities.
- Twelve days on duty per year for Anna University examination duties

Annually, the performance of both teaching and non-teaching staff members is being assessed through a structured performance appraisal system. The institute employs a well-organized approach to evaluate employee performance.

The Head of Department (HoD) provides assessments on staff performance in diverse areas, including work completion, teamwork, departmental contribution, punctuality and classroom management, encompassing various aspects of the appraisal analysis. All the staff members are encouraged for their result pass percentages, like 100 percentage, and also to take their attendance percentage towards their contributions on not taking their casual leaves, and extra contribution towards the student and college betterment by the way of extra contributions on the holidays itself, who have done the service. The performance appraisal method is employed to assess and decide promotions, awards and recognition for all employees. This strategy acts as a motivator, inspiring employees to work with increased enthusiasm. It also enhances the institute's reputation by providing a better career path for its employees. Non-teaching staff members undergo appraisal based on lab maintenance, departmental contribution, punctuality, housekeeping, maintaining records and teamwork.

At the end of each academic year, the institute gathers performance appraisal forms from faculty members and submits them to their respective Heads of Departments (HODs). After considering the HODs' comments, the forms are then forwarded to the Principal, who, in turn, sends them for final approval by the management for further action. This process allows every faculty member the chance to assess their performance and strive for improvement in the upcoming years.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 63.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
91	88	87	89	90

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

6.3.3

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

Response: 76.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
116	107	145	130	123

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	26	24	21	21

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institution efficiently manages its financial resources, maintaining comprehensive accounts within the computer system. A detailed budget is prepared well in advance each year. Regular internal and external audits are conducted to assess the fund flow. Considering the economic circumstances of the students and aiming to support them in achieving their academic aspirations, our institution has chosen to offer scholarships to those from economically weaker section. The management has formulated policy decisions to provide scholarships specifically to deserving students originating from rural backgrounds and economically weaker sections.

Also we have to permit the faculty members to attend the faculty development programs conducted by various Government and Non-Government organizations with their financial support and some programs which was attended by our faculty members without financial support by them, we were support the financial assistances to that kind of programs. These financial supports like government and Non-Government organization and our college financial supports to be audited by the internal auditor as per the accounts provided in our college office, and then finally it should be audited by our statutory auditor's office officials.

The principal submits the budget proposal to the management for approval, incorporating recommendations from department heads, like recurring and Non-recurring needs of the laboratory and its consumables. For the first year workshop and lathe practices need major funds under Recurring requirements. Sometimes regarding the syllabus revision they may require to add the budget for the Non-recurring towards to purchase the machineries and laboratory equipment as per prescribed by the AICTE, and affiliated university norms fulfilments. The annual budget comprises both recurring expenses, such

as maintenance costs, electricity, internet charges, salaries, stationery, and other consumable charges, as well as non-recurring expenses including furniture, laboratory equipment purchases, and other development expenses. The accounts department oversees expenses in accordance with the budget allocated by the management.

Regular internal audits are conducted to evaluate income and expenditure. The accounts team diligently verifies all transactions including payments, receipts, journal vouchers, cash books, and ledger accounts. The chief accountant reviews daily receipts and payments. Expenses under various categories are meticulously examined by verifying bills and vouchers. The management team appoints an external auditor who regularly visits our office to audit the financial records. Once the audit is completed, the auditor provides an audit report for review by the Management. An external audit is conducted every year in month of April.

The organization consistently files its income tax returns well ahead of the deadline each year. We have an organized procedure for gathering funds and resources for our institution. Funds are mobilized for the institution through various sources, including:

1. Students tuition fees, serving as the primary income source.
2. Funding agencies supporting seminars and workshops.
3. Sponsorships for symposiums, sports, and cultural events.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

In 2018, the institution created the Internal Quality Assurance Cell (IQAC) to make sure that the services provided are of high quality. The committee is comprised of the Principal as the chairperson, senior faculty members and representatives from employers, industrial experts, management, and alumni as its members. The IQAC also runs programs to educate faculty members about quality assurance strategies for better academic excellence. The IQAC has set up a system to gather feedback from students to assess how well the teaching and learning process is working. All faculty members are encouraged to handle classes through ICT-enabled smart classes. The induction program is an annual event held at the beginning of each academic year for all newly admitted students. The IQAC ensures the quality

standards of the programs offered through academic and administrative audits. It conducts internal audits and department profiling presentations every semester to evaluate the proper functioning and achievement of department goals outlined in the approved yearly plan. The IQAC of RVSCE plays a key role in achieving the ISO 9001:2015 Quality Management System parameters.

To improve teaching quality, the IQAC conducts internal academic audits each semester. This involves checking course files, the University syllabus and lesson plans to ensure they aligned. Department Heads periodically review the delivery of course material, teaching aids, communication skills, and classroom management based on the lesson plan. During internal exams, Department Heads check the quality of the question papers. Principal reviews the evaluation process. For the betterment of the students academic improvements, they must be concentrate on their studies with calm and smooth environment. So, we have to conduct the audit towards the important cell activities and their proper meetings with their documentations of their minute's books and analysis of the minutes, its action taken procedure of grievance of the students .Also we will take care of the vigilant watching of the anti –ragging committee proceedings.

An external audit is conducted by experts at the end of the academic year, in which various aspects such as departments, the library, the Department of Physical Education, administrative offices, examination cells, placement cells and supporting units are assessed. The recommendations and suggestions provided by these experts contribute to enhancing quality and streamlining the institution's operations. To fill the gap in the curriculum, the institution offers extra courses such as value-added courses, workshops, seminars, and content beyond the syllabus. These courses offer a unique learning experience focused on relevant topics in their field. The institution also provides proper mentoring for students who need motivation. English writing practice and student seminar sessions are implemented to improve communication skills.

The institute aims to equip rural students for successful employment, and its programs are tailored to achieve this objective. Throughout their 4 years of education, students participate in skill development programs established by the training and placement cell with the assistance of IQAC. It encourages all departments to form memorandums of understanding (MOUs) with relevant industries. Additionally, students receive continuous support in preparing for competitive examinations like UPSC/TNPSC, Banking Exams, etc.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**

5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Our institution, R.V.S. College of Engineering, has implemented a number of initiatives to promote gender equity. It ensures that there are equal opportunities for all individuals, regardless of gender, caste, language, or religion. Safety, security, well-being, gender equity, and a friendly work environment are the priorities of our institution.

The Anti-Ragging Committee, Internal Complaints Committee, and Grievance Redressal Committee are functioning to address safety, security, and social issues. They are used to sensitize female staff and students on the prevention of sexual harassment or any other issues in the workplace. A separate area for female students is provided in the canteen, for a comfortable and relaxed environment during their lunch and break periods. Gender-sensitization programmes and motivational speeches are arranged for students.

The institution is making the following initiatives and facilities for gender equity:

(a) Security for Girls Students:

Security guards are present around the campus to provide a safe and secure atmosphere for female students in the college and hostels. They keep track of visitors at all times in front of the college for girls to prevent unauthorized individuals from entering.

(b) Surveillance Camera:

The institution, including the girls' hostel, has high-security CCTV cameras installed.

(c) Common Room:

The girls' hostel and the college have a separate common area for socializing or when experiencing health-related challenges to get better.

(d) Girls' Hostel:

The institution has a girls' hostel with enough on-campus amenities, about 5 km from the institution. Buses are available free of charge for travelling to and from college, to pick up and drop off safely. The female warden and supervisors are in charge of the hostel and their travel to the institution..

Female sweepers are employed to maintain a clean hygiene environment. The inmate's behaviour is observed according to a set of rules, and if there is any deviation, it will be informed to the inmates, parents, and superiors for further action.

(e) Dress Code Instructions:

Dress code instructions are placed near the entry gates and important places in the institution. All the students are instructed to follow the dress code prescribed to maintain decorum and for their safety.

(f) Amenities Store and canteen

The college has an amenities store for the purchase of needy things like stationery, washroom items, photocopiers, basic medical kits, and tablets. The amenities store and canteen are run by female staff.

(g) First Aid Room:

In case any student gets sick or hurt, a common first-aid room with a safety box is available for use by students.

(h) Women's Helpline System

The Women Helpline is to provide integrated support, assistance, guidance, and counseling services to needy women students. The contact numbers of Lady Faculty members are displayed in prominent places in case of emergencies.

(i) Student counsellor

The student counselling committee is dedicated to the mental wellbeing of the students to deal with and address any academic stress, family issues, loneliness, suicidal thoughts, and more.

(j) Complaints/Suggestion Box

All the complaints will be solved immediately or in a time bound manner.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**

3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

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

Response:

There are several efforts and initiatives that our institution has implemented to provide an inclusive environment and promote tolerance and harmony towards cultural, regional, linguistic, and communal socioeconomic diversity. Some of these efforts include:

Pongal Celebration

Pongal is celebrated as a harvest festival in front of the Murugan temple at the institution. Every department will prepare Pongal traditionally. Several competitions, like Rangoli, Uriyadi, Musical Chair, Lucky Corner, and other cultural events, are conducted.

Ayudha Pooja/Saraswati Pooja

Ayudha Pooja is being celebrated to pay homage to the tools, equipment, and books related to our learning and work. All the equipment in the labs is cleaned, and pooja is performed at each department.

Christmas Celebration

Unity and goodwill are promoted by the Christmas celebration to bring the joy and spirit of the festive season to our campus.

Republic Day and Independence Day celebrations

On Independence Day and Republic Day, students and faculty will be invited for flag hoisting. After flag hoisting, students and faculties performed patriotic events to raise awareness of constitutional rights and historical achievements, followed by sweet distribution.

National Engineers Day

National Engineers Day is celebrated to remind us of the remarkable contributions of engineers to society.

National Science Day

National Science Day promotes scientific awareness.

Navaratri Golu

In Tamil, Golu means 'Divine Presence'. It is a significant occasion for Hindus, celebrated during Navaratri. Every year during the Navaratri festival, kolu is arranged near Lord Murugan temple. The festival includes placing dolls of gods, goddesses, animals, and so on.

Women's Day

Women's Day is celebrated at the college level, where a get-together is arranged for lady staff members and girl students in the college. Renowned lady guests are invited, and they will deliver an enthusiastic speech about the role of women in society.

Teachers Day

Teachers Day is celebrated to acknowledge and honor the invaluable contributions of our educators. Every class of students organizes Teachers Day by inviting all their teachers to their classroom and thanking them. The event is marked by gifts to teachers, sweet distribution, cake cutting, and students praising every teacher.

Yoga Day

Yoga Day raises awareness about yoga and their uses. Renowned people are invited, and they share their experience and benefits from yoga.

Each celebration contributes to reducing biases, promoting understanding and empathy towards others, and creating awareness among students and staff to appreciate and value the different people in society.

Apart from these celebrations, the institution is also committed to sensitizing the students and employees to the constitutional obligations—values, rights, duties, and responsibilities of citizens—by organizing and participating in various events like voter rallies, voter pledges, and the electoral literacy club, along with the Dindigul district administration. It creates awareness to value each and every citizen and also helps to understand their duties and responsibilities to create a better society.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1

1. Title of the Practice: “Yoga Practice”

2.Objectives of the Practice

The objectives of Yoga practice are multifaceted, focusing on both physical and mental well-being. The

Yoga enhances flexibility, strength, and balance of the human being. It is helping the students to manage stress and maintain overall health. It improves the physical fitness to sit and read continuously over a period of time preventing laziness. The Yoga practice improves the functions of brain, endocrine glands and nervous systems. It also enhances the focus, observation, memorizing and recalling capacity. The Yoga encourages personal growth and a balanced lifestyle. Additionally, it aids for effective stress management and relaxation.

3. The Context

In the context of increasing academic pressure and mental health challenges faced by students, integrating Yoga into the academic environment offers a holistic approach to address these issues. The Yogapractice provides a structured and accessible method for students to manage stress, enhance physical health, and improve academic performance. The rationale behind this practice is rooted in the understanding that students' well-being directly impacts their academic success and personal development.

4. The Practice

The students are assisted to understand the necessity of practices, as they may not have undergone such training during their school days. A dedicated and certified yoga trainer was identified and appointed. A dedicated hall with public addressing system that can accommodate about 100 students was identified and being used. For the First year Students, two periods are allotted in the timetable. The other students could join for the early morning or late evening sessions. Yoga mats are provided to every student. Simplified physical exercise, which regulates the flow of blood, heat, and air to all the cells of the body are taught. Simplified Kayakalpa practices, a simplified Kundalini yoga practice that improve the quality of the brain cells are practiced. Also, introspection practices to analyze thoughts, moralize desires, neutralize anger, and eradicate worries are conducted.

5. Evidences of Success

- (i) Time wastage due to social media is being avoided.
- (ii) Interpersonal relationship has become harmonious.
- (iii) Utilization of time in learning new things has been achieved.
- (iv) Memory capacity is improved.
- (v) Health is improved.
- (vi) Temple of consciousness trust, Dindigul (affiliated to World Community Service Centre, an NGO aiming for World Peace through Individual Peace) has awarded "The best Performance Award in SKY Yoga 2023-24 to our institution for implementing Yoga practices in the institution.

6. Problems Encountered and Resources Required

- (i) With one regular Yoga trainer it has been found difficult in engaging all the classes.

(ii) More number of halls required to accommodate all classes in parallel.

(iii) Some faculty tend to conduct their classes allotted for Yoga practice period to cover up their subject syllabus.

7. Notes (Optional)

To enhance the effectiveness of Yoga as a best practice, the following future plans are proposed:

- Introduction of Yoga workshops and stress management seminars.
- Collaboration with local Yoga centres for special workshops and events.
- Exploring more ways to integrate Yoga principles into the academic environment for broader educational benefits.

Best Practice 2

1. Title of the Practice: “Empowerment and Support for Girl Students”

2. Objectives of the Practice

The primary objective of this initiative is to foster an inclusive and supportive environment for girl students. The goals include promoting gender equality, enhancing the academic and personal growth of girl students, ensuring their safety and well-being, and preparing them for leadership roles in various fields.

3. The Context

In many educational institutions, girl students face unique challenges that can impede their academic performance and personal development. These challenges can include societal pressures, safety concerns, lack of confidence, and limited access to resources and opportunities. Recognizing these issues, the institution has implemented a comprehensive set of initiatives aimed at addressing these barriers and empowering girl students.

4. The Practice

Mentorship Programs:

Establishment of mentorship programs where senior students and faculty members provide guidance and support to girl students. This includes academic mentoring, and career counselling.

Safety and Security Measures:

- Implementation of robust safety protocols on campus, such as 24/7 security, surveillance systems, and emergency helplines.

Scholarships and Financial Aid:

- Provision of scholarships and financial aid specifically for girl students to encourage their enrolment and retention in various programs.

Health and Wellness Programs:

- Regular counselling services and wellness programs focused on the physical and mental well-being of girl students.
- Organization of workshops on nutrition, reproductive health, and stress management.

Leadership and Skill Development:

- Encouraging participation in training programs, workshops, and seminars to build confidence and leadership skills.
- Facilitation of internships and industry linkages to provide practical exposure and enhance employability.

Inclusive Infrastructure:

- Creation of dedicated common rooms, restrooms, and other facilities to ensure a comfortable and inclusive environment for girl students.

Cultural and Extracurricular Activities:

- Promotion of girl students' participation in cultural, sports, and extracurricular activities to foster a well-rounded development.
- Organization of events and competitions that celebrate and highlight the achievements of girl students.

5. Evidences of Success

- Increased enrolment and retention rates of girl students.
- Enhanced academic performance and participation in extracurricular activities.
- Positive feedback from students and parents regarding the supportive and inclusive environment.
- Successful placement of girl students in good number of companies

6. Problems Encountered and Resources Required

- Initial resistance from certain societal segments regarding girls' education and participation in extracurricular activities.
- Limited financial resources to expand and sustain the initiatives.
- Need for continuous sensitization and training of staff and faculty to address gender-specific issues effectively.

Resources Required:

- Financial support for scholarships, infrastructure development, and program implementation.
- Collaboration with external agencies and organizations for expertise and additional funding.

7. Notes (Optional)

The initiatives for girl students have significantly contributed to creating a supportive and empowering environment, leading to their holistic development. By addressing gender-specific challenges and providing ample opportunities, the institution is committed to fostering an inclusive educational ecosystem that prepares girl students to excel in all spheres of life.

File Description	Document
Best practices as hosted on the Institutional website	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:

Empowerment of nearby villages through NSS

The role of our institution, R.V.S.College of Engineering in empowering nearby villages through the National Service Scheme (NSS) is multifaceted and impactful, fostering a strong bond between our institution and local communities.NSS plays a pivotal role in instilling a sense of community sensitivity among our students and fostering an environment that supports the holistic development of each student.

The institution uses a team of NSS volunteers to carry out its NSS activities during the academic year, with the NSS officer as the leadership. Students are instilled with a spirit of voluntarism through the College's Extension initiatives, which involve ongoing community connection. It increases the social bond between the educational institution and the village community.

Under the aegis of Unnat Bharat Abhiyan, our college adopted the following three village panchayats.

1. Kulathur
2. Padiyur
3. Seelapadi

The college hosts several outreach and extension programs every year, the majority of Volunteers are from N.S.S. They contribute their labour to maintain cleanliness in villages. By working together, they raise awareness among the communities about hygiene. Cleanliness drives are conducted to keep the village environment clean and healthy. In the neighboring villages, students take part in activities such as “Say No to Plastic”, “Zero Plastic” Cloth Bag Distribution at villages, Mask Distribution to reduce

Covid, National Leprosy Eradication Programme camp, Blood donation camps etc.

NSS volunteers have organized a number of tree plantation drives to enhance the green cover of nearby villages. This not only improves the environment but also instils a sense of responsibility towards nature among villagers. NSS in partnership with local administration have participated in “Water Management Movements” in villages in stressing the importance of water conservation in domestic and agriculture purpose. Farmers were taken to the local Vermicompost centre to know the procedures and benefits of organic farming.

The NSS unit commits the student youth to work practically and passionately in the adopted villages with the aim of raising awareness of disease prevention like leprosy. Vaccination camps had been arranged for covid.

Many villagers are unaware of the government schemes and benefits available to them. NSS along with UBA and Local panchayat have organized awareness programmes on “Government schemes for Rural and agriculture”. Our Institution had played a pivotal role in disseminating information about these schemes, helping villagers to avail benefits related to agriculture. Institution had educated villagers about “Solid waste Disposal” i.e., segregation of waste, composting organic waste, and recycling.

Creating awareness about social issues like dowry abolition, child marriage, gender equality, and domestic violence is crucial for the empowerment of any community. NSS volunteers have organized programmes to sensitize villagers about these issues and encourage positive change.

NSS volunteers have participated and organized “Natural Disaster Relief Programme” for villagers, equipping them with the knowledge and skills to handle emergencies like floods, earthquakes, and fires. This includes first aid training, evacuation procedures, and building community resilience.

The “Right to Vote” empowers rural citizens by giving them the opportunity to choose their representatives and influence local governance. This is particularly important in villages where decisions made by elected officials have a direct impact on the daily lives of residents, including issues related to agriculture, infrastructure, education, and healthcare. So to stress the need for voting, our NSS volunteers have organized a number of flash mobs in villages.

Keeping a focus on mental health, Meditation Program for World Yoga Day in village schools had been conducted and to ensure road safety awareness Road Safety Pamphlets and Reflective stickers were distributed to villagers from vadamadurai going to pilgrimage to Palani temple by walk.

The empowerment of nearby villages through the NSS is a noble and essential endeavor for our institution. By focusing on education, health, environmental sustainability, social awareness, our institution tends bring about holistic development in villages. This not only benefits the rural communities but also enriches the lives of students, fostering a sense of social responsibility and community service. Ultimately, such efforts contribute to the overall progress and development of the nation, creating a more equitable and prosperous society.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Our institution possesses a valid ISO 9001-2015 certificate, with clearly defined Vision, Mission, Objectives, Quality Policy, and Core values.

Our physical infrastructure meets the requirements set by AICTE and Anna University, with ample classrooms and well-equipped laboratories.

Faculty members actively engage in Faculty Development Programs, Workshops, Conferences, Seminars, and Webinars to enhance their skills continually.

The emphasis on Research and Development and Institutional Consultancy activities has led to increase faculty participation.

Faculty members are provided with financial supports for attending research seminars, workshops and conferences.

We encourage our students to participate in Inter-Collegiate and industry-oriented events and Hackathon at the national level to nurture their competitive spirit.

Our students secure placements in reputable companies, with reasonable salary packages. The institution actively promotes entrepreneurship by identifying both current and future market needs. It encourages the introduction of innovative ideas and solutions, encouraging a culture of creativity and forward-thinking among students.

Concluding Remarks :

The goal of the college is to provide high-quality education in a setting that is focused on the needs of the students, through professional value-added courses and skill enrichment activities, in addition to the curriculum. It seeks to promote the holistic development of rural students. The committed faculty members promote human and ethical principles in the students by conducting various events and activities. The college hosts conferences and seminars that help students get more domain knowledge. Student development, life skills and communication abilities are fostered in the campus with the aid of various events and programs. For hundreds of students from economically disadvantaged sector, the management plays a crucial role to bring their dream on education come true.

We have committed to accountability and responsibility, thus we have set out to assess our prospects, challenges, and areas of strength and weakness critically. We have created a self-study report outlining our accomplishments and areas for growth as a result of our work. Our commitment to comprehending and meeting the needs and expectations of all parties concerned is demonstrated by our active engagement in the accreditation process with the National Assessment and Accreditation Council (NAAC). We think that by taking part in this procedure, we can improve our institutional effectiveness and strive for continuous improvement in all aspects of our operations.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :20</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>497</td> <td>428</td> <td>381</td> <td>487</td> <td>643</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>238</td> <td>226</td> <td>232</td> <td>248</td> <td>389</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	497	428	381	487	643	2022-23	2021-22	2020-21	2019-20	2018-19	238	226	232	248	389
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497	428	381	487	643																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
238	226	232	248	389																	
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: D. Feedback collected</p> <p>Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.</p>																				
3.1.1	<p><i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</i></p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research</p>																				

projects / endowments in the institution during the last five years (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7.15	7.70	0	0	5.25

Answer After DVV Verification :

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

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	10	6	8	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	9	5	6	8

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	2	3	5	2

Answer After DVV Verification :

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

4	2	0	3	1
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Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	11	8	8	6

Answer After DVV Verification :

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

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :25

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
106.38	86.24	102.19	152.86	143.69

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
100.72	75.35	99.34	138.28	133.7

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	1	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	0	0	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38	32	19	37	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	6	5	8	8

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 226

Answer after DVV Verification : 225