SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

VIDYA ACADEMY OF SCIENCE AND TECHNOLOGY

VIDYA ACADEMY OF SCIENCE AND TECHNOLOGY THALAKKOTTUKARA
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vidya Academy of Science & Technology (VAST) is a state-of-the-art self-financing private engineering college established and run by Vidya International Charity Trust (VICT) in the year 2003. VICT was constituted in the year 2000 by a group of philanthropic Keralites working abroad with an intention to support their motherland without expecting anything in return. They thought that providing state –of – the – art higher education to the younger generation will equip them to improve their life standards and thus uplift the society. Vidya Academy of Science and Technology Technical Campus, Kilimanoor (VAST TC) is the second engineering college of the Trust functioning from 2013. VAST is approved by AICTE and affiliated to APJ Abdul Kalam Technological University from 2015 onwards. It was under University of Calicut until then.

VAST is functioning in a serene campus of 30 acres at Thalakkottukara, Thrissur District, Kerala. The college offers six disciplines of undergraduate programmes (B.Tech) in engineering,(viz. Artificial Intelligence and Machine Learning(AIML), Computer Science & Engineering(CSE), Electronics & Communication Engineering (ECE), Electrical & Electronics Engineering (EEE), Mechanical Engineering(ME) and Civil Engineering(CE) and two programmes in M.Tech (viz. Embedded Systems(ES) offered by the department of ECE and Structural Engineering offered by the department of CE. It also offers MCA .

Further, three departments of the college are research centers under KTU. The college has witnessed phenomenal growth and has today about 2200 students on its rolls studying in various Departments with 36% constituted by girls. There are 114 faculty members in the academic year 22-23 in the college with a majority of 70% are constituted by female faculty members. The faculty are permanently placed with an average work experience of 10 years.Average retention of faculty members is nearly 80%. VAST received the prestigious National award from the 'President of India' for Best NSS Volunteer in two consecutive years 2019 and 2020.

The institution has been certified by ISO since 2007. Three departments namely Civil Engineering, Electrical and Electronics Engineering and Mechanical Engineering were accredited by NBA during this period. College participates regularly in NIRF ranking. In terms of admission , the latest records show that we are in the third position in the state. Great support is extended from college for students to participate in co-curricular and extracurricular activities. The D-Addiction dance club functioning in college has won prizes in prestigious competitions like Ragam organised by NIT Calicut. Our students secured prizes and set new records in the annual athletic meet organised by affiliating university in each year. The institution has been granted one patent on 'Adaptive utility-based anonymization: An intelligent approach for privacy preserving data mining' by the department of MCA.

Institution Approval/Affiliation:

- The Institute is approved by All India Council for Technical Education (AICTE). Approval F.No. F.No. South-West/1-38690751914/2023/EOA dated 10-06-2023.

- The Institute is affiliated to the APJ Abdul Kalam Technological University vide reference No: No: KTU/A/456/2015 dated 16-07-2015

Vision

Progress Through Education.

Mission

To seek, strive for and scale greater heights of quality education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Committed management under a reputed trust aimed to establish an institute in the rural area to provide an opportunity for students to pursue their higher education.
- All academic programmes are planned leading to student motivation and progression.
- Dedicated, qualified faculty and staff members.
- Management Scholarship for students from economically weaker sections, meritorious and sports quota students.
- Adequate infrastructure facilities, including classrooms, laboratories, library, transportation system and other ICT facilities.
- Well stacked library of textbooks, journals and digital resources.
- Well maintained hostels for boys and girls with additional amenities.
- A well-structured system for monitoring the teaching learning process.
- Completely automated e-governance ERP system with modules for admission,academic, finance and administration.
- Extensive Social Outreach and extension programs.
- Implemented Outcome Based Education
- Active student environment-learning communities, programs, student organizations and clubs.
- Regular Student empowerment activities and good placement records.
- Regular conduct of Seminars, Workshops, Guest lectures and Faculty Development Programs.
- Active participation of PTA in student and college development.
- Industry specific add-on training programmes under Centre for Continuing Education (CCE)
- Use of ICT tools by all faculty members.
- Special support for the slow learners by conducting special remedial classes
- Effective faculty advisor and mentoring system
- Support for Honors and Minor courses for knowledge improvement.
- Scholarship and free-ships by government/college
- Innovation and entrepreneurship awareness activities and projects under Innovation and EntrepreneurshipDevelopment Centre (IEDC) along with Vidya Talent Centre (VTC).
- Support from Alumni

Institutional Weakness

- Lack of an exclusive research wing.
- Insufficient publications in reputed journals.

- Limited industrial exposure and revenue generation.
- Lack of foreign exchange programme.
- Limited patents and major startups.
- Lack of freedom in the design of the curriculum being an affiliated institution.
- Lack of entrepreneurship development.

Institutional Opportunity

- High reputation and social acceptance.
- Entrepreneurial activities can be fostered through collaborations with Kerala Start Up Mission.
- Scope to harness potential of strong Alumni base for betterment of college.
- Scope on starting advanced courses.
- Autonomous college status can be obtained.
- Revenue generation through consultancy.
- Funded/sponsored projects with industrial tie-ups.

Institutional Challenge

- Filing patents and high-quality research publication.
- Industry – Institute interaction for curriculum development and placement.
- Fund mobilisation for the development of the institution.
- Improving communication skills of students from rural areas.
- Development of sustainable research culture.
- Retention of experienced and qualified faculty members.
- Core company's preference for premier institutes.
- Lack of interest in the engineering profession.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Vidya Academy of Science and Technology   is affiliated to APJ Abdul Kalam Technological University. The institution adopts a series of measures in a well-planned manner for effectively implementing the course curriculum framed by the university.

- The institution publishes its own academic calendar every year in accordance with the university academic calendar as the first step of ensuring effective curriculum delivery.
- The curriculum implementation begins with academic planning, preparation of the course plan and course diary for each semester.
- The course/ class committee constituted every semester monitors the conduct of the classes, adherence to the course plans and time schedule, completion of the syllabus, and takes suitable remedial actions when required.
- Department meetings and Academic council meetings are also held on a regular basis for monitoring the curriculum delivery.
- Continuous Internal Evaluation (CIE) is carried out through series tests and assignments to monitor the

attainment of course outcomes.

- The institution provides academic flexibility to the students in choosing elective subjects of their own interest to extend the horizon of their knowledge.
- The institution also offers add-on courses to enrich the curriculum and to bridge the gaps in curriculum. 15 such add-on courses were conducted during the last five years and 57% of students attended those courses.
- The university curriculum comprises certain aspects such as gender equality, environment and sustainability, human values, and professional ethics.The institution supplements with additional activities.
- Apart from the practical sessions prescribed in the curriculum, the students are given opportunities to undergo internships and field visits. Student participation in such activities is 68.7% in the last five years.
- Curriculum also supports eligible students to get in depth knowledge in the chosen area and intra departmental area through Honors and Minor courses.
- Activity points are awarded to students and it is mandatory for their degree procurement.
- CIE based on course outcomes and Blooms taxonomy gauge the students using assignments, seminars, project presentation and internal examinations conducted at regular intervals; related student grievances are taken care off through grievance redressal committee.
- The stream coordinators and Department Quality Assurance Cell (DQAC) monitor the quality of the student evaluation process.
- Hands-on training is available to the students through industrial visits/ internships, mini projects and major projects which are part of the curriculum implementation.
- Feedbacks collected and analysed from different stakeholders and hosted on the website. Necessary measures are taken to fill in the gap with workshops, seminars, industrial visits etc.

Teaching-learning and Evaluation

- VAST takes extra care in ensuring that teaching-learning & evaluation processes in our institute are implemented in the most effective manner. Some steps taken as part of this process are mentioned below:
- Student Admission-related regulations given by AICTE, University and Government are meticulously followed to ensure that students from diverse categories get the opportunity to study here. Average enrollment percentage of the programmes is 83% and average pass percentage is 81.8%. The Teacher-student ratio is for the latest completed year is 1:20.
- The Institution strictly adheres to the reservation policy of the government for admission. Average percentage of seats filled against earmarked is 82%
- Our institute identifies the importance of identifying different learner categories   among students and giving special guidance and training for each category. Advanced learners are encouraged to register to Honours or Minor classes, NPTEL/ Swayam online certificate courses while slow learners are supported with remedial classes.
- Average full-time teachers against sanctioned posts are close to 100% with an average experience of 10 Years.
- 24 teachers are currently Ph D qualified and 11 are pursuing Ph D.
- Internal assessment mechanisms employed in our institute are well-structured and transparent, and our students have identified it to be virtuous over many years.
- Our institute has adopted an Outcome Based Education (OBE) system from 2018 onwards and has continuously evaluated the students on the basis of outcomes.

- Teachers use a variety of ICT enabled tools to ensure effective knowledge transfer to students.
- A wide range of student-centric methods like experiential learning, participative learning and problem-solving methods are employed to ensure overall development of students. Teachers employ non-conventional teaching methods like Google class room, PowerPoint slides, flipped classes etc. to make the learning experience more interesting and dynamic.
- IQAC now plays a pivotal role in implementing and attaining Outcome Based Education. COs, POs and PSOs are communicated to the stakeholders through the website and notice boards placed at various places in the college.
- Attainment of course outcomes are measured by conducting two internal examinations, assignments, and feedback from students. A sample from 2019-23 batch from Civil Engineering shows the PO1 attainment is 2.54, PO2 is 2.44 etc. on a 3 point scale.

Research, Innovations and Extension

College has given equal importance to research, innovation and extension activities along with teaching and learning.

- VAST promotes research, innovation and cultural development through different activities.

- The college is approved as a center of research in three disciplines including Mathematics, Electrical and Mechanical Engineering by APJ KTU.

- Seminars and workshops are organised frequently by the institution and departments to enhance and update the technical skills of the staff and the students.

- VAST supports the faculty in applying for various project funding schemes of the government. We received research grants from government agencies like ISRO, KSCSTE etc.

- VAST has several projects funded by government and non-government agencies where faculty act as supervisors or Principal investigators. The amount of funding received during the last 5 Years is 18.2 lakhs.

- The institution also encourages faculty members for participation in technical conferences, registration for doctoral programmes and the publication of their research works in reputed national and international journals. There are 115 journals and 110 conference papers/ book chapters to the credit of faculty in the institution.

- The Innovation and Entrepreneurship Development Centre (IEDC) of VAST has been very active and is dedicated in providing support to students enabling them to convert their ideas into a prototype and for further scaling up.

- Experts from various walks of life and industries are invited for presentations on relevant topics within and beyond the syllabus, which offers a different perspective for the students. The students are motivated to enhance their skills through platforms like Vidya Talent Centre and IEDC.

- The institution also encourages faculty members for participation in technical conferences, registration for doctoral programmes and the publication of their research works in reputed national and

international journals.

- The institution and departments regularly organizes expert talks in the area related to research, intellectual property rights and entrepreneurship.

- The institution is also actively involved in extension activities.

- The students are socially sensitized and made aware of their responsibilities through community service programmes organized by NSS unit like Swachh Bharat, blood donation camps, Punarjjani (Cleaning and Renovation programme) environmental protection etc.

- NSS has organised more than 140 activities which focus on building relationships with the community in collaboration with government agencies and community organizations

- The students and staff have also participated in flood relief activities in the state, which received commendable appreciation from the government and the media and received the award for Best coordinator for flood relief activity.

- Students are required to complete industrial visits in industrial organizations as part of their curriculum.

- VAST has received the prestigious National award for the Best NSS Volunteer for two consecutive years 2019 and 2020.

- To keep abreast with the recent trends in the industries and to excel in academia, the institute has Memorandum of Understandings (MoU) with 30 professional agencies and industries.

Infrastructure and Learning Resources

- The college is located on a calm and quiet 30-acres campus and the location facilitates ease of access to both the students and faculty.
- The total carpet area is 36192 square metres and of this 22265.35 square metres are for academic purposes and 472.47 square metres for administration. For hostels 7066 sqm., for amenities 2278.81sqm. and for extra-curricular activities 410 sqm. are also available.
- The college has 41 class rooms, 5 seminar halls, 2 workshops, and 1 smart class room. All the classrooms have Wifi/Lan facilities. There are 35 laboratories and all are equipped with modern equipments.There is additionally 1 drawing hall with adjustable wood drawing table.
- All class rooms are furnished with adequate number of tables and chairs, ceiling fans and lights, black/green/white boards, podium, notice boards, LCD projectors, and Wi-Fi connectivity
- All buildings are provided with fire and safety measures and have good access for emergency exits.
- The institute has a central library with a carpet area 1105 sqm. The library is fully automated with the ILMS software KOHA.
- The library has a collection of 37552 volumes with 13386 titles. It subscribes to 258 e-books, 431–e-journals, 87 print journals and 5 news papers. Online institutional repository is developed in the digital library software D-Space. In addition to the central library, all departments have their own department libraries.

- % of expenditure excluding salary for infrastructure augmentation during the last 5 years is 21%.
- Online Public Access Catalogue (OPAC) is available. In OPAC links are provided for e-resources. The e-journal subscriptions include Springer, NPTEL,SWAYAM, MIT Open Courseware etc.
- The institute provides 24 hours internet services in campus and hostels through Wi-Fi and LAN. This is achieved through a 350 Mbps 1:1 lease line by BSNL and RAILTEL and Sophos XG230 gateway device.
- Virtual LANs are implemented using Cisco 3850, C2960X and SG300 switches.
- A total of 847 computers, 65 printers,67 projectors and surveillance system with 50 CCTV and 5 NVRs are functional across the campus.
- All departments, classrooms, library, faculty rooms and hostels are provided with Wi-Fi connectivity with free network access to all students and staff.
- The average student computer ratio is 3:1.

Thus the infrastructure available is beyond the norms and standards prescribed by the statutory bodies and the college always receive zero deficiency report in this regard.

Student Support and Progression

- The institution provides 13 types of scholarships and endowments for the students worth 7 crores on average every year and also guides them to receive various government scholarships.
- 71% of the students in VAST receive either government/non-government scholarships/endowment during the five assessment years.
- Orientation sessions are organized to instill self-confidence in students at the time of admission.
- Additional programmes like soft skill training, career guidance and external training programs like EMPOWER are provided to encourage the students to pursue higher studies and also achieve placements.
- The Anti-Ragging committee, Student grievance and redressal committee, and women empowerment cell ensure that grievances of students are timely redressed and solved.
- An average of 52 % of students are placed in reputed companies.
- Students are encouraged to pursue higher education and many students have enrolled on such courses in India and abroad. There are more than 300 students who graduated from VAST and completed their higher studies abroad.
- The institution regularly organises Art, sports and Technical festivals in campus with massive participation from students. Apart from these events, departments organise association programs which include technical and cultural programmes.
- There is a registered Alumni association bearing register number TSR/TC/364/2016 and office bearers are nominated. The alumni contribute both financially and otherwise by helping the current students with scholarship, placement assistance etc.

Governance, Leadership and Management

- VAST , a unit of VICT, has effective governance that upholds the institutional vision "Progress Through Education".
- The institution maintains a culture of participative management to achieve success in various institutional practices. The committees, like anti-ragging,discipline, grievance redressal etc. are constituted with representation from all departments. The college strictly adheres to the regulations

given in Safety manual, tour manual, examination manual etc. for the conduct of these activities

- A well planned organogram that describes the flow of responsibility is available.
- Strategic plans are prepared jointly by the Head of Institution and Trust to provide quality education and various committees are formed for implementing the plan.
- The administrative setup is clearly structured, recruitment procedures and service rules are as per the stipulations. The policy includes scholarship policy, HR policy, green initiative policy etc.
- The rules and procedures are published on the college website for easy access and reference.
- The e-governance has been implemented in administration, admission, finance and accounts and examination with a campus through its own customised open source ERP system.
- The institution adopts a plethora of measures for the benefit of teaching and non-teaching staff .
- Different staff welfare measures including promoting self-development, EPF, Gratuity, different kinds of leave, ESI, festival allowance are given.
- Financial support is provided to faculty for attending conferences and workshops. Also, the institute continuously encourages participation of faculty in FDPs as part of improving their technical and domain knowledge.
- The activities and performance of faculty members is continuously monitored, reviewed and improved using a performance appraisal system IPnDP.
- The institution follows a well-defined procedure and process for planning and allocation of financial resources which includes mobilization, utilization and regular internal and external audits.
- The IQAC undertakes quality maintenance and quality enhancement measures for effective teaching-learning process from time-to-time.

Institutional Values and Best Practices

- VAST has made significant steps in promoting institutional values and social responsibilities.
- The institution implemented comprehensive gender equity initiatives, including safety and counseling services, Women empowerment cell and conducted regular workshops to raise awareness.
- Quality audits like energy audit, environmental audit, green audits etc, are conducted regularly.
- Our environmental sustainability efforts are robust, featuring energy conservation measures, alternative energy sources, effective waste management systems, rainwater harvesting, disabled-friendly, barrier free environment and a green campus initiative that significantly reduces our carbon footprint.
- Inclusiveness and diversity are central to our philosophy. VAST has policies that ensure a welcoming and supportive environment for all considering all cultural, regional, linguistic, communal, and socio-economic diversities.
- Programs celebrating cultural diversity and sensitizing students to social issues are regularly organized.
- Some of the best practices adopted in VAST include the 'Friday Market for Fresh Organic Vegetables' and 'Honesty Shop', which improves institution's culture and values, contributing to a positive campus environment.
- The distinctiveness of the institution is highlighted by our unique charitable trust with a vision of 'Progress through education'. Our outreach programs and service-learning projects actively engage students in societal betterment, fostering a strong sense of social responsibility.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIDYA ACADEMY OF SCIENCE AND TECHNOLOGY
Address	Vidya Academy of Science and Technology Thalakkottukara P.O., Thrissur- 680501
City	THRISSUR
State	Kerala
Pin	680501
Website	www.vidyaacademy.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	SAJI C B	04885-287751	9946669773	04885-288366	principal@vidyaacademy.ac.in
Professor	JEEVA K A	04885-287752	9446075260	04885-288366	jeeva@vidyaacademy.ac.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

State	University name	Document
Kerala	A.P.J. Abdul Kalam Technological University	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-06-2023	12	Updated AICTE approval order received

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	Vidya Academy of Science and Technology Thalakkottukara P.O., Thrissur- 680501	Urban	30.037	45241.07

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	BTech,Artificial Intelliegence And Machine Learning,	48	Higher Secondary	English	60	60
UG	BTech,Civil Engineering,	48	Higher Secondary	English	60	49
UG	BTech,Computer Science And Engineering,	48	Higher Secondary	English	120	120
UG	BTech,Mechanical Engineering,	48	Higher Secondary	English	90	65
UG	BTech,Electronics And Communication Engineering,	48	Higher Secondary	English	90	90
UG	BTech,Electrical And Electronics Engineering,	48	Higher Secondary	English	60	59
PG	Mtech,Civil Engineering, Structural Engineering	24	Graduation	English	24	10
PG	Mtech,Electronics And Communication Engineering, Embedded Systems	24	Graduation	English	18	0
PG	MCA,Masters In Computer Applications,	24	Graduation	English	60	60

Doctoral (Ph.D)	PhD or DPhil ,Mechanical Engineering,	0	Post Graduation	English	4	0
Doctoral (Ph.D)	PhD or DPhil ,Electrical And Electronics Engineering,	0	Post Graduation	English	4	0
Doctoral (Ph.D)	PhD or DPhil ,Mathematics ,	0	Post Graduation	English	4	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	8				17				90			
Recruited	4	4	0	8	10	7	0	17	23	66	0	89
Yet to Recruit	0				0				1			

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				33
Recruited	17	16	0	33
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				24
Recruited	9	15	0	24
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	4	0	3	7	0	2	4	0	24
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	7	0	0	21	62	0	90
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	307	0	0	0	307
	Female	154	0	0	0	154
	Others	0	0	0	0	0
PG	Male	30	0	0	0	30
	Female	40	0	0	0	40
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	8	5	5	11
	Female	1	2	7	3
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	53	43	49	62
	Female	33	44	51	48
	Others	0	0	0	0
General	Male	276	261	267	241
	Female	160	148	223	176
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		531	503	602	541

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The National Education Policy-2020 envisions a nation-centric education system, ensuring high-quality education for all citizens. Embracing this vision, VAST, affiliated with APJ Abdul Kalam Technological University, redesigned academic programs in 2019 to include Multidisciplinary/Interdisciplinary courses as core subjects and electives. The syllabus integrates humanities and science with STEM courses such as Constitution of India, Professional Ethics, and Life skills. The new scheme also introduced Minor and Honor courses, fostering multidisciplinary learning. Global electives for B. Tech focus on society-oriented subjects. Value-added courses further enrich

	students' interdisciplinary knowledge. An Institutional Development Plan facilitates practical implementation, aligning with the vision of "Progress through education" for holistic student and staff development.
2. Academic bank of credits (ABC):	The Academic Bank of Credits will allow students to choose their entry and exit points in higher education and create their own degree. Being an affiliated institution we don't have the freedom to implement the concept right now.
3. Skill development:	NEP 2020 prioritizes holistic development to modernize education for the 21st century. This includes fostering skills alongside academic knowledge, crucial for employability and entrepreneurship. The institution promotes holistic growth, integrating programs throughout the academic year to instill national, ethical, and cultural values in students. Efforts focus on ensuring professionals understand their civic duties. VAST's Skill Centre, Innovation and Entrepreneurship Development Centre (IEDC), and NSS units drive activities cultivating a sense of societal responsibility among students. VAST fosters Tech-Driven Skill Development via digital platforms, online courses, and Entrepreneurship Education. By nurturing creativity, innovation, and industry engagement, students identify opportunities, launch ventures, and contribute to economic growth.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	VAST has its student community mostly from the rural backdrop of the district. Therefore, a bilingual mode of teaching delivery is adopted in order to ensure an effective learning process. Institution promotes Yoga which focuses on bringing harmony between mind and body. Further, programs in Hindi, Tamil, Urdu etc. are included as part of the Arts Festival, which serves as a vibrant celebration of India's linguistic and cultural diversity.
5. Focus on Outcome based education (OBE):	Outcome Based Education has been at the heart of the NEP 2020. The institution strictly follows the curriculum, guidelines and regulations of the affiliated university to award the degree based on the Outcome-Based Education. Assessment of course outcomes are the key aspects of Outcome-Based Education. Attainment of Program Outcomes, Course Outcomes, Program Educational Objectives and

	Program Specific Outcomes are calculated based on performance and feedback taken from stakeholders. The remedial measures are adopted to ensure that the graduate attributes are attained on completion of the program.
6. Distance education/online education:	VAST demonstrates expertise in distance education, with Google Classroom integral to the teaching-learning process. Amidst the Covid-19 pandemic, online classes were conducted via Google Classroom. Vidya encourages self-learning through platforms like SWAYAM and NPTEL. Departments organized online conferences and FDPs. Vidya utilizes a customized open-source ERP system with modules for staff and students. Faculty members own YouTube channels dedicated to specific subjects, enhancing the accessibility of educational resources.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, our college has established an Electoral Literacy Club (ELC) in the year 2022. The primary objective of the ELC is to promote electoral literacy among students, making them aware of their rights and duties as informed voters. This initiative aligns with the Election Commission of India's vision to engage and sensitize the youth about the electoral process and encourage their active participation in democratic governance. The ELC conducts various activities and programs throughout the academic year, including: Workshops and Seminars: Regular sessions are organized to educate students about the electoral process, the importance of voting, and the functioning of the electoral system. Voter Registration Drives: Special drives are conducted to facilitate the registration of new voters and update the electoral rolls. Debates and Quizzes: Competitions such as debates and quizzes on electoral topics are held to foster a deeper understanding and interest among students. Awareness Campaigns: Campaigns are organized to raise awareness about electoral participation and ethical voting. The establishment of the ELC has significantly contributed to increasing electoral awareness among students. It has resulted in a higher number of student registrations in the electoral roll and a greater understanding of the

	importance of their role in a democracy.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The college appoints students' coordinators and coordinating faculty members through a structured process overseen by the Head of the institution. Coordinators and faculty members are selected based on their leadership abilities, involvement in student activities, and commitment to promoting electoral literacy. Their roles include organizing ELC events, mentoring students, and interact with external electoral bodies. The ELC is representative in character, comprising members from all departments. The selection process involves a democratic election where students nominate and vote for their representatives. This ensures a fair and inclusive representation within the ELC.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The college ELC actively engages students in electoral literacy activities. Voting demonstration classes were conducted for first-year students at Vidya on 13/2/23, led by Sri. Deepak, Assistant Labour Officer, Kunnamkulam. Students learned about voting machines like VVPAT, Control unit, and Ballot unit. To promote understanding of elections and their impact on governance, Vidya Central Library, ELC, and AVA organized an Extempore competition on 'Election 2024' on 18 April 2024. Students from diverse backgrounds participated, discussing the theme 'Vote is Power and Voter is Powerful'. Winners received certificates and cash prizes during College Day 'PRAVEGA 2024' on 03 May 2024.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Students of VAST in various departments take up the electoral related issues for their mini project and main project and come out with fruitful solutions. The project topics include 'Digitisation of Voting procedure' done by students of Electronics and Communication Engineering Department, 'Online voting system' by students of Computer Science Engineering department etc.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Through comprehensive surveys and targeted initiatives by the ELC, significant progress has been made in registering eligible students as voters. Continuous efforts and institutional mechanisms have ensured that voter registration is an integral part of the student experience. Moving forward, the college aims to further reduce the number of unregistered

	eligible students by enhancing these initiatives. The college ELC has undertaken several initiatives to register eligible students as voters through voter registration camps, awareness workshops and collaboration with electoral authorities.

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
2183	2342	2639	2624	2732

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: 196

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
114	117	124	139	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
404.31	316.77	348.51	420.30	468.40

File Description	Document
Upload Supporting Document	[View Document](#)

12-10-2024 11:08:30

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:

Adherence to the academic schedule: Vidya Academy of Science and Technology(VAST) aligns its curriculum with the guidelines set by APJ Abdul Kalam Kerala Technological University (KTU) and focuses on imparting quality education. The Institution adopts Choice Based Credit System (CBCS) and Outcome Based Education (OBE) since 2015.

To enrich the curriculum, the institution takes steps to bridge gaps between academia and industry, through value-added courses thereby preparing students for the professional world.

Adherence to the KTU, institution calendar and departmental academic schedule enables the institution to achieve academic excellence, and provides students with a structured learning environment. By framing departmental academics schedules based on the university calendar, each department can tailor their schedules to meet program specific needs.The institution calendar is prepared by gathering details of activities from each department and is a comprehensive approach that ensures all academic activities are accounted for and integrated into the overall schedule of the institution.

Course allocation: This is done before semester commencement based on individual competency of faculty members, and guidelines issued by the Principal. The workload and timetable are prepared and shared with faculty members well in advance which ensures transparency, facilitates effective planning, and allows faculty members to prepare their course materials in a timely manner. Each faculty member has to prepare a detailed course plan and semester plan at the beginning of the semester and need to get approval from the Head of the department and stream coordinators. Faculty also shares the tutorial questions, question bank, university question paper samples, etc with the students.

Periodic academic assessment: Periodic academic assessments are conducted to ensure the effective monitoring of various academic processes, including coverage of course material, attendance, and academic performance. The conduct of series tests as part of continuous assessment follows both university guidelines and specific dates suggested by the institution. The weightage of internal assessment is 50% for two series tests, 30% for two assignments and 20% for attendance. Two series tests are conducted per semester. Two assignments per course are given to promote self-learning and to refine their skills. In every laboratory session students' performances are evaluated based on various aspects of active learning, skill development, and mastery of laboratory techniques.

Each department has a panel of stream coordinators and Department Quality assurance committee (DQAC). The DQAC monitors the overall quality of assessments within the department and ensures that the question papers align with the curriculum, course objectives, bloom's taxonomy and academic

standards of their respective departments. Result analysis for each course after internal examinations are performed.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 79

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: 57.51

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
2058	2280	301	1215	1346

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:

Professional Ethics, Gender, Human Values, Environment, and Sustainability are very much linked to the vision, 'Progress through education' of the institution. In the Curriculum of KTU, a pivotal role is given to the areas of Professional Ethics, Sustainable Engineering, the Constitution of India, Life Skills, Renewable energy management. Our institution offers courses that include these topics in the curriculum and also makes efforts to enhance these values through various programmes.

Professional Ethics:

- Professional Ethical values are being inculcated to all the students through the course Professional Ethics (HUT 200) in S3/S4 as a part of their curriculum
- The students during internships, get an opportunity to observe the Professional Ethical elements like how to behave, how to be presentable, importance of discipline etc.

Gender:

- Students are exposed to the importance of gender equality by learning the course Constitution of India (MCN 202) in S4.
- All the curricular and extra-curricular activities conducted in the college ensure equality in participation from students and staff without any discrimination in gender.
- The NSS units have participation from students irrespective of their gender.
- Under NSS, self-defense trainings are being conducted
- The college sports team consists of Men and Women teams for events like Chess, Athletics, Badminton, Kho Kho, Kabaddi, Tug of war etc.
- The Women Empowerment Cell of the college is regularly conducting programmes/ expert talks that give insights into the matter of equality among the genders every year.

Human Values:

- Our students are getting introduced to the importance of Universal Human Values through the orientation programme AICTE - SIP guided by their mentors at the beginning of each academic year, who are equipped with knowledge from training programmes for mentoring. All the students acquire insight into the courses mentioned in the curriculum like Life Skills (HUN 101) in S1, and Professional Communication (HUN 102) in S2.
- Our college allows the students to experience universal human values through hands-on practices like conducting field surveys, enhancing public responsibility through Blood donation camps, Anti–drug awareness campaigns, and cleaning public places like railway stations, police stations, etc. regularly.

Environment and Sustainability:

- Integrating practical initiatives like rainwater harvesting and solar panel installation on campus promotes sustainability which will help all the students understand the curricular aspect of the course Sustainable Engineering (MCN 201) in S3/S4.
- The college campus has Nakshathravanam set up by the students and beautified by the different batches students. It has rare species of trees which are associated with the Nakshatras/Zodiac stars in Malayalam calendar.
- The various departments encourage the students to do project work in the related streams which promote the importance of environment and sustainability.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 66.97

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

Response: 1462

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: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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: 82.65

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
531	503	602	541	615

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
582	600	678	744	774

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: 82.06

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
95	94	112	124	133

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
117	121	137	150	155

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: 19.15

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:

Our institute gives high priority for implementing student centric methods to make learning both stimulating and effective.

Experiential Learning Methods:

- In the final year, students undertake a two-semester main project (Seventh and Eighth) in which they engage in theoretical, experimental, design, or software projects on topics of interest within their respective streams.
- Industrial visits are organized annually for pre-final and final year students, with faculty supervision. Students submit reports on their visits within the given timeframe.
- Industry internships are encouraged for undergraduate students, who must complete a minimum of 5 days of internship as part of the KTU 2019 Scheme curriculum. These internships also contribute to students earning activity points during the program.
- Laboratory Courses are mandatorily provided in every semester. These help to boost their confidence and sharpen their skills.
- Hands-on workshops conducted frequently by the institute provide the opportunity to familiarize with emerging technologies.

Participative Learning Methods:

- Our institute has numerous clubs (D'Addiction Club, FOSSer's Club, GDSC) and associations, which provide ample opportunities for students to hone their skills.
- The Innovation & Entrepreneurship Development Cell (IEDC) organizes numerous discussions for students, facilitating direct interactions with successful entrepreneurs.
- The exhibitions and contests orchestrated by our students during the annual Technical Festival (Vyvidh) serve as excellent learning opportunities for them.
- Laboratory courses are incorporated into the curriculum, featuring both advanced and design experiments.

Problem-solving Methodologies:

- UG and PG students are encouraged to select socially relevant and cost-effective topics for their final year projects.
- Many courses include mandatory tutorial hours in the timetable. These dedicated hours are solely for solving problems related to the course.
- Students are encouraged to engage in problem-solving competitions like coding contests and hackathons, regularly organized by clubs or as part of the Technical Festival (Vyvidh).

ICT enabled tools for an effective teaching-learning process.

Our institute utilizes ICT tools like LCD projectors, Internet-enabled computers, and campus-wide Wi-Fi for teaching and learning, enhancing educational experiences through faculty's extensive use of emerging technologies.

ICT tools :

- In our institute, 42 well-equipped classrooms and 12 laboratories feature LCD projectors to enhance teaching and learning.
- Our institution has partnered with NIT Surathkal for their Virtual Lab initiative. Faculty members utilize the virtual lab facility for conducting various experiments.
- Microsoft PowerPoint presentations are employed for theory and laboratory course content delivery, optimizing class time effectively.
- ERP streamlines Attendance Marking, subject coverage updates, and Internal Mark calculation, while students manage their marks and attendance through individual login credentials.
- Google Forms is extensively used for collecting student feedback, quizzes, assessments, and data analysis.
- Google Classroom manages online classroom activities, assignments, and tests, providing students easy access to learning materials.
- Google Meet facilitates live online classes, Viva Voce for laboratory courses, and various meetings conducted by faculty.
- Flipped Classroom: Study materials for various courses are provided online (via Moodle) on the college website for students to access before instruction.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 98.77

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
115	118	126	141	150

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

2.4.2

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

Response: 21.18

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
29	25	24	28	30

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:

Our institute, affiliated with APJ Abdul Kalam Technological University, strictly adheres to the guidelines provided by the university for the division of marks between internal assessment and external examinations across all courses. For Theory courses, the mark division is as follows:

For undergraduate (UG) courses totalling 150 marks:

- Internal Assessment: 50 Marks
- University Examination: 100 Marks

For postgraduate (PG) courses totalling 100 marks:

- Internal Assessment: 40 Marks
- University Examination: 60 Marks

Internal assessment incorporates various evaluation methods including internal exams, assignments, and attendance. Typically, two internal exams cover the syllabus, each conducted in a closed book written format, except during lockdowns when online exams are adopted. Assignments vary in format, including written submissions, online tasks, case studies, and micro-projects.

The institute maintains a transparent, time-bound, and efficient mechanism for addressing examination-related grievances:

- Students can approach subject teachers for redressal.
- If unable to appear for exams due to genuine reasons, students can apply for a deferred examination with proper documentation.
- Student performance is displayed publicly, ensuring transparency and accountability.

Transparency initiatives include:

- Establishing a standard process for internal examinations.
- Deciding the examination schedule at the beginning of each academic session.
- Conducting assessments according to the academic calendar.
- Maintaining records of all internal exams by both lab and theory teachers.

For addressing examination-related grievances, the following mechanisms are in place:

- Chief Superintendent of Examination takes appropriate action upon reporting grievances at the examination hall.
- Grievances are verified with the respective department and addressed accordingly.

Regarding marks-related grievances:

- Faculty evaluates papers within five working days after the test.
- Evaluated answer sheets are shown to students in class.
- Students can request rechecking within three days.
- Rechecked results are published within the next five working days.
- Internal exam marks are then displayed.

The Chief Superintendent of Examination oversees the entire process and holds periodic meetings with the internal examination committee to enhance mechanisms further.

For external evaluation-related grievances, students have the option of:

Re-evaluation:

- Requesting re-evaluation through the institution if dissatisfied with awarded marks.
- Acquiring a photocopy of their answer sheets upon request.

- Re-evaluation results are announced following university norms.
- Revaluation fees are reimbursed by the University in case of grade improvement.

Other grievances, such as missing data in question papers or questions beyond the syllabus, are reported to the Controller of Examinations through the web portal, following approval from relevant authorities, to ensure appropriate action is taken.

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:

Defining Programme Outcomes & Course Outcomes:

The institution has embraced Outcome Based Education (OBE) since 2018, delineating Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). These outcomes guide the planning of courses, content delivery, and assessment practices. The comprehensive set of POs, PSOs, and COs can be accessed through the provided links.

i)Program Outcome (PO):

Our institute aligns with the 12 Programme Outcomes stipulated by the National Board of Accreditation for all programs.

ii) Program Specific Outcome (PSO):

Each program defines 3 distinct Program Specific Outcomes (PSOs) tailored to the unique attributes of their respective disciplines. These PSOs are meticulously crafted by individual departments to accurately reflect the discipline's distinct features.

iii) Course Outcome:

For each course of study (Theory & Laboratory courses), 5 Course Outcomes are defined. These are finalized after scrutiny by corresponding Stream Committees in the respective departments.

Communicating Program Outcomes & Course Outcomes:

The institution circulates Program Outcomes and Program Specific Outcomes for all programs to various stakeholders through diverse channels.

Benefits of Communicating Outcomes:

1. Enhanced Clarity: Students and parents gain a clear understanding of student expectations.
2. Informed Teaching: Teachers can adapt their teaching methods to match the necessary level of guidance.
3. Transparency: Prospective students, parents, employers, and supporters of our institution gain insight into the proficiency levels attained by our recent graduates.

Communication of Programme Outcomes and Program Specific Outcomes:

- Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) are prominently displayed on the institution's website for all stakeholders to access.
- Department faculty rooms prominently showcase POs and PSOs.
- In laboratories, POs and PSOs are prominently displayed continuously reminding students of their objectives.
- Induction programs for new cohorts include explanations of POs and PSOs.

Methods employed to communicate Course Outcomes:

- Faculty members elucidate Course Outcomes at the commencement of each course.
- At the onset of each module, Course Outcomes are reiterated to provide students with a clear understanding of their learning objectives.
- Course files of every course document the COs.
- Internal exam question papers make explicit reference to Course Outcomes (COs).
- Assignments explicitly mention Course Outcomes (COs).

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:

In our institution a well maintained system is implemented to calculate the attainment of CO, PO & PSO

Attainment of Course Outcomes

CO attainment index consists of two portions, direct attainment and indirect attainment. The weightage given is 80% for direct attainment and 20% for indirect attainment.

Calculation of direct CO attainment

Direct CO attainment is obtained from two contributing factors,internal exam & university exam 60% & 40%.

The direct assessment for University examinations have been set by the college.

Attainment Level 1: 50% students scoring more than the University pass marks.

Attainment Level 2: 65% students scoring more than University pass marks.

Attainment Level 3: 80% students scoring more than University pass marks.

The attainment levels for internal assessment are

Attainment Level 1: 40% students scoring more than 60% marks in the internal assessment.

Attainment Level 2: 50% students scoring more than 60% marks in the internal assessment.

Attainment Level 3: 60% students scoring more than 60% marks in the internal assessment.

Calculation of indirect CO attainment

When a course is completed, feedback from the students is collected and consolidated for calculating indirect attainment of CO. Final CO attainment index is obtained by consolidating the direct and indirect CO attainment values.

Target CO Attainment levels are set for each course considering factors like previous University Results, difficulty level of the course, etc. by corresponding Stream Committee. If any particular attainment level is observed to be lower than expected, then remedial measures are taken to improve the attainment.

Attainment of Program Outcomes and Program Specific Outcomes

The methodology adopted for PO attainment index calculation is described below.

PO attainment value consists of two contributing factors, the direct (80%) and indirect (20%).

Direct PO attainment calculation

Direct PO attainment values are obtained by consolidating the values of CO attainment obtained for various courses offered.

Indirect PO attainment calculation

Indirect PO attainment values are obtained by collecting feedback from various stakeholders such as students, alumni and employers. A weightage of 40% is given to student exit feedback and 30% is given to employer and alumni feedback.

Final PO attainment is obtained by consolidating the values obtained from direct and indirect PO attainment values.The same methodology is adopted for evaluating PSO attainment.

Target PO & PSO Attainment levels for a batch are set for each program by the program advisory committee. If any particular attainment level is observed to be lower than expected, then remedial measures are taken to improve the attainment.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

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

Response: 81.87

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
456	583	650	616	661

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
625	791	768	705	734

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](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[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: 3.53

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: 17.21

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
0.39	0	0	9.44	7.38

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:

Vidya Academy of Science and Technology has implemented an excellent ecosystem to foster innovation, creation, and knowledge transfer among its students. The institute is striving to establish a comprehensive infrastructure aimed at fostering the all-round development of students at both undergraduate (UG) and postgraduate (PG) levels.

1. Vidya Research Center (VRC):

VRC is clearly focused on cultivating a research-oriented culture among both students and staff members of the college. The activities include supporting faculty members in preparing and submitting proposals to funding agencies, ensuring its successful completion. Six funded research projects have been completed by the faculty members of various departments recently. The institution also has four Ph.D. supervisors. "Seminar on Research Methods in Wireless Sensor Networks " by Dr. S Swapna Kumar,

Professor & Head, Department of Electronics & Communication Engineering, "Seminar on Research Methodology in Computer Applications" by Ms. Reji C Joy, Professor & Head, Department of MCA are some of the programs that were conducted under Vidya Research Cell.

2. IEDC:

IEDC plays a pivotal role in fostering an entrepreneurial culture among students and aims to transform their ideas into viable business ventures. IEDC was formally inaugurated on August 5, 2005 with 300 student members. The Entrepreneurship Development Cell and Startup was converted to IEDC VAST in 2016. A total of 39 programs were conducted by the cell in the year 2022 - 23. "Webinar on Unlocking the power of AI Entrepreneurship ventures strategies and success stories" by Mr Sivadasan E T, Associate Professor, Department of Computer Science Engineering, "Entrepreneurship Awareness Workshop on Drone Technology" by Dr Sooraj K Prabha, Associate Professor, Department of Mechanical Engineering are a few of the initiatives under IEDC - VAST in the year 2022-23.

3. Patents filed:

As part of social responsibilities and fundamental values, the institution offers facilities that allow its faculty members to work on research projects that benefit society and the community through extension. There are six patents granted as on date.

4. IIT-Bombay Spoken Tutorial:

The Spoken Tutorial project is the initiative of the National Mission on Education through Information and Communication Technology (ICT), launched by the Ministry of Human Resources and Development. The course provides high-quality educational content to students. The course was taken by a total of 2123 students out of which 2080 have secured the course completion certificate in the academic year 2022-23.

5. IPR Cell:

IPR Cell (Intellectual Property Rights Cell) was established in the year 2022 - 23 at Vidya Academy of Science & Technology. The cell assists in protecting and commercializing innovative ideas and inventions. The cell also conducts workshops and seminars to promote the importance of intellectual property rights, the process of filing patents, copyright issues and related legal aspects.

6. Indian Knowledge System:

The college observes the International Day of Yoga every year by organizing Yoga sessions for students. The intended purpose of the observance of the day is to promote Yoga. Yoga activities are also conducted in the college. The college also has a college yoga team participating in various activities associated with yoga.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.2.2

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

Response: 46

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
13	12	11	5	5

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: 0.27

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
12	15	18	8	0

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: 0.53

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
8	12	71	13	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Extension activities of Vidya Academy of Science and Technology(VAST) are aimed at enriching the educational experience gained by the students. They are provided with opportunities to develop their essential skills, deepen their understanding and thereby pursue their interests in a supportive environment. Initially students would be given awareness through boot camp, orientation sessions to familiarize the functioning part of each extension unit. The students play a major role in these activities strongly supported by faculty coordinators. National Service scheme(NSS) plays a major role in leading the extension activities of our college.

National Service Scheme (NSS):

The NSS technical cell of the institute functioning as unit 101 has given due importance to value-added studies to impart quality education to its students. Unit 101 was established in 2003. Considering the quality work done by this unit and the number of enrollments, VAST was sanctioned one more unit in the Year 2008 (Unit 200). Later in 2015, unit 662 & 663 were sanctioned. All the units have contributed many innovative technical projects to the society. The numerous activities done by units namely cleanliness drives, anti- drug awareness campaigns, Water Resource GIS Mapping, Swatch Bharat mission at primary health Centre Choondal and Socioeconomic survey - Amrut Survey are few samples of our determination to serve the community. These projects have helped us to lift the face of our adopted village – Velur as well as in Choondal. We have also indulged in agricultural activities, thus creating a link between the students and nature.

The National Service Scheme focuses on overall development of the personality of students through the services to the community. The programmes conducted internally to sensitize our students are blood donation camps, Eye Testing Camp, participation in anti drug quiz competition, campus cleaning programs, and Regional level blood stem cell donation registration campaign.

The outcomes of the extension activities are not limited to

1. Gratitude: The volunteers develop a sense of gratitude and appreciate their own circumstances by serving those in need and develop a sense of selfless attitude.
2. Awareness of Social issues: The extension activities conducted raises awareness on social issues and actions to be taken.
3. Behavioral development: The exposure to these activities helps in building tolerance, understanding the importance of how their actions bring positivism to others lives, experiencing a sense of fulfillment, applying selflessness in their daily lives and inculcating a sense of responsibility to the society.
4. Teamwork and Leadership: Community service through NSS helps in identifying the importance of teamwork and provides a platform for developing leadership roles.

The overall impact of the social activities is the development of the spirit of volunteerism and the noble attitude of selflessness in serving the community. This further mould the students in approaching and facing any situation with the promising hope of finding a healthy solution.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

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

Response:

To acknowledge the participation, accomplishments of student volunteers in various units named, National Service Scheme (NSS), Innovation and Entrepreneurship Development Cell (IEDC) and Vidya Social Empowerment Center (VSEC) functioning at Vidya Academy of Science and Technology, so as to motivate their contribution in serving the society, the respective organizations mentioned below have recognised our students for the same.

1. APJ Abdul Kalam Technological University for participation in National service scheme.
2. Ministry of affairs, Govt of India for participation in NSS republic day parade camp,
3. Head of Institutions of schools or recognised centers for providing motivational sessions.
4. Energy Management center, Govt of Kerala for participation in 2 month Student Internship Program

Specifically Students of Vidya Academy of Science and Technology have been recognised for, exemplary service rendered to the National Service Scheme by implementing the NSS programmes effectively in the community, participation in NSS republic Day Parade Camp in NewDelhi, handling Motivational Class for Plus two students of Sree Narayana Memorial Higher Secondary School, Chazhur, for supporting the activity session on non-verbal communication at Thirumangalam UP School, Engandiyur for eighth standard school students under Nanma Foundation, participating in entry level AAC device development challenge at National Institute of Speech and Hearing, water resources department, Government of Kerala, participating in two months Susthira Vinjan Internship programme organized by Energy Management Centre, Government of Kerala. These programs likely provided a comprehensive understanding of local governance structures, community engagement strategies, and the challenges faced in implementing welfare schemes.

The two month student internship programme conducted by EMC, Govt. of Kerala in association with District Panchayat, Thrissur gave an enriching experience for the 26 students from Vidya Academy of Science and Technology, among which 22 students were volunteers from Vidya Social empowerment Center(VSEC) and 4 students from Electrical and Electronics Engineering Department. Students were divided into a group of 5 to 6 members each and they prepared a report of the two months internship programme which included 6 chapters which included, familiarization of seventeen Sustainable Development Goals (SDG), Visit to Grama /Block Panchayat - collection of information about SDG Program by the Panchayat on clean energy,

healthy environment, entrepreneurship program, Home Energy Survey - minimum 10 number, collection of data of electricity usage of one month in your home and graphical representation of the data,

introducing about Solar Panel or Electric Vehicles - gathering information on either the installed Roof Type Solar Panel consumer or on consumer using an Electric Vehicle.

The students had a unique experience during their internship through which they did realize the importance of contribution to energy conservation through routine activities, awareness on the development activities taking place in the nearby panchayat, the essence of teamwork and also time management.

The awards and recognition received highlights the exceptional commitment, talent and dedication of the respective individual and the organization.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

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

Response: 142

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
19	24	14	29	56

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: 30

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:

The Vidya Academy of Science and Technology occupies 30.0375 acres of land with a carpet area of 36192.86 sq.m and is located in the villages of Velur and Eyyal in the Kunnamkulam Taluk, Thrissur district, Kerala. It is intent to meet the academic, administrative, and residential needs of the technical education institution. Adhere to the regulations set forth by the Government of Kerala, AICTE, and APJ AKTU. The institution has consistently received non-deficiency reports from AICTE and APJ AKTU over time.

Encompassing 3456.27 sq.m, the campus hosts 41 classrooms, each meticulously designed for optimal learning environments. All classrooms are properly ventilated and equipped with LCD projectors, metal desk-benches, fans and lights, green/white boards, podium, platforms and notice boards.

Equipped with 35 laboratories spanning 5096.51 sq.m, these facilities are designed to align with curriculum standards, ensuring comprehensive hands-on learning experiences in both theory and practice.

One common computer centre of 132 sq.m. The centre made available for project works and academic support.

The 150 sq.m state-of-the-art smart classroom has a smart board and other accessories. The 39.84 sq.m are set aside for setting up the Learning Management System (LMS), which includes a Logitech Meetup HD camera-speakerphone with acoustic standards compliance and a remote controller.

For seminars and invited speeches, there are five well equipped halls totalling 440.9 sq.m area.

The other learning amenities include, two workshops equipped for practical demonstrations and adhere to safety regulations covering 808 sq.m. Eight tutorial rooms, totalling 456.8 sq.m, for conducting tutorial sessions, one drawing room measuring 176.8 sq.m, complete with stool chairs and wooden drawing-boards.

The institution provides ample space for students to nurture their artistic talents. Music Club- 84 sq.m area, housed with musical instruments like keyboard, drums, acoustic and electric guitar and a professional cube.

Dance Club – 84 sq.m area, which provides space for 20 participants.

The Yoga centre has an area of 42 sq.m.

For Sports and Games earmarked outdoor area of 21760 sq.m -Athletics, Basketball, Football, Handball, Kho-Kho, Kabaddi, Tug of War and Volleyball.

The Gymnasium with 200 sq.m, adorn with the equipment like Pec-Dec, High Lat & rowing Pulley, Cable Crossover and Chinning bar, Shoulder Machine and Smith Machine.

The 1500 pax. A/c auditorium, 3214.50 sq.m is the central venue for cultural events, highlights acoustic standards, modern lighting and sound, green rooms, toilet blocks, wood-panelled stage floor with mechanized curtain, office space, Conference hall, lift, ramps and suit rooms for guests.

There are three blocks of ladies hostels and one block of men's hostels spread in an area of 7066.23 sq.m, men's hostel contains 54 rooms and ladies hostels 185 rooms.

The Co-operative society functions in a 40.28 sq.m area and sells educational materials and stationary at reduced rates.

A branch of Indian Overseas Bank and ATM facility functioning in the campus in 200 sq.m area.

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: 21.23

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
130.02	62.58	42.30	96.47	84.32

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:

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.

The College Library, with a carpet area of 1,105 square metres, hosts a diverse collection of books, journals, and online resources, ensuring optimum use of its resources. It includes a reading space with a seating capacity of 150. The library holds 37,552 books in 13,386 titles and subscribes to 258 e-books, 434 e-journals, 87 print journals, and 5 newspapers providing the latest information in sciences, engineering, and humanities.

Library is automated with digital facilities using Integrated Library Management System (ILMS):

1. ILMS: Library operations have been fully computerized, with the library utilizing 'KOHA,' an Integrated Library Management System (ILMS). KOHA is a free and open-source ILMS that includes Acquisition, Cataloging, Circulation, Serials, OPAC, and Report generation, along with many other advanced features. The library is currently using a customized version of KOHA 22.11.08, starting from 2024 onwards. Prior to implementing KOHA, the library used 'Autolib' software for automation from 2007-2023.
2. Digital Facilities: Major services and facilities provided through the LMS include book check-in/check-out, book search (OPAC service), and access to subscribed e-resources.
3. Email Alert Service: The email alert service notifies users about due dates, overdue books, and available resources, helping them manage their library accounts effectively.

Additional library services and facilities offered

1. Separate Sections and Facilities: The library has sections for Reference, Circulation, Digital Library, Reading Area and a Baggage counter.
2. Departmental Libraries: Institution has departmental libraries for each department. In addition to the Central Library, there are 8 departmental libraries.
3. Wi-Fi Access and Computer Systems: Wi-Fi access is available in the Central Library. Each student and staff is provided with secured login credentials for internet access, enabling them to use library computers for academic and research purposes.
4. Reprographic Service: Photocopying and printing services are provided to students at a nominal rate.
5. Working: The library operates from 8.30 AM to 7 PM on all working days.
6. Energy Saving Initiative: The Library's building is designed to maximize daylight utilization, supplemented by LED panel lights in the reading area to conserve energy.

Subscription to E-Resources

1. Subscription to 431 e-Journals from Springer Nature Publisher.
2. Subscription to 258 e-Books from Wiley India Publisher.
3. NPTEL Courses: Students benefit from access to a wide range of web and video courses developed as part of the NPTEL programme.
4. Open Educational Resources (OER): In addition to subscription-based resources, our digital library offers unrestricted access to a wide selection of open-access journals and e-books.

The Library is optimally used by the faculty and students

The library, optimally used by faculty and students, records an average footfall of 1,264 users per day in 2022-23, showcasing its popularity and usage.

Percentage of users who utilized the library in 2022-23 was 50.29%

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:

A total of 848 working computers are available in the college out of which 750 computers are provided for student usage. All IT related facilities are supported by UPS Back-up. Required licensed, free and open source software are available in the college for the conduct of various lab experiments and training programmes.

College provides internet service in campus and hostels through LAN and Wi-Fi with a total bandwidth of 350 Mbps (1:1) leased line. 35 Wi-Fi hotspots are provided in the campus. Registered users can get connected to access the internet. **Internet usage is controlled using Sophos XG230 Firewall.**

VLAN has been implemented in the campus using Cisco manageable switches (Cisco 3850, C2960X-24T and SG300) All the buildings are connected with the Fibre network, within the building cat6 cabling is supported by Gigabit switches.

Campus operations are automated using **OpenERP, a customised Open Source ERP software** with modules admission, academics, accounts, purchase, fixed assets, HR & payroll, hostels transportation, scholarships, resources and the solution is hosted in **Google Cloud.**

College has three servers IBMx3400, IBMx225 and IBMx3100 m4 for the centralised management of the computing facilities. The campus has a **Central Computing Centre** with 100 desktops provided exclusively for general activities like internet surfing, hands-on training and online examinations etc. All these computers are equipped with webcams (100). Computers are also provided in both mens and ladies hostels.

65 printers are provided in the staff rooms, library, exam cell, administration office, and laboratories, out of which two multifunctional printers, one heavy duty printer and a copier is provided in the examination cell. **67 projectors, an interactive display unit and a video conferencing** facility are available in the campus. Email accounts for staff and students in the college domain are provided using Google Workspace. Google classroom service is provided.

50 CCTV cameras and 5 NVRs units are placed across the campus for security and safety. **Implemented Biometric Systems for Staff attendance across the campus**. Apart from Microsoft Defender Antivirus security software, **100 licences of K7 Endpoint protection are used in various Windows computers**.

College website is maintained for providing the latest academic and administrative information. **Moodle software** is used as a Learning Management System for Placement training. **DSpace** institutional repository is maintained for providing data like notes, question papers and other e-resources. **News & Events repository** service is maintained for storing all the activities in the campus.

IT related needs of the campus such as hardware and networking maintenance is taken care of by a team of in-house staff called **Information Technology Infrastructure Management Service (ITIMS)**. ITIMS is responsible for providing IT support to all users in the campus, Management of Internet connections, Institution's Website, E-Mail System, ERP Server, in-house hosted services, Biometric Device & Surveillance Camera Systems etc. A **complaint management portal** is maintained where the individual users can post their IT related complaints. An IT policy is developed to meet the IT related requirements of the college.

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: 2.91

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

Response: 750

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: 69.94

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
239.17	225.56	278.19	286.48	340.24

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: 75.15

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
1757	1967	1999	1950	1736

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: 66.97

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
1632	1753	2005	1486	1509

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: 52.23

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
214	285	318	302	429

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
454	583	650	616	661

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: 2.97

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
14	9	3	11	5

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: 36

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
14	2	0	8	12

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 11.8

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
18	10	00	15	16

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:

The Association of Vidya Alumni (AVA) has a rich history dating back to its inception in 2007, coinciding with the graduation of the inaugural batch of students from Vidya Institute.

Date of inception as a registered association: 27 July 2016

Association no: TSR/TC/364/2016

Membership fee collected: Rs 500

No of members in AVA: All students who completed courses in VAST are members of AVA.

Over the years, this alumni association has evolved into a wide network, connecting graduates from Vidya Institute scattered across the world. As the first graduates ventured into the professional world, AVA emerged as a platform to facilitate ongoing relationships and support networks. AVA has an active additional UAE chapter apart from the local chapter in India. Meetings are conducted annually in the college and in UAE as well. The year 2023, had a special meet-up named "Thirike" conducted when the first batch reached its 20 years of existence.

Central to AVA's mission is its commitment to promoting education and professional development. The association has implemented various initiatives, with scholarships being a key focus. By providing financial support to deserving students, AVA aims to contribute to the academic success of the next generation. Over the years, the number of benefitted students from the Alumni scholarships add to 32.

The year 2021-2022, the members of AVA belonging to the EEE Department came up with a new scholarship programme known as ROOTS Foundation. This is a new type of scholarship contributing to holistic improvement of the student and not just financial purpose. ROOTS Foundation has been providing financial support to 22 students from the year 2022 onwards. The uniqueness lies in the fact that the financial assistance is provided by all of the first 4 batches - 2007, 2008, 2009 and 2010 passouts.

AVA's involvement in scholarships is complemented by a range of other alumni activities. Networking events, mentorship programs, and career development workshops are just a few examples of the initiatives undertaken by AVA.

To name a few of them,

AVA has donated 150 PPE kits to District hospital, Thrissur, in association with IMA for the fight against Covid-19 pandemic. Alumni of B.Tech CSE 2007-11 batch offered support to housekeeping and security staff during the pandemic period of Covid-19. The first batch of Mechanical Alumni students initiated a start-up named "Vinergy Solutions Pvt Ltd" in the year 2021.

Apart from these technical news, AVA includes outstanding Alumni in the field of Defence (Mr Abhilash Menon), in CRPF (Mr Nithin K B) in the field of cinema as actor (Mr Dev Mohan) and playback singer (Ms Indulekha Warrier).

AVA's contributions to the college library and department library by donating their books for the growth of the students and institution is also commendable. Looking forward, AVA remains committed to its founding

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:

The Institution's vision and mission revolve around attaining elevated standards through the delivery of high-quality education in line with the ideals of the managing Trust. The vision of the institute is formulated as "Progress Through Education" and the mission as "To seek, strive for and scale greater heights of quality education."

The institutional governance and leadership

The college is managed by the Vidya International Charitable Trust (VICT) founded by a large number of non-resident Indians. An Executive committee, comprising 11 members, manages the educational institutions of the Trust. The Governing Body is the decision making body of the college. The Body approves the academic objectives of the institution. It also identifies the financial, physical, and staffing strategies. It consists of representatives from AICTE, DTE, the university, members of the Trust, industrialist, and The Principal. The Principal and the HoD are the administrative heads of the institution and the department respectively. At the college level, the academic council, including the Principal and Heads of various departments meets every week to discuss academic performance and to take decisions on critical academic matters.

NEP implementation

In line with the essence of NEP, the Trust has a Growth Oriented Strategic Framework (GOSF), a roadmap that guides Vidya Academy of Science & Technology (VAST) Thrissur into the future. The main goals of the Strategic Framework are academic excellence, social engagement, research, and financial sustainability.

Sustained institutional growth

Continuous improvement is considered the pathway to achieve high standards of holistic education and lifelong learning. The institution facilitates faculty and student input through Course Committee Meetings to enhance course outcome attainments, and thereby programme outcome attainments. Attracting students from diverse backgrounds, infrastructure development, and Sustainable Development Goals are also high-priority areas of the management. Feedback mechanisms for faculty members, add-on courses for students, outreach programs, etc. are some of the activities towards sustainable growth.

Decentralization

Academic activities are decentralized, and decisions are made through discussions in class committee meetings, department meetings, and academic council meetings. HODs are empowered to decide on activities and delegate responsibilities to staff members. Again, with the aim of decentralization, 21 committees are constituted such as Student Senate, Discipline Action Committee (DAC), Grievance and Redressal Committee, etc. Functional autonomy is given to all the departments and committees.

Participation in the institutional governance and in their short term and long term Institutional Perspective Plan

Participative management fosters collaboration among departments, ensuring uniform quality in planning and implementing activities throughout the institution. It is the responsibility of the Academic Council to endeavor and ensure the best practices are implemented and standards are maintained. The IQAC takes the lead role in undertaking Academic Audits and giving feedback to devise quality enhancement in programmes. Actively encouraging suggestions during regular faculty meetings ensures excellence and contributes to the holistic growth of the institution. The Principal evaluates reports from HODs and communicates them to the Governing Body for further action.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Strategic planning is a continuous process that helps to establish its future by bringing together all stakeholders to assess the state of business and define its goals for future. Vidya has a Growth Oriented Strategic Framework aimed at upgrading our institution. The Trust follows a decentralised organisation structure with appropriate hierarchy of authority.

The effective deployment of the strategic plan ensures that the institution achieves a global standard in all activities. The Institution has a Strategic Plan to meet the goals, objectives and executing action plans for a period of five years (2023 -2028):

- Academic Excellence
- Industry, Research & Professional Practices
- Social Engagement and Visibility
- Financial Sustainability, Operational Excellence.

For efficient functioning, different committees are formed to deal with specific areas so that close monitoring is possible at all times. The Executive Committee, comprising 11 members, manages the educational institutions of the Trust comprising Chairman, Vice Chairman, Secretary, Joint Secretary and Treasurer and six committee members. Governing Body is the decision-making body of the institution. Representatives from AICTE, DTE, university, members of the Trust, industrialist and Principal for approving the institution's strategic plan which sets the academic aims and objectives of the institution and identifies the financial, physical and staffing strategies. Besides the Executive Committee of the Trust, there is an advisory board consisting of members from industry and academia to guide the activities of the institution. The Executive Director, Director Administration and Director Academics monitor the progress of the institution in achieving goals and fulfilling the strategies. They look after several aspects of administrative factors and education quality. The day-to-day functioning of the institution is carried out by the Principal in accordance with the policies of the Management and regulations of affiliated institutions. The Principal is supported by the heads of various departments. As the Head of the institution, the Principal supervises IQAC, Library, Placement, Exam cell, Hostel, Physical education and other committees and clubs.

The purpose of the policies and procedures is to provide the users with direction, internal guidelines and pertinent laws and regulations so that we could achieve consistent performances across the organization. The recruitment policy ensures that the best talent is inducted into the organisation free from bias and discrimination. The administration policies ensure all employees are on the same page ensuring a harmony in procedures. The faculty employees are promoted from one grade to another grade through an internal promotion, after carrying out a detailed staff performance evaluation. Service rules shall apply to all Teaching and Non Teaching staff, both technical and administrative.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Vidya Academy of Science & Technology (VAST) has developed a Growth Oriented Strategic Framework for setting and monitoring Key Performance Indicators across three main categories: Core Objective, Core Competency & Core Value. This is aimed at

- **Continuous Improvement.**
- **Documentation and Record-keeping**
- **Alignment with Institutional Goals**

Performance appraisal system

The institution's performance appraisal system, **Individual Performance and Development Plan (IPnDP)**, is facilitated through ERP software. Parameters for assessment, including academic performance, administrative efficiency, and student satisfaction, are collaboratively defined by department heads and faculty members. Performance reviews occur quarterly, semi-annually, and annually, with action plans tailored to address areas for enhancement. Also, the performance appraisal done by the HoD and feedback from students is used as parameters along with other criteria while deciding on faculty career advancement and incentives.

- Good performers are appreciated, by acknowledging the achievements and contributions of high-performing faculty members publicly.

- Average performers are given proper guidance and counselling.

- Any faculty who consistently performed poorly are also identified .A meeting is scheduled with the faculty member to discuss their performance issues in a constructive and supportive manner. Guidance was given in required areas for improvement.

Promotional avenues

Promotional avenues include opportunities for academic advancement based on scholarly achievements, awards, fellowships, teaching effectiveness, and service contributions. Non-teaching staff advancements similarly emphasize merit, performance, and commitment to institutional goals.

Welfare schemes

The institution has effective welfare measures for teaching and non-teaching Staff. Welfare includes anything that is done for the comfort and improvement of employees.

Leaves and Other Staff Welfare Benefits:-

Casual Leave: Casual leave is given (at the rate of 15 days for teaching & 20 days for non-teaching staff) during a calendar year.

Half pay Leave: Staff, after the probation period are eligible for 14 half-pay leave. Maternity Leave: Female employees who have completed their probation period are entitled to maternity leave with full pay for 120 days.

Compensatory Leave: An employee who works on a holiday due to the requirements of his job is eligible for a compensatory leave.

Study Leave: The institution provides study leave to acquire PhD, which may either be sponsored or unsponsored and maximum of only two faculty members per Department during a particular period.

Duty Leave: Duty leave is given if a staff member is absent for any specific purpose such as attending conferences, visiting the university or other offices for carrying out any work of the institution, for the university valuation or for accompanying the students of the College on a study tour.

Other leaves include:

- Medical Leave
- Vacation Leave
- Festival leaves

Early Out & Late In Facility: One hour early out & late In facility for urgent requirements.

The institution provides welfare benefits such as,

- Increments
- EPF
- Group Insurance

- ESI (For non teaching)
- Gratuity
- Cash Incentives for Research Publications.
- Reimbursement of TA, DA & Registration Fee for participation in Seminars/Workshops/Refresher Courses.
- Sponsorship for conferences outside India subject to a maximum amount of Rs.25000.
- Scholarship for staff wards.
- Festival allowances
- Staff tours and celebrations
- Hostel
- ATM & Bank Facility
- Subsidised Canteen
- Medical Facilities

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.3.2

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

Response: 0.31

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
00	00	00	01	01

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: 57.88

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
80	104	123	100	89

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
33	39	46	46	51

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 has a robust system for predicting financial needs via annual budgets, diversifying its funding sources through a resource mobilization policy, and ensuring the efficient utilization of the funds generated. Audits are conducted by Chartered accountants, M/s Varma and Varma, one of the leading audit firms in Kerala.

Mobilisation of funds

The sources of income for the institution include:

Fee income – VAST is a self-financing institute and the major source of income is tuition fee. In addition, transportation and hostel fees are also collected from students.

Funds raised – Financial grants are received for the conduct of Faculty Development Programmes. Funds are also raised from consultancy services, PTA contributions and Alumni contributions. Additional income is also earned for use of institution resources for conduct of competitive examinations on behalf of the Government of India such as NTA and Government of Kerala such as CEE, CMD etc.

Grants received from Government and Non-Governmental agencies – Research grants are received by Faculty members from various organisations such as KSCSTE, SERB, ISRO, etc.

Budgeting Process

Before the start of the financial year, the Principal sends out a circular requesting all Academic and Non Academic Heads to share the budgets under various heads (Laboratory equipment, Library Books, Computer software, consumables, stationery, student's welfare, staff trainings and travel, research and development etc) for the upcoming year. The budgets received are scrutinised in a meeting attended by the Executive Director, Principal, and HODs. The budget is finally approved by the Executive Committee and allocations are made against the budgeted items in the ERP system.

Utilisation of funds

The Accounts department closely monitors expenses according to the allocated budget. All the funds are received through the designated bank accounts of the institution only. An analysis is made of the excess / deficit incurred under each of the allocated heads. All transactions are supported by bills, vouchers etc as appropriate.

Utilisation of resources

The use of academic facilities, laboratories, and library facilities are optimised to enhance educational quality.

Financial audits

The institution has in place a system for annual audits of financial transactions to ensure financial compliance.

Internal audits, conducted every quarter, involves thorough verification of vouchers, bills, and expenses under different categories. Audit objections are promptly brought to the attention of management and resolved by making the required changes.

External auditors are appointed for statutory audits, ensuring compliance with government rules. The auditor's report is sent to management for review, addressing any queries with supporting documents within specified time limits.

These processes underscore transparency in financial matters, emphasizing adherence to financial discipline to prevent misappropriation of funds or property at all levels. The audited statement is duly signed by management authorities and the Chartered accountants. The major areas covered by the audit include income, payments, verification of assets and liabilities, and ensuring timely statutory payments and filings.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) is an essential part of an institution, playing a crucial role in monitoring and maintaining overall performance. Guided by the IQAC chairperson, coordinator, and representatives from diverse domains, the cell meticulously plans, executes, and coordinates activities to enhance institutional quality.

A core function of the IQAC is conducting regular academic and administrative audits, typically twice per semester. These audits thoroughly examine course files for theory , practical courses, as well as department-specific and college-specific documents. Any deficiencies identified are promptly reported to the respective departments for rectification, ensuring smooth academic progress and compliance with regulatory norms set by Kerala Technological University (KTU). This proactive approach involves Heads of Departments ensuring corrective actions are taken before external audits. Additionally, ISO surveillance audits are conducted annually to ensure adherence to ISO norms and smooth academic processes.

A significant aspect of IQAC's responsibilities is monitoring outcome-based, student-centric, and technology-enabled teaching-learning methodologies. Faculty members prepare Course Outcomes (COs) at the beginning of each semester, aligning these with Program Outcomes (POs) and Program Specific Outcomes (PSOs) as per the university syllabus. The IQAC oversees the mapping of COs with POs and PSOs, generating matrices for course evaluation. Continuous scrutiny and measurement of course outcomes against established standards, such as those outlined by KTU, ensure necessary corrective actions are taken to improve attainment levels. IQAC ensures the proper conduct of internal examinations and institutes a mechanism for evaluating and uploading marks in the university portal. Internal exam question papers are scrutinized by DQAC members, and scrutiny reports are filed for future reference.

Moreover, IQAC actively engages in feedback mechanisms through formulated questionnaires. These tools are instrumental in assessing and improving outcomes, policies, and practices related to remedial actions, mentoring, and Outcome-Based Education (OBE). By collecting feedback from various stakeholders such as students, faculty, parents, alumni, and employers, the IQAC gains valuable insights that inform decision-making processes and drive continuous improvement initiatives.

Beyond quality assurance in teaching and learning, the IQAC evaluates the performance of both teaching and non-teaching staff. This includes implementing mechanisms for evaluating

Faculty performance through student feedback, conducting curriculum reviews through events like Open House meetings involving parents, and facilitating professional development workshops and seminars on quality-related subjects for staff and students alike. Additionally, the IQAC collaborates with entities like the Vidya Research Centre (VRC) to foster innovation and research excellence. This involves supporting faculty in research endeavors, facilitating proposals to funding agencies, and organizing training programs for undergraduate (UG) and postgraduate (PG) students.

Through these concerted efforts, IQAC significantly enhances the overall quality, effectiveness, and innovation in educational practices within the institution.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

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

Response: 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:

VAST regards both genders equally, treating individuals with respect and dignity, irrespective of their gender. Both men and women are treated equally during admissions and staff appointments. In 2023-24, girl student representation is 37%. Women outnumber men on staff, accounting for 68%. Faculty selection is purely based on academic achievement, ensuring that women have equal chances in all disciplines.

Gender Equity in the Curriculum:

Students are exposed to the importance of gender equality by learning the course Constitution of India (MCN 202) in S4. All students, regardless of gender, enjoy equal growth opportunities. Several girls have secured positions in renowned companies like TCS, Infosys, Digital Core Technologies, and L&T, and have pursued higher studies at prestigious institutions including IITs and NITs.

Gender Equity in Co-curricular Activities:

All the curricular and co-curricular activities conducted in the college ensure equal participation from students and staff without any discrimination based on gender. The strong NSS and IEDC teams conduct programmes that assure equal participation from students irrespective of their gender. Under NSS, self-defence orientation classes are conducted. Girl students freely showcase talents in college activities like Senate, Arts, Sports, Tech fest, Dance, Music, Photography, and IV Trips. The trust considers applications of both genders equally when selecting scholarships and awards. The institution also gives equal opportunity for women in the staff, with women holding top positions such as Principal in charge and Academic Dean, and the majority of the HODs being women.

Facilities for Gender Equity on the Campus:

VAST is committed to providing a safe and secure environment for all students to thrive academically and socially, ensuring gender equity.

Security:

- Surveillance CCTV cameras
- Efficient security force
- Information about visitors

Separate Hostel Facilities:

Within the campus, VAST provides a separate hostel for girls with 24-hour security surveillance. The hostels are administered effectively by Wardens, Resident Tutors (RT), and a Matron, following the established rules and regulations. The Ladies Hostel has a 427 intake capacity (77 rooms - 3 inmates, 88 rooms - 2 inmates, and 20 single rooms) and common facilities such as a dining area, laundry facilities, incinerator, internet facilities, reading area, etc.

Counselling Room:

Students are counselled to balance their studies and emotions, enabling them to progress positively in their careers.

Medical and Washroom Facilities:

Each floor of academic and lab buildings has separate washrooms for males and females. A well-equipped medical room with a nurse and a standby ambulance ensures prompt emergency response.

Women Empowerment Cell:

The college's Women Empowerment Cell serves as a platform for offering self-empowerment to girl students and women faculty, addressing problems and matters affecting them, and instilling power in women so that they can live happy and respectable lives in society. The cell, with the assistance of our students, organizes a variety of academic, medical, cultural, and social events to promote women's empowerment and raise awareness of gender equality in society. Women's Day programmes are organized on March 8th every year.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: 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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response: 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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

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

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

Response:

Our college has introduced several programs through different clubs and organizations, such as NSS, department associations, arts, and music clubs, to promote and uphold cultural, regional, linguistic, and communal diversity and harmony within the campus, ensuring an inclusive environment. Students are actively engaged in social responsibility through NSS. Our NSS team fosters this through a variety of initiatives, including cleaning projects, blood donation drives, environmental day celebrations, etc. We willingly collaborated with the Government of Kerala on the River rejuvenation project as part of our social responsibility, and we developed the detailed project report that we gave to the irrigation department. As part of the Rebuild Kerala Initiative (RKI), we also conducted a road study to evaluate the state of the roads following the 2018 flood.Vidya Skill Centre makes a positive impact on society through its socially conscious initiatives, such as conducting job training workshops for children with autism and installing foot-operated sanitizers at various locations during the COVID-19 pandemic. Student publications like as department magazines, college magazines, and the NSS Magazine are excellent venues for showcasing their creative and literary talents.Additionally, these periodicals give students a forum to express their opinions, rights, values, and other thoughts.Every year, the college hosts a three-day arts festival called "Advika." The staff and students organise the annual arts festival with great passion. Various arts competitions are conducted as part of this programme.We also inspire our neighboring school students and general public through innovative technical exhibitions and talks as part of our annual technical festival "Vyvidh".Our student community is a melange, consisting of people from various parts of our country. Students from Northern states are encouraged to join the institution through a special quota.Our students will benefit greatly from this chance for religious, linguistic, cultural, and regional exchange..Students and staff of the institution participate in national integration activities by celebrating significant festivals like Onam, Christmas, Ramadan, Holi, Pooja, Kerala Piravi, etc. with great enthusiasm.Every morning, a prayer song is performed to instill religious values.

Both the curriculum and extracurricular activities are used to educate students and staff at the institution about their constitutional responsibilities. The university has made a degree-level paper on the Indian Constitution mandatory for all engineering programmes in an effort to foster democratic principles by educating students and staff about their responsibilities under the constitution.

Furthermore, the women's cell of the institute organizes numerous regular programmes aimed at educating women about their legal rights. Days of national significance, such as Republic Day and Independence Day, are observed. Seminars and workshops are held on these occasions covering a range of citizen rights, obligations, and responsibilities, including gender equity and sexual harassment. There are classes for students on electoral literacy.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best practice 1 - "Vidya Organic Bazar"

Objectives of the Practice: The objective is to provide students, faculty, and staff with access to fresh, locally sourced organic vegetables. The practice aims to promote healthy eating habits, sustainability, and community engagement. It fosters interest in organic farming among students by showcasing vegetables cultivated on campus. The underlying principle is to support local farmers, reduce carbon footprint, and raise awareness about organic farming and environmental conservation.

The Context: In Indian higher education, there is growing awareness of sustainable living and environmental conservation. However, access to fresh organic produce can be limited, especially within educational institutions. The challenge was to address the need for healthy food options while supporting local farmers and promoting environmental sustainability.

The Practice: Alongside local organic farmers, students showcase vegetables cultivated on campus at the Vidya Organic Bazar. The Vidya Organic Bazar started at the Vidya Academy of Science & Technology Thrissur on 25-01-2016. Initially launched as the ED Club market, it later became a practice and was renamed Vidya Organic Bazar. The institution hosts a market where the college sets up a stall to sell fresh produce directly to the community on the last Friday of each month. This market provides a platform for farmers to showcase their products and engage with consumers.

The organic bazar inventory includes a variety of vegetables and fruits such as brinjal, ladies finger, beans, cucumber, cauliflower, cabbage, green chillies, tapioca, spinach, mango, jackfruit, guava, and banana. Workshops and demonstrations on campus farming techniques are also organized to further educate participants. In 2020, the institution implemented an 'Integrated farming system' within the campus, utilizing available land and resources effectively. This includes cultivating a variety of crops using organic farming practices and raising livestock to enhance biodiversity and soil fertility. The uniqueness lies in its direct support of local farmers and promotion of organic farming practices among students. Constraints include logistical challenges in coordinating with farmers and managing the market's operation within campus premises.

Evidence of Success: Increased interest and participation in campus farming initiatives among students.

- Increased availability and consumption of fresh organic vegetables among students, faculty, and staff members.
- Positive environmental impact, including improved soil health, biodiversity conservation, and reduced carbon footprint.
- Enhanced awareness and appreciation for organic farming practices and environmental sustainability.
- Recognition from stakeholders for the institution's commitment to promoting student engagement, sustainable living, and community involvement.

Problems Encountered and Resources Required: Limited space, initial investment costs, and the need for technical expertise and infrastructure for managing diverse agricultural activities.

- Organic crops can be more susceptible to diseases due to the lack of synthetic fungicides and bactericides, requiring more labor-intensive practices.
- Weeds can compete more aggressively with crops for nutrients, water, and light, potentially reducing yields.
- Organic farming relies heavily on healthy, fertile soil with good structure and biodiversity.
- Ongoing costs for seeds, compost, pest control, and other materials.
- Efficient and sustainable irrigation systems, such as drip or sprinkler irrigation, are essential for water conservation and proper water management.

Best practice 2 - "Honesty Shop"

Objectives of the Practice: The objective is to promote a culture of trust, integrity, and social responsibility among students and campus community members. The practice aims to provide access to essential goods and services in a self-service format based on honesty and mutual respect. The underlying principle is to foster a sense of accountability, ethical behavior, and community cooperation.

The Context: In the context of Indian higher education, there is a growing emphasis on values-based education and character development. However, creating opportunities to instill values such as honesty and integrity in practical settings can be challenging. The context also includes the need for convenient access to essential goods and services within campus premises.

The Practice: The institution establishes an Honesty shop where essential goods such as stationery items and personal care products are made available in self-service. Honesty Shop in Vidya Academy of Science & Technology, Thrissur started on 27 January 2019. Students, faculty and staff members and others can procure frequently needed stationary items from the Shop. This initiative is intended to encourage honesty among students and others. The Honesty Shop operates on a trust-based system, where users are expected to select items they need and pay the appropriate amount into designated collection boxes. The institution conducts periodic audits to ensure transparency and accountability. Educational initiatives and campaigns are also organized to raise awareness about the importance of honesty and integrity in daily life.

Uniqueness lies in its innovative approach to promoting ethical behavior and social responsibility within the campus community. Constraints include the need for effective monitoring and enforcement mechanisms to prevent abuse or misuse of the system, as well as initial resistance from stakeholders unfamiliar with the concept of an Honesty shop.

Evidence of Success:

- Sustained operation of the Honesty Shop with minimal incidents of theft or misuse, indicating a high level of trust and integrity among users.
- Positive feedback from students, faculty, and staff on the convenience and accessibility of essential goods provided by the market.
- Increased awareness and appreciation for values such as honesty, integrity, and social responsibility.
- Recognition from accrediting bodies for the institution's innovative approach to character

education and community building.
- Integration of the Honesty Shop into the institution's culture and values, contributing to a positive campus environment.

Problems Encountered and Resources Required

Honesty, being an abstract concept, is challenging to popularize. Convincing students of the importance of establishing an Honesty Shop in the college was particularly difficult. Additionally, the organizers faced challenges in securing the necessary resources to operate it. Professors from various departments volunteered to personally fund the Honesty Shop to keep it running. Maintaining financial sustainability without direct supervision and with the potential for losses due to dishonesty can be challenging. It should be ensured that inventory levels are accurately tracked and replenished requires diligent management.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

VIDYA INTERNATIONAL CHARITABLE TRUST

The **Vidya International Charitable Trust (VICT)**, registered in December 2000, founded the **Vidya Academy of Science and Technology (VAST)** with a vision of "Progress through education." Like-minded Non-Resident Keralites from around the globe united and contributed generously to support this charitable trust. Today, VICT's membership stands at over 1000 people. VICT is registered with the main objectives of promoting education among the public in general and the backward classes in particular. There are five categories of trustees in VICT, namely Author trustees, Patron trustees, Benefactor trustees, Hereditary trustees and Life Trustees. VICT is involved in several social outreach programs through VAST, aimed at uplifting the weaker sections of society and also at providing support for personal and career advancements of meritorious youngsters.

The main objective of VICT are

Student Sponsorship Programs: Our institution takes pride in its inclusive approach to education. Through robust sponsorship programs, we facilitate access to quality education for students from diverse

socioeconomic backgrounds. This distinct initiative not only fosters academic excellence but also promotes social equity and inclusiveness.

Infrastructure Development: The trustees distinguish themselves through strategic institution infrastructure development initiatives aimed at creating an optimal teaching-learning environment. Their focus extends beyond mere expansion to the creation of modern, sustainable, and technologically advanced facilities.

Commitment to Continuous Improvement and Social Empowerment: At the heart of our institutional distinctiveness lies a commitment to continuous improvement, excellence and social empowerment.To achieve these goals, they have initiated a program called *"Vidya Social Empowerment Center" (VSEC)*.

Vidya Social Empowerment Centre (VSEC) is a new initiative of Vidya International Charitable Trust (VICT) to serve as an umbrella body to coordinate the activities and to provide direction for the further strengthening of these initiatives. Dr. Siju K C (Assoc. Professor, Department of Applied Sciences) as the Head of VSEC and a Core Team with representatives from various bodies constituted to implement the vision of the VSEC. The VSEC was formally inaugurated on 23 January 2021 in the presence of Mr. V P Nandakumar, MD and CEO, Manappuram Finance Ltd and a galaxy of senior functionaries of the Trust including Er. P K Asokan (Chief Patron), Dr. Santhosh Prasannan (Chairman), Mr. Thilakan K K, (Executive Committee Member) and Er. G Mohanachandran (Executive Director).

The **VSEC** is organized into three specialized wings, each with a focused mandate to enhance social empowerment in distinct areas. The potential structure and the primary responsibilities for each wing:

Budding wing – School Educational Programme: The budding wing focuses on empowering school students by imparting skills and thereby improving their personality. The programmes are designed to help students to improve their communication, confidence and motivation and elevate themselves to their greatest potential. This wing aims to conduct online quiz competitions for school students. Based on these quiz performances, selected students will be given training in various topics. These programmes are being conduct via online courses and live class sessions. These events work towards instilling mathematical interests and help develop scientific temper in students. Motivational talk sessions are conducted to help set students on a path for their career and help develop techniques for a sustainable living.

Training Wing – Training of Trainers (ToT) programme : The training wing is focused to prepare instructors to update themselves with the latest knowledge and skills through Training of Trainers (ToT) programmes. These programmes would help to present information effectively, respond to participant questions, and lead activities that reinforce learning.Through this wing, Teachers of member schools will be given training in relevant topics such as basic child psychology and teaching technologies of the 21st century education system.This wing aims to develop essential skills for the teachers to deal with students and get an awareness of how to teach the newer generations.

Blooming wing – Career Readiness Programme: The blooming wing is focused on developing career ready individuals who have an understanding of oneself, knowledge of career and work environments, formulating career goals and plans to achieve them.This youth empowerment programmes are being conduct in association with local panchayats for providing career advancement programmes such as Personality Development Training, Basic IT awareness,. This wing aims to develop essential skills which will help the participants to access better career opportunities.

Moulding wing – Family Welfare programmes: The moulding wing focuses on parental education which improves parents' sense of self-efficacy and competency, as well as parental satisfaction. Parenting education promotes the use of decisive parenting practices, such as using positive language, planned development, and family systems.This wing provides awareness to parents of students selected from competitions and educates them about socially essential topics including but not limited to Women Empowerment.'Progress through education' is intrinsically linked with social empowerment, as education equips individuals with the knowledge, skills, and confidence needed to participate fully in society and make informed decisions.

Social empowerment programs often leverage education to promote equality, enhance personal and community development, and enable economic growth.The objective of this forum is to impart social awareness and to build social values in students. Student social responsibility mainly focuses on taking responsibility for one's own actions. Its a promise that everyone should work for society while working for the social ,cultural and economic phase.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

- The institution ranks third in admissions among self-financing colleges in the state
- The college hosts four active NSS units, with students receiving the prestigious National Award for the Best NSS Volunteer for two consecutive years, 2019 and 2020.
- The institution maintains strong industry interactions, establishing 30 MoUs during the assessment years.
- The institution is actively promoting research, it received grants worth 18 lakhs from government bodies.

Concluding Remarks :

VAST has been functioning with the aim of achieving its vision through concerted efforts of the philanthropic management, dedicated faculty members ably supported by its non teaching faculty and highly motivated students. With the state-of-the art infrastructural facilities which are augmented and refurbished to meet the requirements of the latest developments in the field of Engineering and Technology, the college has been striving hard to develop the students to become competent engineers. Students are provided with additional training beyond the curriculum to inorder to expose them to the real time world. The outcome of the students in terms of curricular, co-curricular and extracurricular activities have been progressing significantly such that more than 70% of the students get employment as soon as they complete their program, around 10% of the students go for higher studies in India and abroad and a few become entrepreneurs. The college has a strong alumni association from among those who have passed out of the portals of the institution and they contribute scholarships , guidance and counselling for students etc. The college aims to become an autonomous institution in order to implement NEP 2020 at a higher level and enable students to have an edge over the rest while competing for better placement, higher studies etc.with the rest of their peers.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**
	
	      Answer before DVV Verification :
	      Answer After DVV Verification :79
	    Remark : Input edited excluding repeat courses

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*
	
	   1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years
	      Answer before DVV Verification:
	
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2072</td><td>2280</td><td>301</td><td>1215</td><td>1346</td></tr></table>
	      Answer After DVV Verification :
	
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2058</td><td>2280</td><td>301</td><td>1215</td><td>1346</td></tr></table>
	    Remark : Input edited as per metric 1.2.1

1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**
	
	   1.3.2.1. **Number of students undertaking project work/field work / internships**
	      Answer before DVV Verification : 1500
	      Answer after DVV Verification: 1462
	
	    Remark : Input edited as One student involved in multiple field works and/or project work and/or internship in the same academic session should be counted as one.

2.6.3	**Pass percentage of Students during last five years (excluding backlog students)**
	
	   2.6.3.1. **Number of final year students who passed the university examination year wise during the last five years**
	      Answer before DVV Verification:
	
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr></table>

| 454 | 583 | 650 | 616 | 661 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
456	583	650	616	661

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

Answer before DVV Verification:

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

3.1.1	*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)* 3.1.1.1. **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
0.39	0	1	9.44	7.38 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
0.39	0	0	9.44	7.38 | Remark : Input edited as Grants in the form of Equipments / software / skill development centers can not be considered.
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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
6	16	27	44	22 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
12	15	18	8	0	
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

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	9	12	71	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	12	71	13	0

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
25	2	0	18	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	2	0	8	12

Remark : Input edited as 1. Participation / appreciation certificates and awards from regional / local / institutional levels can not considered. 2. Awards from intra or inter institutions can not considered. 3. Excluding intercollegiate awards.

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
52	27	2	34	43

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	10	00	15	16

Remark : Input edited as 1. Events cannot be split into activities. 2. Multiple activities on the relatively closer dates to be considered as one only. 3. ONAM Celebrations, Christmas Celebrations etc.., can not considered

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	10	7	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	01	01

Remark : Input edited as Financial support of Minimum of Rs.2000/- per year per faculty can be considered only

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations