SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

VIDYALANKAR INSTITUTE OF TECHNOLOGY

VIDYALANKAR COLLEGE MARG WADALA(E)
400037
www.vit.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vidyalankar Institute of Technology is a self-financed Engineering Degree and Management college, established in 1999, approved by AICTE and affiliated to the University of Mumbai. It is managed by Vidyalankar Dnyanapeeth Trust (established in 1998), renowned for imparting quality technical education. The Trust has its genesis in the Vidyalankar Group (initiated in 1960) and is committed to achieving excellence in education. The seeds of Vidyalankar were sown by Late Prof. Chandrashekhar Deshpande, a technocrat and visionary blessed with extraordinary academic talents, engineering skills and a great passion for education.

The Institute currently runs five undergraduate programmes, three postgraduate programmes and a doctorate programme in Engineering, and a postgraduate programme in Management Studies.

Centrally located in Mumbai, the Institute, with its state of the art infrastructure and qualified and experienced faculty, attracts meritorious students. At Vidyalankar we aim to create industry-ready professionals and entrepreneurs by infusing the right blend of technological expertise and professional acumen, and sensitize them towards contributing to society.

Although our Institute is affiliated to the University of Mumbai and follows the prescribed curriculum, our rigorous academic delivery plan integrated with ICT enabled teaching–learning processes, and our monitoring system, encourage innovative thinking, problem-solving capabilities and research orientation among learners. Adequate emphasis is given for co-curricular and extra-curricular activities and a plethora of opportunities are offered to enrich one's personality.

We facilitate a holistic environment to enable learners to reach their optimum potential. The concept of aiming for 'student delight' nurtures a progressive learner-centric environment at the Institute.

Vision

To be a globally recognized Institute where learners are nurtured in a scholarly environment to evolve into competent professionals and researchers to benefit society.

Mission

- Evolve a curriculum which emphasizes on strong fundamentals with the flexibility to choose advanced courses of interest and gain exposure to tools and techniques in contemporary subjects.
- Encourage a teaching-learning process in which highly competent faculty share a symbiotic association with Institutes of repute.
- Facilitate creation and dissemination of knowledge through a digitally-enabled learning environment.
- Develop academic and infrastructural facilities with modern equipment and other learning resources and encourage reciprocal sharing with other Institutes through networking.
- Establish a Center of Excellence to enhance academia-industry partnership and work on collaborative projects.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Effective leadership of the members of the trust with passion towards working for excellence in education
- Conducive environment and state of Art Infrastructure
- Learner centric & ICT enabled Teaching–Learning process, to meet the needs of the millennials
- In house e-Governance system
- Academic Audit and Beyond Syllabus Activities

Institutional Weakness

- International engagement in terms of student and faculty exchange programs.
- Less percentage of faculty involved in research and consultancy activities.
- Faculty upgradation to keep in pace with changing technologies and pedagogical innovations.

Institutional Opportunity

- International collaborations
- Expansion of need based Educational and Research programs
- Enhancing contributions to green initiatives for sustainable development of society
- Academic Autonomy

Institutional Challenge

- Changing admission scenario in engineering and technology due to wide availability of other professional programmes
- Unpredictable placement opportunities
- Availability of competent Ph.D faculty

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Vidyalankar Institute of Technology (VIT) is affiliated to the University of Mumbai (UoM). Many of our faculty members are Conveners / Members of Board of Studies (BoS) at UoM and are actively involved in curriculum design. Besides them, almost all faculty members participate in workshops, seminars and orientation programs conducted by the UoM. Institute has a well-planned, documented and a structured six step mechanism from identification of the gaps in the curriculum to feedback and takeaways to ensure effective curriculum delivery.

Academic teaching-learning processes are planned in consultation with Cluster Mentors and documented in the Academic Administration Plan. This is ensured in the Academic Preview Process at the beginning of each

semester. Dissemination of plan and effective content delivery is ensured through Academic Review Process at the end of each semester.

As the curriculum is designed and developed by the UoM, Institute does not have any academic flexibility. However, curriculum enrichment is achieved through Beyond Syllabus Activities and Value Added Courses imparting transferable and life skills. These courses are designed based on the recent developments and the feedback received from the stakeholders. The focus is on providing technical knowledge and soft skills development. Institute has provision of various committee activities which contribute to sensitizing students to cross-cutting issues like Gender, Environmental Sustainability, Human Values and Professional Ethics for development of creative and divergent competencies.

Institute takes structured feedback from the stakeholders and the same is analyzed and corrective measures are taken for improvement.

Teaching-learning and Evaluation

The Institute is conscious to serve students of different backgrounds and abilities, through effective teaching-learning processes and interactive instructional techniques. A well-defined mechanism is in place for assessing the learning levels of the students and for improving their academic performance. Institute follows transparent, well-administered mechanism and the norms/regulations of Government of Maharashtra for the admission process.

Institute strives to continually improve the efficiency and effectiveness in assessment of Teaching, Learning and Evaluation Processes. The student centric education is deployed through experiential, individual, participative and collaborative learning modes catering to the learning needs of diverse of students. Student are engaged in higher order 'thinking' through role plays, group discussions, seminars, projects, presentations, PBL experiments, internships and applications of ICT resources. ICT enabled teaching-learning processes including development of e-learning resources by faculty and usage of lecture capture system makes learning more individualized, creative and dynamic. Faculty competence and their continuous professional development are assessed in Academic Preview/Review Processes as well as through Performance Appraisal system.

Planning, dissemination, implementation and monitoring of CIE components are carried out with adherence to the Academic Calendar. Many reforms are introduced in the internal assessment system and the system is made robust and transparent with clear guidelines which are communicated from time to time. Standard procedures exist for examination related grievance redressal.

Program Outcomes, Program Specific Outcomes and Course Outcomes are defined for all the programs and the methodology for attainment and evaluation is established. Based on the attainment levels, add-on efforts are identified for further improvement.

Research, Innovations and Extension

Institute is very proactive in establishing various platforms for research, innovation, and extension activities. Research culture is promoted by establishing infrastructure such as Research and Development Committee, Incubation Centre, Ph.D. program in Computer Engineering and Entrepreneurship Cell. Relevant policies and practices are in place; financial and competent human resources are available. Institute encourages faculty and

students to take up in-house and collaborative research projects in their domain expertise as well as in interdisciplinary areas. Students are sensitized to take up community projects.

Institute has doctorate faculty including recognized PhD guides. Over a period of time, there is a significant rise in number of Conference and Journal Publications, sponsored research proposals/projects and books. Awareness on Intellectual Property Rights (IPR) is enhanced through workshop/seminars which helped in working towards incremental rise in filing patents. The major projects undertaken and successfully incubated are vBicycle, vChef, vPrint, vLive, vCart and vRefer.

Programmes to encourage industry-academia interface are regularly conducted. VIT encourage students to acquire knowledge and experience through internships in reputed industries, industrial visits, research linkages, MOUs with reputed organizations and student exchange programmes.

VIT believes in sensitizing its students towards social and environmental issues. In pursuit of its service to community and society, VIT has set up platforms such as NSS unit and Vidyalankar Service Scheme (VSS) Students are sensitized towards cleanliness, health, environmental issues and they also participate in extension activities with NGOs to serve the neighbourhood community.

Infrastructure and Learning Resources

The Institute fulfills the norms of the statutory bodies in terms of land requirement, instructional, administrative and amenities area. The Institute building exudes exuberance; it is thermally, visually and acoustically comfortable; energy, material and water efficient; safe and secure; easy to maintain and operate and has a stimulating architecture.

Library is equipped with vMIS which is in-house Integrated Library Management System (ILMS) with inherent automation functions. It is accessible to all staff and students through Internet/Intranet. Library has collection of various reference books, handbooks, encyclopaedias, dictionaries, atlases and autobiographies. Institute has subscribed to e-journal packages such as EBSCO, IEEE Explore and J-Gate Plus. CDs & DVDs are also available as electronics resources. Library has a dedicated reference section, reading room and a computer section. E-Resources can be accessed from any computer in the campus. VIT is a member of National Digital Library and Central Library of IIT Bombay.

The campus is Wi-Fi enabled with ample computing facilities for students and staff. All the classrooms and seminar halls are air-conditioned with ICT enabled facilities. IT infrastructure is supported with very high bandwidth and high network security having industry grade firewall. Institute has its own digital repository(vRefer) and portal vLive leading to a productive environment for learning.

The Institute has a Facility Management Department in place which manages maintenance and upkeep of infrastructural facilities through in-house and contractual maintenance. There is a separate Systems Department through which trained personnel maintain all the IT facilities. Budgetary provisions are made for infrastructure augmentation.

Student Support and Progression

Institute puts in efforts towards holistic development of students through academic, co-curricular and extra-

curricular activities. The Institute is keen on students' performance, alumni engagement and lucrative employment by providing enriched teaching-learning processes. Career guidance, Placement, Grievance Redressal cells are in place. Bridge and Value Added Courses are regularly organized.

The students of the Institute are benefitted through various schemes such as scholarships, freeships, book scheme of Central / State Government. Institute also provides study-material in the form of hard bound books and digital notes to all students. Overall support for capability enhancement and holistic development is also provided by encouraging students' participation in multiple activities.

Institute is concerned for students' progression to higher education by providing guidance through various platforms. Pre-placement training sessions are conducted for students in coordination with external agency and faculty members for enhancing placement opportunities. VIT supports value-based education for inculcating social responsibility amongst student community.

Well-equipped recreation centre is established for physical and mental well-being of the students. The Institute has an active Student Council, various Student Chapters and Student Associations. Student Council comprises Cultural, Technical, Sports, and Literary Councils. Councils encourage maximum participation of students for inter/intra collegiate events. Professional counselor is appointed and sessions are arranged periodically.

An active Alumni Association has strengthened the alumni relationship with the Institute through its yearly meetings and regular interactions. The Alumni Association contributes in academic matters and in student support. Many alumni are engaged in various technical and non-technical events through their domain expertise.

Governance, Leadership and Management

The vision of the Institute emphasizes on imparting quality education and involves all its stakeholders in the decision making process. The established policies and procedures in the Institute ensure the integrity and effectiveness in the governance and administration.

The Institute promotes decentralisation and involvement of staff in various administrative and academic activities. Strategic plans are framed with goals in line with the Institute's vision and mission statements and several committees and bodies are constituted within the Institute to monitor day to day activities.

As satisfied employees are key ingredients for the progress of any organization, several employee welfare schemes like medical insurance, support for higher education are in place for the benefit of teaching and non-teaching staff. The Institute encourages the entire workforce to upgrade their technical and soft skills by providing suitable training and financial support. During the last five years, most of the faculty and staff have attended various FDPs, Workshops and Training Programs. Further, the Performance Appraisal System contributes to enhancing the professional competence of the workforce.

Being a self-financed organization, the Institute has laid down processes for effective utilization of financial resources. Also the system of internal and external financial audit has helped to monitor available financial resources.

Internal Quality Assurance Cell is established by the Institute for continuous improvement of quality and achieving academic excellence. IQAC has initiated several quality reforms to improve teaching-learning

processes, brand building and adopting ICT enabled environment for smooth functioning of academic and administrative processes.

Institutional Values and Best Practices

Institute strongly believes in imparting value-based education where learners are nurtured with respect to gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics. Institute promotes environmental consciousness through sustainable waste management practices and green initiatives. It also has constituted a Green VIT Club to promote green initiatives. The Institute shows sensitivity to its differently-abled learners by making various provisions for them. Being centrally located, the Institute has been a centre for programmes organised by Government of Maharashtra, Mumbai University, Mumbai Police etc. Inspired by Swachha Bharat Abhiyan, the Institute has taken an initiative of adopting Wadala Railway Station for beautification and upkeep. It also organizes regular health check-up camps to benefit the local community. Institute maintains complete transparency in its functioning and promotes national consciousness and unity.

Institute has many noteworthy best practices, of which two are elaborated:

1. vProvisions: Institute extensively uses vProvisions (ICT enabled provisions like vLive, vPrint, vRefer, vMIS, E-learning, and Open Course Ware, vTutorial) in all academic, administrative and organisational processes and equips learners with digital practices of the corporate world.
2. Academic Preview and Review: These processes emphasize on meticulous academic planning, dissemination and continuous improvement to ensure academic excellence.

Institute's distinctiveness lies in its strong learner-centric approach with which it strives to generate competent professionals and responsible global citizens who are sensitized towards the needs of the society. In a progressive environment, VIT offers the right blend of an appropriate toolset, a professional skillset and a motivated mindset for its learners to excel.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIDYALANKAR INSTITUTE OF TECHNOLOGY
Address	Vidyalankar College Marg Wadala(E)
City	Mumbai
State	Maharashtra
Pin	400037
Website	www.vit.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
IQAC Coordinator	Sangeeta Joshi	022-24104244	9869036269	022-24102301	sangeeta.joshi@vit.edu.in
Principal	Sunil Arvind Patekar	022-24102321	9820580658	022-24161126	principal@vit.edu.in

Status of the Institution	
Institution Status	Self Financing and Private

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

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	16-08-1999

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	University of Mumbai	[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](#)	04-04-2018	12	

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes autonomydoc_1537376172.pdf
If yes, has the College applied for availing the autonomous status?	No

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vidyalankar College Marg Wadala(E)	Urban	2.5	15529

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Information Technology	48	XII and Entrance Exam Diploma	English	180	180
UG	BE,Computer Engineering	48	XII and Entrance Exam Diploma	English	180	179
UG	BE,Electronics Engineering	48	XII and Entrance Exam Diploma	English	180	162
UG	BE,Electronics And Telecommunication Engineering	48	XII and Entrance Exam Diploma	English	180	179
UG	BE,Biomedical Engineering	48	XII and Entrance Exam Diploma	English	60	42
PG	ME,Information Technology	24	B.E. and Entrance Exam	English	18	18
PG	ME,Computer Engineering	24	B.E. and Entrance Exam	English	18	18

PG	ME,Electronics And Telecommunication Engineering	24	B.E. and Entrance Exam	English	18	18
PG	MMS,Management Studies	24	Bachelors and Entrance Exam	English	120	120
Doctoral (Ph.D)	PhD or DPhil,Computer Engineering	36	Masters and Entrance Exam	English	6	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				17				30				127
Recruited	11	2	0	13	10	4	0	14	62	65	0	127
Yet to Recruit				4				16				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				21
Recruited	0	0	0	0	0	0	0	0	10	11	0	21
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				106
Recruited	73	33	0	106
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				29
Recruited	17	12	0	29
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	9	2	0	1	2	0	2	4	0	20
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	2	0	0	9	2	0	68	74	0	155

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	101	20	0	121

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	2	0	0	0	2
	Female	2	0	0	0	2
	Others	0	0	0	0	0
Certificate	Male	1055	0	0	0	1055
	Female	262	0	0	0	262
	Others	0	0	0	0	0
UG	Male	2064	23	0	0	2087
	Female	1163	10	0	0	1173
	Others	0	0	0	0	0
PG	Male	150	7	0	0	157
	Female	151	3	0	0	154
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	49	70	66	73
	Female	40	44	45	41
	Others	0	0	0	0
ST	Male	12	9	13	10
	Female	5	9	11	8
	Others	0	0	0	0
OBC	Male	77	103	84	92
	Female	43	44	38	57
	Others	0	0	0	0
General	Male	394	358	343	329
	Female	212	173	232	200
	Others	0	0	0	0
Others	Male	54	61	62	82
	Female	30	32	28	44
	Others	0	0	0	0
Total		916	903	922	936

3. Extended Profile

3.1 Program

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

Response : 338

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
10	10	10	10	9

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3575	3573	3490	3332	2916

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
408	409	409	410	405

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
1006	910	830	724	572

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
175	179	176	157	147

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
174	170	201	185	169

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response : 51

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

2017-18	2016-17	2015-16	2014-15	2013-14
1651.55663	1448.34462	1779.87487	4978.98435	2149.73770

Number of computers

Response : 1047

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Institution has a well-structured curriculum delivery plan. To strengthen curriculum following steps are undertaken:

1. Planning:

Stage-1: Academic calendar and subject allotment

The Institute prepares its own Academic Calendar in alignment with the University's calendar. Subject allocation is done based on faculty expertise and experience.

Stage-2: Preparation of draft Academic Administration Plan (AAP)

Every subject teacher prepares the draft AAP based on the AAP of the earlier years. AAP includes course objectives & outcomes, real life application mapping, academic resources, allied MOOC/ Value Added Courses(VAC), lesson plan, assignments, tutorial/practical plan including Problem Based Learning(PBL), evaluation scheme for grading.

Stage -3: Interactive Cluster Meetings for identifying gaps and strengthening of AAP

Courses of similar domain are brought under one cluster. The Institute has 50 such Clusters. Each cluster has respective course teachers, one internal and two external mentors (Academic & Industry). Gaps in the curriculum are identified through structured feedback on revision of syllabus from the stakeholders and Inputs are received from Departmental Advisory Board (DAB) and cluster mentors and accordingly Beyond Syllabus Activities (BSAs) are planned to strengthen AAP.

Stage-4: Academic Preview Process (APP)

Emphasizing on the significance of meticulous academic planning, constructive feedback and continuous improvement, APP is conducted at the beginning of each semester as an IQAC initiative. A panel comprising Departmental Academic Officer (DAO) and Head of the Department (HOD) verifies and validates the academic preparedness (including University exam paper solution, Assignments, Internal Assessment (IA) question papers and its Audit report) as per the standard Preview format and suggestions are given, if required.

2. Dissemination of AAP: The finalized AAP is uploaded on the Institute's internal portal (vRefer and vLive) and is also discussed during the first lecture.

3. Curriculum Delivery: To ensure that the Student plays an active role in the learning Process, curriculum delivery is made more effective through:

- **Conventional Methods:** Lectures/Lab Session/Tutorials are in place
- **Curriculum Enrichment** :
  - BSAs such as Industrial Visits, Internships, Workshops, Mini projects, student debates, Group Discussions, Seminars, Role plays, Value Added Courses, Certificate Courses, use of new tools /simulators, MOOC (NPTEL etc.).
  - Student Centric learning Methods like Experiential (IVs, Internships, Workshops), Participative/Collaborative (Group Projects, Role Plays, debates, GDs, Presentations) and Problem Based Learning (PBL Experiments, Case Studies, Assignments) are in practice.

4. Monitoring implementation of Curriculum delivery: Academic coordinators closely monitor (fortnightly) content delivery of the courses and give feedback to HOD.

5. Monitoring effectiveness of student learning: Continuous evaluation is done though formative (Internal Assessment) and summative (Term work evaluation) assessment methods. Advanced learners and slow learners are identified and necessary actions are initiated.

6. Feedback and Takeaways

- **Students' feedback** is taken on various prescribed parameters in the week 4 and 8 and corrective measures are taken.
- **Course Exit Survey** is carried out to understand the course efficacy.
- **Academic Review Process** (ARP) is carried out at the semester end to verify AAP implementation and feedback is communicated.
- **Result Analysis** is carried out to study the students' performance to initiate the corrective measures, if any.

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

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 44

1.1.2.1 **Number of certificate/diploma programs introduced year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
12	10	8	4	10

File Description	Document
Details of the certificate/Diploma programs	

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 34.77

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	29	4	5	12

File Description	Document
Details of participation of teachers in various bodies	
Any additional information	

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 58.58

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

Response: 198

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	
Details of the new courses introduced	

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 90

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

Response: 9

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

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

Response: 68.35

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

2017-18	2016-17	2015-16	2014-15	2013-14
2253	2210	3258	1657	2152

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

1.3 Curriculum Enrichment

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

Response:

Institute gives importance to cross cutting issues like Gender, Environmental Sustainability, Human Values and Professional Ethics. Although these are covered in the curriculum, Institute also has provision of various committee activities which contribute to sensitizing students towards cross-cutting issues as described below:

1. Gender:

Gender-related issues are addressed directly or indirectly in courses like Entrepreneurship Management and Environmental Studies. Modules on Gender bias and Human rights including, sexual and reproductive

rights, the rights to equality and non-discrimination, women entrepreneurship, values and gender socialization are discussed in these courses. Topics like population growth, family welfare, human rights, women and child welfare are also explained through various case studies.

The Institute implements the State Government's 30% ladies reservation policy for admission. The Institute has Women Development Cell and IEEE Women in engineering committee to promote and encourage female students and employees for their overall development through activities like:

- International women's day
- Seminar on "Gender: Roles and responsibilities"
- Seminar on "woman empowerment in digital India"
- Workshop on "self-defense"

All these efforts lead to sensitize students towards gender equality.

2. Environment and Sustainability:

Courses like Environmental Studies, Business Ethics, Business Environment and Corporate Social Responsibility are included in the curriculum. The objective of these courses is to create environmental awareness among students by emphasizing on the concerns like renewable & non-renewable energy sources, ecosystems, bio-diversity and its conservation. It also covers the aspects of sustainable development, Green Judicial Activism and Green Tribunal. The environmental aspects like global warming, waste disposal and pollution are also covered through case studies.

The institute is also proactive in sensitizing students towards environmental issues through Green VIT club activities like:

- Guest Lectures/Industrial Visits
- Celebration of world Environment Day/Water Day/Earth Day
- E Waste collection Ecoreco bin system

Institute has:

- A project on "Development of green waste to manure setup at VIT campus".
- A Sewage Treatment Plant (STP) for re-use of treated water for Gardening/Flushing
- ICT enabled teaching-learning processes, ERP, digital content and online attendance to minimize the use of papers

All these efforts help to progress towards being a green campus.

3. Human Values and Professional Ethics:

The courses like Environmental Studies, Communication Skills, Business Communication and Ethics, Business Ethics, Organisational Behavior, Business Environment, Ethos in Indian Management and Corporate Social Responsibility are in the curriculum. These courses emphasize on professional and technical communication and writing skills, value education, importance of ethical and responsible behavior, understanding of Ethics and social responsibility. The learnings are enhanced through case studies, projects and activities.

In addition to the curriculum, Institute committees like Vidyalankar Volunteering Committee (VVC) and National Service Scheme (NSS) add value to the holistic development of students. The Institute also organizes Dale Carnegie sessions, Pre-Placement training activities and mock HR sessions so that students are well-groomed and professional ethics are inculcated. Institute also encourage for use of software tools to check plagiarism.

All these efforts support to inculcate the concept of "Learn-Earn-Return" in young minds and also help to lead a value based and socially responsible life.

File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

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

Response: 38

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

Response: 38

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 72.48

1.3.3.1 Number of students undertaking field projects or internships

Response: 2591

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise
A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A.Any 4 of the above

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.34

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	5	7	18	13

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 95.77

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

2017-18	2016-17	2015-16	2014-15	2013-14
916	903	922	936	922

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

2017-18	2016-17	2015-16	2014-15	2013-14
960	962	962	964	954

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

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years

Response: 87.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
310	372	347	407	344

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

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The Institute is conscious of the fact that students are diverse and the extent of their learning is influenced by their background, abilities and other personal attributes. The Institute has developed SOPs with an objective to devise a structured mechanism to assess the learning levels of the students and to monitor, evaluate and improve their academic performance.

- Advanced Learners: Students with deep investigation-oriented and analytical abilities, good comprehension, and proactive attitude and with a desire to excel.
- Slow Learners: Students with superficial learning abilities, poor grasping power, and more absenteeism with attention issues, sometimes with physical, personal, psychological problems, other developmental and diversified issues.

Efforts for Identification of the Students' Learning Levels:

- Students self-assess their own Learning Level during the Induction Program (Week 1) in which awareness of the subjects and their pre-requisite through the Knowledge Map is provided by the Subject Faculty
- Faculty assesses the learning levels based on the following key indicators and prepares an action plan
  - Student performance in the
    - Previous end semester exam
    - IAs
    - other components of CIE

- ○ Students' Engagement in Lectures /Labs /Tutorial Sessions
- During mentoring, the mentors identify learning abilities of mentees based on their academic performance, behavioural, psychological and social aspects.

Programs for Slow Learners:

- Guidance and motivation during the periodic Mentoring sessions
- Remedial sessions are conducted to help regular students to perform well in the examination. This is done through customized additional assignments designed by faculty.
    - ○ Before the Semester: For caustic subjects like Maths, Engineering Mechanics, Physics, ENAS, Circuit Theory for all the students
    - ○ During the Semester
        - For identified Slow Learners
        - For all lateral entry students (esp. Maths III)
    - ○ At the end of Semester : For identified Slow Learners
        - A special Committee for Intensive Education Development Program is in place to help the dropout students. The Committee maintains their database, schedules their remedial Tutorial sessions and also monitors their performance.

- As per the University rules, Divyangjan students are provided extra time during the written examinations.

Programs for Advanced Learners:

- Guidance and motivation during the Periodic Mentoring sessions
    - ○ Meritorious students are felicitated in the presence of their parents by Parent Interaction Committee
- Facilitation of Book Bank
- Development of critical solving skills through thought provoking questions in IA Tests
- Assignment of challenging projects on latest technologies
- Encouragement to students
    - ○ excel in exams at the University level
    - ○ participate in various state and national level technical competitions such as E-Yantra, Robocon, Coding competitions and funding them for advanced projects.
    - ○ participate in conferences for paper publication/poster presentation
    - ○ take up internships
    - ○ enrol themselves in VAC /MOOC Courses
    - ○ enrol and participate in the events organised by professional bodies like IEEE, IETE, ACM, CSI, BMESI, CII

These efforts lead to:

- Improvement in overall passing percentage
- Increase in the number of
    - ○ students securing high grades
    - ○ Awards won in various competitions.
    - ○ Students securing admission for higher education in premier Institutes / Universities at National and International levels.

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

2.2.2 Student - Full time teacher ratio

Response: 20.43

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

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.25

2.2.3.1 Number of differently abled students on rolls

Response: 9

File Description	Document
List of students(differently abled)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

To ensure that students play an active role in the learning Process, the Institute practices following student-centric methods for enhancing learning experience thereby facilitating effective learning. These are identified at the beginning of the semester itself based on inputs from Cluster Mentor and External Mentors. The implementation is verified during the Faculty Review conducted at the end of the Semester.

Conventional Methodology:

- Even in conventional lectures, faculty uses ICT. (All faculty are provided with Laptops and all classrooms have LCD projectors, Campus is Wi-fi enabled)
- Students are encouraged to use E-resources on our LMS, vLive, v Refer

Experiential learning is the process of learning through hands-on experience. It is also defined as "learning through reflection on doing". Some of the tools used by the Institute are:

- Lab Experiments : To practically test the concepts which are theoretically learnt in the Classroom
- Hands-on Workshops - like Ventilators, PCB Fabrication, Monte Carlo Simulation (Dept. of Biomedical Engg.), Graphical solution of Matching circuits (Dept. of Electronics & Telecom. Engg.)
- Field trips and IVs – conducted at TIFR, NESCO, IITB Nano-fabrication Lab, L & T, Coca Cola, Thermal Power station Nasik (Dept. of Electronics Engg.)
- Internships – conducted at Institute level
- Live Projects – Final year projects of all branches
- Exhibitions – Tantravihar

Individual learning:

- Assignments/Quizzes/Crosswords
- Wi-Fi enabled campus / V Refer help to access e-resources (incl. MOOCs) for self-paced learning. The Institute encourages students to enrol and get certification for add-on online courses conducted by prestigious National and International bodies like NPTEL, MIT OCW, Coursera, etc.
- Students are encouraged to make use of the lecture capture facility.
- Interactive Language Lab.

Participative /collaborative learning:

Participative learning refers to the methodologies in which students are engaged in a common task where each student is accountable to one other. Participative learning redefines traditional student-teacher relationship in the classroom. Some of the tools used by the Institute are:

- Presentations
- Group Projects – Mini projects like automated trolley, bi-directional visitor counter etc. by EXTC dept.
- Role Plays
- Debates
- Group discussions
- Flipped Classroom
- Management Games
- Business Simulations
- LMS/vLive : Allows students to share, discuss and debate ideas based on the uploaded content
- Participating in Competitions – Robocon 2017 at MIT Pune
- Committee activities - Brainwave Robotics, Open CV, Linux Bash, Arm based embedded workshop, Remote sensing VIT chapter conducted by ISTE committee

Problem based learning:

The Problem solving methodology helps the student to understand the situation and come out with alternatives. It also helps to develop students' critical thinking. Some of the tools used by the Institute are:

- PBL Experiments - Conducted by all departments

- Case Studies, conducted by MMS department
- Scholarly Term Paper for Final Year Project

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

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 175

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 20.43

2.3.3.1 Number of mentors

Response: 175

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

The Institute is keen on continuously incorporating innovative and creative teaching-learning methodologies to facilitate effective learning.At the Institute, the following innovative and creative teaching-learning processes are in place.

Academic processes:

- Academic Preview helps faculty to structure their lesson plan comprehensively. This makes the content delivery more impactful which is confirmed in the Academic Review Process.
- All Faculty members solve their respective University papers every semester so that they understand the difficulties the students are likely to face while writing the exams. This helps them to better prepare the Students for the exams

Teaching processes:

- All faculty members are provided with laptops, in all classrooms projectors are installed and the entire campus is Wi-fi enabled. This allows faculty to make use of Videos (incl. NPTEL) /Animations for effective content delivery.
- Live lectures from faculty are captured with the help of Lecture Capture system. This facilitates students to learn and revise concepts at their own pace and access lectures off the campus.
- Lecture notes, presentations, assignments etc. used by the faculty are uploaded on vRefer
- All faculty prepare the digital content (E-Books) of their respective courses. The E-Book includes lecture notes along with various embedded enhancements like videos, PowerPoint presentations, animations, illustrations, Question Banks. This has helped in delivering knowledge to the student of this millennial generation in a very engaging manner.
- Charts on Campus and in Labs: The informative charts /models displayed in the Campus and the labs stimulate creativity amongst the students.
- Learning with Remote Labs (Virtual Lab): In order to facilitate students to use modern simulation with tools cutting-edge technologies, virtual lab sessions are conducted. Our students have also designed and developed new Virtual experiments. These have been approved by IITB and are now made available on their "Sakshat" platform.
- v-Tutorial facility is made available to the students. It allows Maths faculty to generate different problems for each student by randomly selecting them from a Question Bank. This helps in making individual learning more effective.
- Problem Based Experiments
- Innovative teaching styles like Probe Assumption, Minute Paper, Chain Notes, Memory Matrix etc.
- Story Telling
- Movie Screening

Learning Processes: Learning through different activities like,

- International Industrial visits and internships are introduced. Our students have visited industries and Universities in various countries.
- Students have done internships at Works Applications Co. Ltd. in Japan.
- Completion of a MOOC Course is given weightage in Term Work
- Cross Word Puzzles
- Minute Paper
- Plickers utility software
- Flipped Classroom
- Simulation games are conducted to sensitize students towards solving business problems.
- For behavioural oriented subjects/courses, students are made to participate in various management games which inculcate team skills.

Assessing Student Learning: Learning levels are assessed through,

- Mock Viva
- Preliminary Exam
- Continuous Evaluation through components of Term Work
  - Thought Provoking Questions in IA
  - Online quizzes like class marker
  - Take Home / Open Book Tests
  - Scholarly Term Paper with Final Year Project
  - Online Faculty Feedback

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

2.4 Teacher Profile and Quality

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

Response: 93.06

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

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 8.55

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

2017-18	2016-17	2015-16	2014-15	2013-14
20	16	14	12	10

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	[View Document]()
Any additional information	[View Document]()

2.4.3 Teaching experience per full time teacher in number of years

Response: 0.07

2.4.3.1 Total experience of full-time teachers

Response: 12.25

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 61.15

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	31	13	14	29

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters (scanned or soft copy)	[View Document](#)
Any additional information	[View Document](#)

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 14.09

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

2017-18	2016-17	2015-16	2014-15	2013-14
29	31	25	22	19

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document](#)
Any additional information	[View Document](#)

2.5 Evaluation Process and Reforms

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

Response:

Institute strives to continually improve the efficiency and effectiveness in assessment of Teaching, Learning and Evaluation Processes. Institute follows UoM guidelines related to internal evaluation system. However, to ensure that the quality of students improves, the Institute has introduced/taken initiative in carrying out the reforms/changes in CIE as follows:

1. Reforms in Internal Assessment Test:

a) Multiple modes of notification: IA Test schedule is notified through multiple modes like Academic Calendar, AAP, Orientation program and the student portal (vLive).

Impact: Faster dissemination of information.

b) Audit: Questions are set to evaluate the attainment of the desired Course Outcomes. Thought Provoking Questions are incorporated to raise the difficultly level of question paper. From AY 2014-15, all the IA Test papers are audited by the respective Cluster Mentor.

Impact: Making the teaching-learning process more effective and improving the quality of the Question Paper.

c) Model Solution: Faculty has been preparing model solutions for the test paper since AY 2012-2013 and uploading them on vLive.

Impact: It leads to standardisation in evaluation and helps students to introspect, self-evaluate and prepare better for exams.

d) Centralised Assessment Process (CAP): From AY 2016-17, assessment of answer sheets is carried out within three days from the date of the examination. Cluster mentor moderates samples of assessed answer sheets.

Impact: Improving the efficiency and quality of assessment besides ensuring transparency, and timely declaration of results.

e) Notifications to IA Test Failures: Students who fail in IA-1 are informed in writing about the minimum marks they need to score in the subsequent IA / end semester examination to enable them to clear the IA as a head of passing.

Impact: Creating awareness amongst IA test failures and hence improving the results.

2. Reforms in Term Work:

a) For Course:

Experiments are designed to evaluate the attainment of the desired COs. Problem Based Learning experiments and minimum 2 new experiments are introduced every year.

Impact: Enhancing the problem solving abilities of the students.

b) For Final Year Projects:

- All students submit a Scholarly Term Paper (in IEEE format) along with their Project Reports.

  Impact: Inculcating research culture amongst the students.

- SOP for the Final Year Project Quality Assurance Committee was developed in March 2012.
- To measure quality of research work the process was modified and students were asked to present their Project ideas to a panel before the commencement of the Final Year.

Impact: Improving the quality of Projects, giving additional time to complete the Project, enabling them to participate in more project competitions and present papers in conferences.

3. Other Reforms:

- Multiple beyond syllabus activities such as Group Discussions, Debates, Mini Projects, Pop Quiz, Mobile App Based Quiz, Open Book, On-line/Take-Home Test are conducted to make the CIE more robust and improve the effectiveness of learning.
- vTutorial initiative has helped in enhancing the effectiveness of learning Mathematics
- Preliminary Exam is conducted for main subjects of First and Second Year Engineering which helps to improve the grades.
- Inter-Collegiate Project Exhibition (TantraVihar) is arranged and evaluated for best projects.

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

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The Internal Assessment System developed by the Institute is based on the guidelines prescribed by the University of Mumbai, faculty recommendations and viewpoints of various stakeholders (Students, Employers & Alumni). The suggestions and viewpoints are then consolidated and presented to the DAB for confirming the Concept Note.

Internal Assessment comprises two Internal Assessment Tests and Term Work. Various components of internal assessment mechanism are briefly discussed with respect to frequency and variety.

1. Internal Assessment (IA) tests:

Two internal assessment tests are conducted during the semester. IA Test-1 covers about 40% of syllabus and IA Test-2 covers balance 60%. Questions are set to evaluate the attainment of various Course Outcomes along with thought-provoking questions. This ensures a wide variety of questions which adds robustness to the system.

To ensure transparency:

1. The schedule, syllabus and paper pattern of IA Tests is disseminated to the students at the beginning of the Semester itself through AAP which is available on students' portal vLive
2. Test Paper is audited by Cluster mentor w.r.t. syllabus, COs, level of questions
3. Model solution is uploaded on the students' portal vLive' immediately after the examination
4. IA Test Papers are assessed in CAP.
5. Corrected answer sheets are distributed to the students, their signature taken and grievances, if any, are resolved through the involvement of the respective Cluster Mentor, if necessary.

In addition to above, earlier years IA test papers are also available on vRefer and in the Library.

2. Term work assessment:

The Term work assessment is based on continuous evaluation using a variety of tools as listed below:

No.	Tools			Variety	Frequency of Assessment
1	Attendance			Theory and Laboratory Sessions	2/4/8/Last Week
2	Assignments			From multiple learning resources like Text Books, Reference Books, Journals and on-line resources.	As per AAP
3	Tutorials			From Question Bank	As per AAP
4	Laboratory Performance			Multiple Experiments including PBL are designed addressing the various COs which based on innovative models/ new simulation tools/new ideas covering real life problems, higher order thinking	Weekly
5	Laboratory Journal Assessment			Based on written submission and Post Lab Questions	Weekly
6	Beyond Syllabus Activities	Collaborative and Group Activity	○ Poster Presentation ○ Minute Papers ○ Students Seminar ○ Student Debates ○ Panel Discussion /	As per AAP	

			Mock GD ○ Mock Interviews
		Tests and Assessment	○ Mini Projects / Final Year Project ○ Pop Quiz ○ Mobile App Based Quiz ○ Open Book and Take Home Test

To ensure transparency

1. List of experiments and the rubric for grading and marking Term Work, is disseminated to the students at the beginning of the Semester itself through AAP.
2. Significance of projects, themes and domain expertise of faculty, SOPs are communicated to the students through special orientation programme at the end of the 6th Semester.
3. A Panel of experts reviews the projects periodically

Frequent evaluation through a variety of tools and a transparent mechanism leads to a robust continuous internal assessment system for assessing student learning.

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

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

Response:

Ordinances of UoM and the Institute's SOPs are available to enable dealing with examination related grievances transparently in a bound time and efficient manner.

1. Redressal mechanism for grievances before Exam

For grievances like non-issuance of hall ticket, correction in name, the students can apply to the Principal. Subsequently, Principal forwards the applications to the Examination Cell. After verification, necessary

corrections are done immediately and the revised document is issued to the student.

2. Redressal mechanism for grievances during Exam

- Any discrepancy/doubt in the question paper reported by student is cleared by the Faculty / Supervisor / Chief Conductor immediately (in consultation with University, if required).
- Caught for practicing unfair means
  - Vigilance Squad (Internal or University appointed) / Exam Supervisor monitor conduct of examination w.r.t. fairness and report incidents of unfair means, if any, to the Board of Examination of UoM and/or Principal.
  - The Board of Examinations of UoM and/or Principal have the power to set up a Committee to institute an inquiry. To ensure transparency the Committee gives a hearing to the student and decides the appropriate action if the student is found guilty.
  - All cases of unfair means are dealt with as per Ordinance 5050 of UoM.

3. Redressal mechanism for grievances after Exam

- Model Solutions of IA Tests/ End Sem Exams are made available on vRefer/Library to make students aware about the expected answers. This helps students to raise genuine grievances related to evaluation.
- Evaluated answer sheets of IA Tests are distributed to the students within one week from the date of the examination and their signature is taken on the evaluated answer sheets. If any grievance is raised by the student, it is resolved by the faculty and the necessary correction in marks is done immediately.
- After declaration of End Sem Exam results, students can apply for a photocopy of her answer sheets and/or revaluation within ten working days in the standard format prescribed by the University.
- After going through the photocopy, if there are grievances like 'totalling mistake' or 'question not assessed', the student fills up a grievance form. After verification, necessary corrections are done by the evaluator who had assessed that answer book.
- In case of revaluation applications, answerbook are first masked and then are sent for re-assessment to a new External Examiner appointed by University of Mumbai. If change in the marks is more than 25%, the answerbook is again re-assessed and the new marks are considered as final marks.
- For grievances like totalling mistake in the marksheet or wrong SGPI, students can apply to the Principal. Subsequently, Principal forwards the applications to the Examination Cell (Institute / University). After verification, necessary corrections are done immediately and the revised document is issued to the student.

To ensure that the entire system is transparent, time bound and efficient, the Examination Cell is well-equipped with adequate and competent manpower with a student-centric mind set, IT resources along with the necessary, security and surveillance systems.

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

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

Response:

As per the Calendar of the University, the Institution prepares its academic calendar at the beginning of the semester. The academic calendar is exhaustive comprising of all the activities decided by the respective process owners.

CIE has following components:

1. Two IA Tests
2. Term Work evaluation
   - Laboratory work
   - Final year Project

Planning, dissemination, implementation and monitoring of these components is carried out through the following processes which ensure its adherence to Academic Calendar.

1. Planning:

The Academic calendar is prepared by Principal, CAO, HODs and Cluster Mentors after incorporating the inputs from DAB for curriculum enrichment activities and from the Exam cell for the two IA test dates. Generally, first IA test is scheduled in the 6th week and second in the 12th week of every semester.

Comprehensive Lesson Plan for lectures, practicals /tutorials along with all the other components for Term Work evaluation is included in the AAP of every course. The Lesson plan (content /time lines) is vetted by the respective Cluster Mentor and the same is also confirmed during the Academic Preview process.

For the Final Year Project Evaluation Departmental project reviews are scheduled as below:

Odd semester:

Stage-1: (4th and 5th week) Concept Note and literature survey finalization

Stage-2: (10th and 11th week) Finalization of objective and methodology

Even semester:

Stage-3: (4th and 5th week) 70% completion of project

Stage-4: (9th and 10th week) 100% completion of project

2. Dissemination:

Academic calendar as well as AAP for every course is published at the beginning of every semester. The same is disseminated to the students through website, Induction programmes and vLive. In addition to this, AAP is also discussed with the students during the first lecture of every course.

3. Implementation:

a) Conduction of IA tests and assessment: Conduction of IA test examination and evaluation process through CAP are carried out simultaneously. This assures timely completion of paper assessment and result declaration.

b) Term work evaluation: Its components are:

1. Lab work: Evaluation is carried out weekly through lab performance and journal assessments.
2. Assignment / Tutorials: Evaluation is carried out as per schedule specified in the AAP.
3. Attendance is taken during every lecture / practical.
4. Beyond Syllabus Activities: Pop quiz/ Mobile App Based Quiz/ open book test/take-home test are conducted as per schedule specified in the AAP
5. Mini and Final Year Projects are reviewed as per the planned schedule. Project Diaries are maintained by the students and Guides.

4. Monitoring:

1. Attendance is monitored after 2nd, 4th, 8th and last week of every semester.
2. Compliance related to the various components of CIE is monitored fortnightly by the departmental Academic Coordinators along with HODs during department meeting.
3. Adherence of CIE components to the academic calendar is noted by HOD and Cluster Mentor while signing the Course Diary and also by the Experts during the Academic Review Process.

All activities are closely monitored and corrective actions, if any, are taken immediately .

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

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Course Outcomes are a comprehensive set of learning goals that are fostered and developed across that particular course. They reflect the competencies needed to meet the challenges of that course.

The course outcomes relate to:

- understanding the concept of data / Information / functions / components
- application of concepts related to subject area suitably in a particular environment.
- acquisition of knowledge and skills for the relevant hardware and software tools

University of Mumbai has specified the course outcomes and based on that, the Institute has developed its objectives which are:

- To create an academic environment in the Institution
- To improve the efficiency and effectiveness of the course content delivery

The Institute ensures that the course outcomes are achieved through dissemination of knowledge by way of theory as well as its application in the subject area. They reflect the competencies needed to meet the challenges of that particular course. It is expected that the student is able to apply the knowledge at the end of the course.

In order to improve the quality of teaching and learning, Institute has also developed Program Outcomes (POs) and Program Specific Outcomes (PSOs). All these are disseminated to the stake holders through the following channels:

- Digital Media
    - Institute Website (www.vit.edu.in)
    - Internal MIS (ERP)
    - Students web portal /vLive
- Print media
    - Staff Diary
    - Course diary
    - Academic Administration Plan
    - IA audit form
    - Lab Readiness Certificate
- Outdoor – Boards at prominent places
    - Instructional Areas
        - Laboratories
        - Seminar halls
    - Administrative Areas
        - Department offices
        - Faculty rooms
- Activities/Meetings
    - Orientation / Induction programme
    - Presentation of lesson plan in the first lecture
    - Departmental meetings

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

To create an academic environment for achieving excellence and to sustain the same, it is important to analyse attainment levels of course outcomes, program outcomes and program specific outcomes. The efficiency and effectiveness of the process is continuously assessed and improved by taking inputs from experts in Department Advisory Board.

1. Course Outcome attainment: Calculation of Course Outcome attainment is based on the following components:

1. Internal Evaluation (20% Weightage)
   - Term Work
     - Lab performance
     - Assignments
     - Other components
   - IA Tests
2. External Evaluation (80% Weightage)
   - End Semester Oral/Practical Examination
   - End Semester Theory Examination

For calculation of the threshold value of a course for internal evaluations, the average results of the internal evaluation of the current academic year is considered and for external evaluation the average result of the external evaluation for past three years are considered.

Three levels namely 1, 2 and 3 are defined for respective attainment components. Levels are based on the percentage of number of students who are scoring above the calculated threshold value. For example, if the threshold value is 50% then we have to find out percentage of students scoring above 50%. If this percentage is greater than or equal to 60%, 70%, 80% then Level 1, Level 2 and Level 3 are attained respectively. After calculation of this level, it is multiplied by the respective weightage of that component so as to calculate the attainment of that component.

2. Program Outcome attainment: Calculation of PO attainment is based on the following components

1. Direct tools: Course Outcome attainment (80% Weightage)
2. Indirect tools: (20% Weightage)
   - Program Exit Survey (PES) 25% of 20%
   - Alumni Feedback (ALF) 25% of 20%
   - Employer Survey (EMS).

PO attainment using direct tools:

The COs of each course are mapped to the POs. As per the calculations of attainments of individual COs of each course, the PO attainment is calculated for that course and subsequently for all the courses in that programme. Final PO attainment is calculated by multiplying with a weightage of 80%.

PO attainment using indirect tools:

Program exit survey (PES): A survey is conducted after completion of program. Students evaluate each program outcome on a scale of 0-3 where 0 indicates poor, 1 is moderate, 2 is good and 3 is excellent.

Employer Survey (EMS): A questionnaire is provided to the employers who have employed our graduates. Employers provide feedback about the knowledge, skills and attitude of the graduates on a scale of 0-3 where 0 indicates poor, 1 is moderate, 2 is good and 3 is excellent.

Alumni Feedback (ALF):A questionnaire is provided to our alumni working in allied and core sectors of engineering. They provide feedback about the knowledge, skills and attributes required for their field of specialization on a scale of 0-3 where 0 indicates poor, 1 is moderate, 2 is good and 3 is excellent.

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

2.6.3 Average pass percentage of Students

Response: 93.41

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 1006

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

Response: 1077

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 67.59

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
10.43	46.0657	3.04	5.41	2.647

File Description	Document
List of project and grant details	[View Document]
e-copies of the grant award letters for research projects sponsored by non-government	[View Document]

3.1.2 Percentage of teachers recognised as research guides at present

Response: 3.43

3.1.2.1 Number of teachers recognised as research guides

Response: 6

File Description	Document
Any additional information	[View Document]

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 1.84

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

Response: 64

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

Response: 174	
File Description	**Document**
Supporting document from Funding Agency	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The Institute has created an ecosystem for innovation, creation and transfer of knowledge by establishing R&D Committee, Incubation Center, IPR and Entrepreneurship Cell and Ph.D. centre.

- **The R&D ecosystem constitutes**
  - Human manpower infrastructure comprising 06 recognized research guides, 16 doctorate faculty and 11 faculty pursuing Ph.D programs.
  - Physical infrastructure comprising well equipped Library and laboratories with modern simulation tools and equipment for carrying research activities.
  - Ph.D Centre: Mumbai University approved Ph.D. Programme for Computer Engineering is in place since 2014.
- **Processes/Systems:**
  - **Research and Development Committee:** It facilitates for creation and transfer of knowledge by conducting technical workshops, seminars, industrial visits, Gadget Guru Sessions, Training programs, National and International Conferences, Book Reviews/Paper Reviews, Technical presentations by faculty members and also provides mechanism for submission of minor and major research proposals for funding by Institute/University and other funding agencies like DST, ISRO.
  - **Financial Support system:** The Institute allocates budget of nearly Rs.5,00,000/-/year towards R&D including STTPs, National/InternationalConference/Symposiums, and Project Competitions/Exhibitions etc. In 2016-17, Rs.15,09,095/- was sanctioned for 33 research proposals. In the last five years, 55 research projects undertaken by institute faculty amounting to Rs. 59 lakhs have been funded by various governmentand the non-government agencies.
  - **Performance Appraisal System:** The indicators like Publications/Patent/Design/Copyright/IPR/Books/Technologies commercialized are used to evaluate the faculty performance.
  - **AET Journal:** Institute publishes technical journal 'Applied Engineering and Technologies', with ISSN: 2278-1722 annually. Quality of reviewed research papers is ensured through reviews.
  - **Intellectual Property Rights (IPR) cell**: It was established in 2014 with an objective to create awareness among students and faculty members regarding the basics of patenting and copyrights and how to safeguard their ideas and findings from infringement

- **VIT Incubation Centre:** It was established in 2012 with the objective of creating an environment conducive to encouraging aspirants to incubate their ideas including designing and developing ICT enabled vProvisions for academic and administrative function.
  - **Projects incubated:** A few major projects undertaken and successfully incubated at this Centre are
    - vPrint
    - vLive
    - vTutorial
    - vMIS
    - vAttendance
    - vRefer
    - vCart
    - vBicycle
    - 3D printing
    - (See additional information for SOP and projects)
  - Other initiatives:
    - TEDxVIT: To inspire students for innovation, eminent personalities were invited to share their success through TEDxVIT event based on the Theme: Understanding the Box.
    - Participation in Magnetic Maharashtra: The innovative multipurpose multi mode solar powered Project V!Bicycle is exhibited in Magnetic Maharashtra: Convergence 2018. The Project was hugely appreciated by the Chief Minister of Maharashtra Shri. Devendra Fadnavis and Minister for School Education, Higher and Technical education Shri. Vinod Tawde.
- **VIT Entrepreneurship Cell (E-cell):** It is established in 2012 with the aim to identify and nurture the latent entrepreneurial spirit of students and provide them opportunities for excellence. Activities like Pre E-summit workshops, Entrepreneurship Summit, Business growth plan competitions, Pre-Eureka Workshop, guest lectures, start up meets, webinars, business quizzes are regularly organised. VIT student team won National Entrepreneurship Challenge 2015, a competition held by Indian Institute of Technology, Bombay.

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

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

Response: 628

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
134	139	116	146	93

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

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

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

Response: 0.33

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 02

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

Response: 06

File Description	Document
URL to the research page on HEI web site	[View Document](#)
URL to the research page on HEI web site	[View Document](#)
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
Any additional information	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0.29

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	08	10	07	13

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)

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

Response: 3.01

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

2017-18	2016-17	2015-16	2014-15	2013-14
117	73	130	91	91

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

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

In pursuit of its service to community and society, Vidyalankar Institute of Technology has set up a National Service Scheme in 2017, Vidyalankar Service Scheme in 2012 and Vidyalankar Voluntary Committee in 2010 with a mandate to carry out extension activities. The vision of the Institute also reflects the same.

1) Various initiatives taken to sensitize students towards social issues are:

- Issues related to Environment and Sustainability are taken care in the curriculum through courses such as Environmental Studies and Corporate Social Responsibility.
- All students take a Pledge that emphasizes on the "Learn - Earn – Return" Concept.
- Institute is proactive in sensitizing and promoting gender equality.

2) Various activities undertaken to engage faculty, students and staff in the neighbourhood community are:

- **Cleanliness:** Under 'Swachh Bharat Abhiyan', Students initiate drives to create awareness about overflowing garbage bins, cleanliness of roads by having rallies with posters and placards.
- **Environment:**
    - Institute's Sewage Water Treatment Plant is in place. (Recycles 4000 litres of water/day). Students visit this plant and further they spread message to nearby residential complexes.
    - World Water Day is celebrated on 22nd March every year, by displaying posters.
    - e-Waste collection is carried out through e-waste Re-cycle bin placed at campus.
    - Under 'Go Green' project that is in collaboration with Indian Institute of Technology Bombay, students planted trees on and off the campus.
    - Significance of wetlands and their role in environment conservation is emphasized through a visit to Soonabai Pirojsha Godrej Marine Ecology Centre in Mumbai.
    - Campaigns on "No to Plastic" are conducted.
- **Health:**
    - Campaigns on hygiene awareness are conducted.
    - Annual Health Camps are organised in association with Lions Club.
- **Other initiatives**
    - The Institute has adopted Wadala Railway station, Mumbai. Students carry out activities like cleanliness drives/beautification, awareness on dangers of track crossing.
    - Students donate books/clothes/gifts for the underprivileged children.
    - Awareness seminars and workshops on social issues like women empowerment, gender

sensitivities, "Don't Drink and Drive", Road Safety are conducted in collaboration with Mumbai Police.

- The Institute conducts Special English Classes for students of nearby community.
- The Trust has undertaken responsibility of improving the infrastructure of 10 government Schools.
- VIT provides free education to 200 students of municipal cooperation junior colleges every year.
- Smt. Sindhutai Sapkal (recipient of Medal from President of India) was invited to share her experience which sensitized our students towards orphans.
- Inspired by Mahatma Gandhiji's principle - "In a gentle way, you can shake the world" Management students spread Gandhiji's message by selling his autobiography. 1200 books were sold in one single day.
- Students participated in VOTEATHON to register students as voters. Students secured second highest points.

3) Learning from Activities:

- Build up an involvement and fostering attitude to contribute towards societal issues and community problems.
- Enhance skills like social, communication, leadership, management and perceptual skills etc.
- Develop a sense of social responsibility and interest in environment related issues.
- Cater to students' holistic development.

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

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

Response: 17

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	4	3	3

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)
e-copy of the award letters	[View Document](#)

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 98

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

2017-18	2016-17	2015-16	2014-15	2013-14
25	23	20	16	14

File Description	Document
Reports of the event organized	[View Document](#)
Number of extension and outreach programs conducted with industry,community etc for the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 50.19

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1759	1710	1603	1054	2226

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

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 1236

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
396	243	211	221	165

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 32

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
17	6	5	3	1

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The Institute fulfils all the norms specified by the statutory bodies in terms of land requirement, instructional, administrative and amenities area.

The Management has erected high performance buildings which exude exuberance which are thermally, visually and acoustically comfortable; energy, material and water efficient; safe and secure; easy to maintain and operate and which have stimulating architecture.

Instructional facilities:

Instructional Area	Count
Classroom	44
Tutorial Room	12
Laboratory	63
Seminar Halls	05
Auditorium	01
Amphitheatre	01
Discussion Rooms	07
Drawing Hall	01
Workshop	01
Computer Center	01
Library and Reading Room	01
Language Laboratory	01

Classrooms: All 44 classrooms are air conditioned. The entire campus is Wi-Fi enabled. The asymmetrical nature of the spaces designed allows for insertion of huddle spaces within the formality of the larger classroom. Most of the classrooms open out to interaction and recreational zones or spill-out balconies, which make every corner very cheerful, lively and stimulating.

All classrooms are ICT enabled with projector facility. In addition, 11 classrooms are equipped with "IMPARTUS Lecture Capture" system to develop open courseware. Recorded lectures are then hosted on the LMS.

Laboratories: The laboratories are well-equipped with latest equipment like Spectrum Analyzers, Logic Analyzer and Vector Network Analyzers. The laboratories have around 11 licensed software/simulation tools like IE3D, OPTISIM, Genesis, Rational Rose, AUTOCAD, MATLAB, Cadence Virtuoso tools, TCAD, SPSS, Oracle, Apple Development Server to make students industry ready.

The Language Laboratory has 20 Apple Machines and a training software. This helps to prepare students to be effective communicators to enable them to match up to global industrial and corporate requirements.

Computing equipment and IT Facilities:

- Central server with 1047 computing machines in working condition.
- Around 11 licenced software.
- State of the art, web-based centralized printing service that allows users to give print jobs from around the globe to "Any Time Print" (ATP) stations.
- "Vidyalankarlive.com", an award-winning academic networking portal for the student-Faculty community which provides a platform for discussion and thought-sharing.
- Digital Repositories like vRefer help students to access course contents.
- Online MOOC courses through Swayam are made available to students.

Library: The Central Library is well-equipped with 6073 titles, 30540 volumes and subscribes to both national and international journals like IEEE, JGATE, EBSCO, etc.

Other infrastructure:

- All departments have dedicated seminar halls.
- A vibrant and modern auditorium with space of 6000 sq ft and 264 seating capacity

Awards for Infrastructure:

- The internationally acclaimed "Design Share Honor" Award for Architectural Excellence was conferred in 2007 for the Institute's unparalleled student-friendly infrastructure designed to facilitate a dynamic learning environment.
- The "Top Institutional Theatre Design in the world" award for the Auditorium at the Interior Design Best of the Year Awards in December 2014 at New York.
- The Vidyalankar Auditorium has also been featured in the December 2014 issue of 'Home Trends' magazine and in the international 'Professional Lighting Design' magazine.

The awards conferred on the Vidyalankar Campus are a testimony of the adequacy of the facilities for teaching learning.

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

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

Response:

Be it a passion for a game, sportsmanship spirit, lessons learnt from losing, the pride and glory in representing and winning for the college, cheering for a college team comprises of cherished and memorable moments of college life.

The Institute has state of the art and well-maintained sports facilities to inculcate the love of sports and to cater to the needs of sports enthusiasts. The Institute has appointed full-time qualified Sports Officers (04) to train and guide students in various sports.

Sports and Games:

- **Indoor games:** The institute has earmarked an area (S-Block) as DEN dedicated for indoor sports. It has games like Table Tennis, Chess, Carom, pool, Air-Hockey, Foos-Ball, Play Stations and Karaoke room.

- **Outdoor games:** The Institute has a multi-court for Volley Ball, Basket Ball and Tennis. It also has two playgrounds for cultural activities and outdoor sports like Football, Cricket, Kabbadi, Kho-Kho, Athletics and a Badminton Court.

- **Yoga:** VIT believes that yoga is what youngsters need most today and celebrates International Yoga Day. Yoga sessions are conducted for students to channelize their focus and expand their energy to train and sharpen the body, mind and spirit in the right direction. Yoga sessions ensure better health and balanced living for the students.

Cultural Activities:

- **Cultural council of VIT:** VIT is a host to many stellar events all-round the year and has developed facilities for the same accordingly. Cultural activities are carried out by cultural council all-round the year at the Amphitheatre, Auditorium, Plaza and the Playgrounds. Every Friday, Dance Workshops, Movie screenings, Skits, Rockshows, Theatre workshops and many more entertaining events are arranged as part of **"Friday Paathshala".** This gives students an opportunity to show case their talent besides giving them a reinvigorating break from academics. In 2009 Friday Paathshala bagged the **Silver 'WOW' Entertainment Award**.

- **Student Council:** Be it performing arts, fine arts, literary arts, technical skills or sports; **VERVE** caters to all the needs of a talented personality. The Annual Intercollegiate Cultural Festival – "VERVE" is conducted since 1999. VERVE receives participation from 60 other colleges and is a host to around 50 events. Over the years, VERVE has grown tremendously and established a covetous Inter-Collegiate reputation for itself. VERVE has also witnessed the presence of personalities like Priyanka Chopra, Ranveer Singh, Arjun Kapoor, Neeta Lulla, Ali Fazal, Sapna Pabbi, Gurmeet Choudhary, Avadhoot Gupte, Nucleya, Aarman Malik and many more distinguished personalities.

Sr. No	Play area	Year of Establishment	Area in Sq Mtrs	User Rate	Games
1	Gymkhana	2005	140	100	Table Tennis, Carrom
2	Playground 1	1999	4000	60	Foot Ball, Cricket, Box Cricket, Rink Football, Volley Ball, Kabadi
3	Playground 2	1999	4000	30	Foot Ball, Cricket, Box Cricket, Rink Football, Volley Ball, Kabadi
4	Chess Board	2005	100	2	Human Chess

5	Volley Ball/ Basket Ball/ Lawn Tennis court	2015	600	30	Volley Ball/ Basket Ball/ Lawn Tennis
6	Badminton	2017	100	4	Badminton
7	Sports Complex(DEN)	2017	400	100	Chess, POOL, Computer Games, Carrom, Table Tennis, Air-Hockey, Foos-Ball, Play Stations(PS4),Karaoke room, Yoga

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

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 51

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)
any additional information	[View Document](#)
Link for additional information which is optional	[View Document](#)

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 39.23

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

2017-18	2016-17	2015-16	2014-15	2013-14
300	450	500	3600	1000

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

Library automation is extremely important in this age of technology. As there is tremendous growth in the different fields of knowledge and there is need for access to the desired literature. The VIT has also taken initiative to move its library towards paperless functioning through the use of automated library management software. The design & development of this library automated software is carried out at the institute level & customized to suit to our requirements. It is difficult to have access to the desired literature with manually operated devices. Library automation is the use of automatic and semi automatic data processing machines to perform such traditional activities as acquisition, cataloguing and circulation.

Functioning of VIT ILMS (vMIS)

The Institute has developed its own Library Management Software and is available to all through the vMIS system. All the Library functions are fully automated and are listed below (refer figure no. 4.2.1 (a), 4.2.1 (b) & 4.2.1 (c) in the attached file as additional information) :

Salient features of vMIS:

1. **Issue of Purchase Order:** Purchase Orders are generated through vMIS and can be e-mailed to the vendor.
2. **GRIN (Goods Receiving & Inspection Note):** This function helps add the new books to the database.
   - **Add & Edit Books/ Non-books:** This function allows to enter information about new book entry, class number, author name, classification number, subject & branch. Non books entry mainly refers to CDs & DVDs.
   - **Add/ Edit Subscription:** This function allows to add and edit the details of subscription and also provides duration of subscription.
3. **Billing:** This function allows the Librarian to process bills
4. **Issue/ Receive books:** All Books are bar coded. This helps to reduce the transaction time for

"Book – Issue" and "Book Return".

5. **Add/ Edit User:** This allows the Librarian to add users like Alumni, Guests & other stakeholders.

6. **Search Engine (OPAC):** OPAC (Online Public Access Catalogues): As soon as new books are purchased and processed, their bibliographic description is added in the OPAC. It can be accessed through Internet/Intranet. Users can also view their own account through OPAC.

7. **Reports:** Various reports required by the Librarian can be generated using this function.

8. **Annual Stock Verification:** It generates the report for number of books available, issued, returned & purchased per year.

9. User can submit their **Recommendations / Suggestions** through V-MIS

(1) Name of the ILMS software:

VIT has developed its own software vMIS (Vidyalankar- Management Information System) which has inherent library automation functions. It is accessible to all Staff and Students. It can also be accessed through Internet/Intranet.

(2) Nature of automation (fully or partially)

All the Library functions are fully automated.

(3) Version

Library uses version 3.0. (All versions have been developed in-house)

(4) Year of Automation

Library is fully automated since its inception in 1999.

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

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

Response:

VIT Library collections are built with a greatest emphasis placed on unique materials of enduring historical and research value. The library holds special collections of Encyclopaedias as well as the Handbook Archives. In addition to printed and manuscript resources, the library contains CDs, DVDs, Dictionaries, Special reports, posters, e-Journals, Digital contents.

Library collection details

Title	Quantity
Encyclopaedias	2

Handbooks	6
Dictionaries	7
News papers	8
Magazines	18
CDs, DVDs	2232
Non- technical books (Humanities, Social Sciences)	650

1. Rare Books: VIT library has rare books collections in the form of encyclopedias, handbooks & dictionaries.

(a) Encylopedias:

Sr. No.	Book	Author	Publisher	No of copies	Year of Publishing
1	Encyclopedia of Networking	Mitch Tulloch	PHI	1	2001
2	Encyclopedia of Networking & Tele-communication	Tom Sheldon	McGraw-Hill	1	2001

(b) Handbooks:

Sr. No.	Book	Author	Publisher	No of copies	Year of Publishing
1	Handbook of Materials & Processes for Electronics	Harper	McGraw-Hill	1	1970
2	Handbook of Electronics Circuits & Design	Harry Thomas	McGraw-Hill	1	1972
3	Handbook of Engineering	Richard Dorf	CRC Press	1	1995
4	Handbook of Electronics	Jerry Whitakar	CRC Press	1	1996
5	Handbook of Measurement, Instrumentation & Sensors	Jogn G Webster	CRC Press	1	1999
6	Handbook of Transformer & Induction Design	Col. McLyman Marcel	CRC Press	1	1972

(c) Dictionaries:

Sr. No.	Book	Publisher	No of copies	Year of Publishing
1	Oxford Dictionary	Oxford University Press	7	2009

(d) List of Newspapers:

Sr. No.	Newspapers
1	Times of India
2	Hindustan Times
3	Economic Times
4	Financial Express
5	Mumbai Mirror
6	Loksatta(Marathi)
7	Employment News
8	Sakal(Marathi)

(e) List of Magazines:

Sr. No.	Magazines	Sr. No.	Magazines
1	DIGIT	10	Business Today
2	FEMENA	11	Business India
3	Science Reporter	12	Business World
4	Reader Digest	13	Outlook Money
5	Sportstar	14	Frontline
6	India Today	15	Corporate India
7	Capital Marketing	16	Economic & Political Weekly
8	Dalal Street	17	Business Week
9	Safari	18	Express Computer

2. Special Reports: Library has special reports in form of PhD thesis, Master's thesis and technical papers based on final year UG & PG projects in standard IEEE format.

3. Knowledge Resources: VIT has knowledge resources in the form of e-journals, e-resources, NPTEL video lectures etc.

(a) E-journals & resources

Institute has subscribed to e-journal packages such as EBSCO, IEEE Explore and J-Gate Plus. CDs & DVDs are also available as electronics resources.

(b) Federated searching tools to search articles in multiple databases

The Institute uses meta search engines for books, articles, digital content, journals and lectures.

(c) E-Resources: E-Resources can be accessed from any computer in the campus.

E-Resources-Link

IEEE Electronic Library	http://ieeexplore.ieee.org/
EBSCO-Management	http://search.ebscohost.com/

(d) Video Lectures/E Content:

- The NPTEL Video Lectures Series is available to on-ftp:172.16.1.13
- Video Lectures by VIT Faculty are available on-http://vit.edu.in/open-courseware
- Digital Content developed by VIT faculty is available on:**ftp:172.16.1.4/vit**

(e) Membership of Central Library of Indian Institute of Technology Bombay, Mumbai

Institute is Member of National Digital Library and Central Library of Indian Institute of Technology Bombay, Mumbai.

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

4.2.3 Does the institution have the following:

    1. e-journals
    2. e-ShodhSindhu
    3. Shodhganga Membership
    4. e-books
    5. Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 147.54

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

in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
128.95556	173.08161	187.927	81.9793	165.76372

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

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

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 9.87

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

Response: 370

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Use of technology is a way of life at VIT. IT infrastructure facilities are created taking into consideration the requirements of all the stakeholders.

The IT facilities include:

Hardware: It comprises Server, Firewall, Access Points, and Computing facilities.

- Server: The Institute has 9 state of the art high configuration servers viz.
  - Three IBM servers each with 32GB RAM, 600GB HDD, Xeon 16 core Processor with speed 2.6 GHz /1866 MHz configuration managing virtual applications on campus.
  - One IBM server with 24GB RAM, Xeon 8 core Processor with speed 2.6 GHz / 1866 MHz configuration managing Virtual application data backup.
  - Two HP servers with 4GB RAM, 1TBHDD, Xeon Processor managing ERP data.
  - One IBM server with 24GB RAM, Xeon 8 core Processor with speed 2.6 GHz / 1866 MHz configuration managing Desktop Virtualization.
  - Two servers for managing LMS.
- Firewall Details: High-End SOPHOS-SG-430 is the main firewall with throughput of 28Gbps to provide optimal performance, versatility and efficiency to meet the growing security needs. SONIC firewall is also installed which acts as Wi-Fi controller for SONIC Access point.
- Computing Facilities: Institute has total 976 computing machines with 785 desktops, 134 laptops of makes like Acer, Dell, Lenovo, HP and 57 IPads.

Software:

The Institute has 11 licensed application softwares like Optisim, Rational Rose, AutoCAD, MATLAB, Keil and 3 system softwares WINDOWS, MAC and Linux. The Institute has tied up with Microsoft Corporation for various Microsoft products and emailing solutions. Students are provided with ample opportunities to work on open-source solutions with high speed internet connection.

Internet and Wi-Fi:

Institute has high speed internet connection or connectivity having Wi-Fi setup with 72 access points strategically located across the campus. Wi-Fi is authentication driven and is with restrictions as per user level for maximum security.

ISP Name	Description	Nature of Upgradation	Date of upgradation
Sify WLAN	64Mbps	Upgraded with leased line of 64 Mbps.	16/2/16
MTNL WLAN	64Mbps		23/11/16
Sify WLAN	64Mbps	Upgraded from 60Mbps to 64Mbps with single leased line.	23/11/15
Reliance	30Mbps	Single Sify line with 30Mbps	15/7/15
Sify WLAN	30Mbps		21/5/15
Reliance	30Mbps	Upgraded to 60Mbps from 18 Mbps	15/10/14
Sify WLAN	10Mbps	.	20/8/14
Sify WLAN	20Mbps		1/10/13
Tulip WLAN	10Mbps	Upgraded to 18Mbps	9/4/12
Sify WLAN	8Mbps		

Wi-Fi Access-Firewalls are upgraded from single sonic point with 12 access points to 32 access points and subsequently added high configuration Sophos with 40 access points as below.

Firewall with nature of upgradation	Total number of access points (including upgraded)	Date of Upgradation
Sonic point NE (300Mbps	32	22/07/2013

Throughput)		
Sophos AP55 (1GbpsThroughput)	40	14/10/2015
Sonic point NE	32	22/07/2013
Sophos AP55	40	14/10/2015
Sonic point NE	32	22/07/2013
Sonic point NE	32	22/07/2013
Sonic point NE	12	18/06/2012

The Institute has its own Storage Area Networks (SAN) having capacity of 3 TB used for storing Virtual application data of vPrint , vMIS and License server. A Network Attached Storage (NAS) is also present with 1TB used for storing all software setup files accessible from LAN network.

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio

Response: 3.41

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<u>View Document</u>
Any additional information	<u>View Document</u>
Link to photographs	<u>View Document</u>

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 86.96

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

2017-18	2016-17	2015-16	2014-15	2013-14
1504.90066	1331.68865	1259.24912	4474.14259	1958.4184

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<u>View Document</u>
Audited statements of accounts.	<u>View Document</u>

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

Response:

Adequate academic, physical and support facilities are available on the campus. In order to ensure their maintenance and optimum utilization, various systems and procedures are established so as to benefit all the stakeholders.

1. Maintenance of Physical Infrastructure and Support facility:

Institute believes in maintaining a spic and span campus as a necessary prerequisite to achieving a salubrious environment. In view of this, Department of Facility Management (FM) is established which ensures that the maintenance of the physical, academic and support facilities is carried out in a planned and systematic manner as per the standard policies developed by the Institute.

a) Routine Maintenance:

* Cleaning, Dusting, Sweeping and Mopping of all areas is undertaken daily by the contractual housekeeping staff and is supervised by the FM Department.
* The Institute has multiple automated cleaning equipment for this purpose. Regular cleaning charts and progressive maintenance records are maintained.
* The housekeeping Staff is given training every Saturday on the various aspects of maintenance.
* For minor repairs, the Institute has a workforce of Carpenters, Masons, Electricians and Plumbers.

b) Preventive Maintenance:

* **Painting:** The Institute has prepared a Calendar to ensure that all the areas are periodically painted.
* **Structural Audits:** The Institute periodically (every 3 years) carries out Structural Audit of the Building through qualified Structural Engineers.
* **Fire Alarm System:** The Institute has deployed Fire Alarm Systems as prescribed by the Chief Fire Office of the Municipal Corporation of Greater Mumbai (M.C.G.M). The maintenance of the system is outsourced to an agency empaneled by MCGM. The agency services the equipment monthly and submits its report to the Security Officer.
* **Air Conditioning:** Many areas of the Institute are air conditioned. The maintenance of the Heating, Ventilation, and Air conditioning (HVAC) system is outsourced. The agency services the machines monthly and submits its report to FM Manager.
* **CCTV:** The Institute has installed multiple CCTVs on the Campus. The maintenance of the system is outsourced. The agency inspects the equipment monthly and submits its report to the Security Officer.
* **Lifts:** All the lifts are maintained through AMC with Kone Elevators.
* **Water testing:** Though the Institute gets its supply of potable water from MCGM, the FM Department periodically (bi-annually) sends the water sample to the registered Laboratories for testing purpose.
* **Water Tanks / Septic Tanks:** All the underground and overhead water tanks are cleaned by professional service-providers thrice a year using sophisticated equipment including UV equipment.
* **Audio-Visual System:** The high end AV systems are covered under Annual Maintenance Contract. The agency services the equipment monthly and submits its report to FM Manager. Periodic checks are carried out for electrical fittings and other equipment such as projectors.
* **Pest Control:** The Pest control which includes combating general disinfection, rodent treatment and larva breeding is done periodically as per pre-decided calendar. Anti-Termite treatment is also done periodically.

2. Maintenance of IT Infrastructure : Please refer to the Additional Information for the remaining part of the answer.

(As per the manual, 1000 words are permitted. However, SSR portal accepts only 500 words)

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 45.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
1572	1704	1584	1475	1390

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 93.19

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

2017-18	2016-17	2015-16	2014-15	2013-14
3358	3422	3183	3022	2751

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

5.1.3 Number of capability enhancement and development schemes –

1. **For competitive examinations**
2. **Career counselling**
3. **Soft skill development**
4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**
7. **Yoga and meditation**
8. **Personal Counselling**

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 72.88

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

2017-18	2016-17	2015-16	2014-15	2013-14
2440	2743	3194	3011	1094

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 44.86

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

2017-18	2016-17	2015-16	2014-15	2013-14
1552	1384	2130	975	1512

File Description	Document
Details of the students benifitted by VET	[View Document](#)

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

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

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

Response: 47.95

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

2017-18	2016-17	2015-16	2014-15	2013-14
390	321	559	340	294

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

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

Response: 5.07

5.2.2.1 Number of outgoing students progressing to higher education

Response: 51

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

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 70.73

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

2017-18	2016-17	2015-16	2014-15	2013-14
33	27	60	38	41

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

2017-18	2016-17	2015-16	2014-15	2013-14
45	37	86	54	61

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

5.3 Student Participation and Activities

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

Response: 150

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

2017-18	2016-17	2015-16	2014-15	2013-14
30	14	31	54	21

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

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

Response:

The institute has an active Student Council, Students Chapters and Student Associations. The Institute also promotes participation of students on academic and administrative bodies.

1. Presence of an active Student Council:

An active Student Council comprises Cultural, Technical, Sports, Literary. General functioning including responsibilities of each Council is described below:

- **Student Council:** It ensures participation of all the other Councils in annual college festival "VERVE" which provides an avenue for creativity, team building, leadership and camaraderie amongst the student community and various co-curricular and extra-curricular activities.
- **Cultural Council:** Activities like dance, singing, fashion show, modern art is carried out throughout the academic year. "**Friday Paathshala"** is organized every Friday evening to showcase students' talent.
- **Technical Council:** Technical activities such as technical paper presentation, technical quiz, hands on workshops, technical talks by eminent personalities are organised. The Council organises "IGNITE", a technical extravaganza every year.
- **Sports Council:** Well-equipped Gymkhana and open grounds for students are available to engage in numerous sport activities like cricket, football, rink football, throw ball, kabaddi, table-tennis. The Council organises "**Sports mania**", a sports event every year.
- **Literary Council:** Inter college debate and quiz competitions are organised. The Council organises "Parliament Mock, Model United Nations", a literary event every year.

2. Representation on the academic committees:

- **Class Representatives:** Every class has one class representative and one deputy class representative (preferably girl student). Informal feedback on teaching-learning processes like teaching, course content, study material, practical sessions is sought through meetings with Class Representatives. The suggestions/grievances are accordingly addressed for an enriched teaching learning environment at Department level.
- **Student Chapters:** Student Chapters are established for professional bodies such as ACM, CSI, IEEE. They conduct activities in alignment with respective professional bodies.
- **Students Associations:** Every Department has Student Associations such as CESA, ITSA, EESA, ETSA with a faculty convenor and students. They organize various technical workshops, invited talks, skills/knowledge enhancement programmes etc.

3. Representation on the administrative committees:

- **Student feedback on amenities:** Department of Facility Management is in place to address the problems pertaining to classroom, infrastructure, library, food, water and hygiene. Every Department has one faculty co-ordinator to redress the students' grievances. Students communicate the problems, if any, to the faculty coordinator and subsequently necessary action is taken through the Facility Management Co-ordinator.
- **NSS:** Institute has set up NSS to sensitize students towards societal issues and community services.
- **Alumni Association:** Alumni Association is in place to strengthen the relationship amongst alumni.
- **Anti-Ragging committee:** One student and one Parent are nominated as Member of Anti-Ragging committee. This facilitates to promotion of an ambiance conducive for VIT to be a ragging-free campus.
- **College Development Committee (CMC)**: Students' representation on this Committee facilitates receiving inputs on overall development plan of the college regarding academic,
- administrative and infrastructural growth from students' perspective.
- **Mahila Takrar Nivaran Samiti/Internal Complaints Committee:** Student representation facilitates to investigation into the information against the complaints launched, if any.

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

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

Response: 42.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
26	48	66	37	36

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

VIT has played a pivotal role in shaping the careers of students into technocrats, leaders, entrepreneurs, researchers and global managers. The Institute firmly believes in connecting with all alumni through alumni association and therefore, mechanisms like Alumni Association, Alumni Directory and Alumni App titled "Alma Shine" are devised.

Alumni Committee is functional since 2003 with the objective to nurture a bond with alma mater, to receive feedback on the design and review of syllabus, to enhance employment opportunities and to create a networking platform to share and influence the success stories of alumni. Subsequently, Alumni Association is formed in 2016 having one representative from every Department to cater to the ever-increasing number of alumni.

"For the Structure of Alumni Association, refer Additional Information"

Alumni Directory database is available from the year 2003 till date. Directory is designed to keep track of

all alumni by sorting according to:

1. the department he/she belongs
2. the University/Institute where the alumnus pursues higher education
3. the Corporate/Industry where the alumnus is employed
4. the alphabetical order of the names of alumni

Alumni Android app is available from the year 2016 and 4,980 alumni have registered through it.

Star Alumni: VIT takes pride in many star alumni who are currently holding eminent and illustrious positions in various multinational companies including Apple, Qualcomm, Ericsson, CISCO, Deloitte, Intel, Morgan Stanley, IBM, Samsung, Amazon, Barclays. Some of the star alumni are also successful entrepreneurs viz: the Indo Medical Healthcare, Gourmet Diary, Desi Hangover.

Contribution from Alumni:

VIT alumni contribute significantly to the development of the Institute through the following non-financial means like:

- **Expert speaker:** Alumni are invited for:
  - guest lectures in their respective domains
  - keynote speakers for Conferences, training programmes, seminars etc.
  - examiners for the final year project exhibition titled "Tantravihar" in engineering courses and summer internship project examinations in Management programme
  - annual degree distribution ceremony as distinguished speakers.
- **Experience sharing:** Total of 13 alumni meets have been organised by the Alumni Committee. In all these meets, alumni shared their valuable experience and gave inputs on the current trends in industry. They helped to bridge the academia-industry gap.
- **Curriculum enrichment:** Alumni contributes for curriculum enrichment through their structured feedback on curriculum in-order to keep pace with the recent advancements in industry. They also help us to mitigate the identified gaps through beyond syllabus activities like hands-on workshops, guest lectures and value-added courses.
- **Faculty:** Few alumni were appointed as visiting faculty and presently 15% of the faculty are alumni of this Institute and are serving as regular teaching faculty.
- **IQAC:** Alumni are active members of IQAC and their inputs are helping us for quality enhancements.
- **Placements:** Alumni facilitate Institute for campus recruitment by suggesting to their companies.
- **International Educational-tour:** VIT alumni facilitate our students for industrial visits abroad. Our alumnus Mr. Jagan Guharakutha (PhD student) delivered a seminar session for our students at Stuttgart University when the students visited Germany.

Alumni are also invited as a member on the Department Advisory Board (DAB) of the various programmes.

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

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: ? 5 Lakhs

File Description	Document
Any additional information	[View Document](#)
Alumni association audited statements	[View Document](#)

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 8

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	1	1	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	[View Document](#)
Any additional information	[View Document](#)
Report of the event	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Institute established in the year 1999, a self-financed Engineering Degree and Management Institute, managed by Vidyalankar Dnyanapeeth Trust (VDT) for imparting multidisciplinary quality technical education. VDT established in the year 1998 is a Public Charitable Trust registered under the Society's Registration Act and Bombay Public Trust Act. VDT ardently strives to create a community of educators who are committed towards the development of students and it ensures quality education. The Institute is managed by the Governing Body (GB), whose members are from academia, industry and the Government and it is constituted as per the guidelines stipulated by AICTE.

The Institute's Vision is "To be a globally recognised institute where learners are nurtured in a scholarly environment to evolve into competent professionals and researchers to benefit society".

The Mission statements highlight the purpose of the Institute that depicts the pathway to achieve the vision.

- Evolve a curriculum which emphasises on strong fundamentals with the flexibility to choose advanced courses of interest and gain exposure to tools and techniques in contemporary subjects.
- Encourage a teaching-learning process in which highly competent faculty share a symbiotic association with institutes of repute.
- Facilitate creation and dissemination of knowledge through a digitally-enabled learning environment.
- Develop academic and infrastructural facilities with modern equipment and other learning resources and encourage reciprocal sharing with other institutes through networking.
- Establish a Centre of Excellence to enhance academia-industry partnership and work on collaborative projects.

Core Values:

- Honesty
- Integrity
- Excellence
- Responsibility
- Commitment
- Salubrious Attitude

The governance of the Institution is reflective of an effective leadership in tune with the vision and mission statements. The established policies and Standard Operating Procedures (SOPs) in the Institute ensure the integrity and effectiveness of the governance and administration. The Institute believes in shared leadership and participative decision-making approach. This reflects the decentralization of its operations and delegation of the necessary authorities and responsibilities. Such delegations follow a systematised organisational structure with clearly laid down job responsibilities. There is an environment of mutual

respect and persistent effort where the organisation provides a productive backdrop for cohesive working. It provides periodic opportunities for timely, open and healthy communication. The Institute has constituted clusters of allied courses that encourage collaborative academic leadership through the cluster mentors who facilitate the meaningful discussions within clusters for the curriculum enrichment.

To ensure the quality and imbibe the culture of excellence, IQAC has developed the perspective plan aligning with vision and mission of the Institute. It focuses on the time-bound goals set for academic, administrative, research and development activities. The entire process is based on participative approach wherein the faculty members, and other stakeholders are involved in the development of plans and its efficient execution. Various committees under the leadership of senior faculty members are constituted to ensure the value addition which lead to the holistic development of the students. Some of the committees which have a bearing on the performance of the institute are IQAC, Final Year Project Quality Assurance (FYPQA) and R&D Committees.

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

6.1.2 The institution practices decentralization and participative management

Response:

The Institute promotes decentralisation and participative management in various administrative and academic activities at different levels for effective implementation and hence monitoring of SOPs, policies, regulations and guidelines. The decentralization in governance encourages participative approach which leads to effective implementation of various processes and systems.

The Principal is the academic & administrative head who monitors the overall functioning and has powers for academic, administrative, finance and institute's growth. For efficient functioning, the day to day administration is coordinated by Vice Principal (VP) and academic administration at institute level is coordinated by the Chief Academic Officer (CAO). The institute has Technical Advisor (TA) who is also the director of Internal Quality Assurance Cell (IQAC). Academic Quality initiatives like academic audit processes and faculty performance appraisals are initiated and streamlined by the TA. VIT has decentralised its operations and has delegated authority at various levels to ensure good governance. There is a structured delegation of authority that encourages the academic leadership among the faculty within subject disciplines, peer groups through clusters and researchers through minor research proposals. Faculty are also empowered to decide academic/administrative/co-curricular/extra-curricular activities. Such decentralisation strengthens administrative skills with professional responsibility and accountability that ensures broader participation in decision-making process.

Case Study: Procurement Process

Development of laboratories is always a priority for the Institute, and it is always ensured that all the laboratories are adequately equipped. The respective faculty Lab in charges initiate the process of

procurement by reviewing:

1. New requirements as per syllabus revision, if any,
2. Industry requirements
3. Cluster Mentor inputs

The technical staff and subject teachers are involved for the preparation of proposal which is subsequently sent to the HOD for approval. The HOD then reviews the requirements based on the availability and current status of equipment, product specifications and the quoted price of the same. Then the consolidated proposals of all the departments are sent to the Chief Academic Officer who further recommends the proposals on the basis of the budget sanctioned for each department for such capital expenditures.

All such ratified procurement proposals from CAO are set before the Purchase Committee comprising of Director, Principal, Vice Principal and external experts for the finalisation of technical specifications and quantity. The vendors are finalised based on the comparative analysis with respect to the available quotations. The purchase orders are then prepared based on the product specifications, quantity, quoted price, quality specifications, place and date of delivery. On receipt of the equipment the purchase committee coordinator inspects the quality of goods /assets and prepares a quality inspection report (If required). The Purchase committee coordinator and the lab in charges also inspect the functioning of the technical asset. The concerned department submits the installation and commissioning report to the HOD. The process of equipment purchase reinforces decentralisation and active involvement of faculty and technical staff.

File Description	Document
Link for Additional Information	<u>View Document</u>

6.2 Strategy Development and Deployment

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

Response:

The Institute has a strategic plan for development where the goals and action plans are stated and are aligned with the Institutes Vision and Mission. The plans are developed by the Steering Committee in consultation with IQAC and approved by the Governing Body. Mission 100 is one the successfully implemented activity mentioned in the strategic plan of 2010-15.

Activity: Mission 100

Faculty at VIT are involved continuously and show eagerness to introduce best practices that positively impact teaching-learning process. In past few years, it is observed that students admitted to engineering are from diverse background and created a need for corrective measures for performance improvement. After recognition of students' performance from the classroom activities, assignments solved and internal assessment results, it was a necessity to design and match teaching methods to address students' requirements. Mission 100 was the activity rolled out to fulfill the requirement of time.

Objective:

- To Improve results of students
- To have more students securing higher grades

Different measures were identified and initiated for different subjects after careful analysis of results. One of the initiatives for First-Year Engineering students for the subject Applied Mathematics – I (AM-I) is highlighted here.

Mission 100 For AM-I: Past results for FE students showed that AM-I is a critical subject and becoming a major factor in bringing down the result. Mission 100 deployment is initiated with the objective to improve First Year End semester examination results. After the brainstorming discussion over the methodology and its implementation, it was decided to add an extra hour to the weekly timetable. Extra practice for solving numericals is given through this extra hour, where V-Tutorial is used to select numericals randomly on selected topics to prepare tutorial sheets. In subsequent years more such initiatives were identified and are included as activities in Mission 100 for AM-I such as:

- Class test
- Take Home test
- Quiz
- Video lecture
- Prelim on entire syllabus

Students' understanding & progress is monitored continuously and is reflected in End Semester Examination results.

The outcome of the Activity

End Semester Examination results analysis of INFT department shows continuous improvement in AM-I from Dec 2014 onwards.

Subject	Semester	Department	Year	Result in %
AM-I	I	INFT	Dec 2017	85.00
			Dec 2016	74.62
			Dec 2015	68.30
			Dec 2014	62.78

- **A Number of students scoring 100% marks in AM-I in End Semester Examination (all Department).**

Dec 2017-18	02
Dec 2016-17	05
Dec 2015-16	01

- **Overall AM-I results of End Semester Examination of all departments –**

Year	Fail	32-39	40-49	50-59	60-69	70-79	80
Dec 17-18	77	116	101	91	54	16	2
Dec 16-17	72	126	83	89	90	58	5
Dec 15-16	219	177	116	107	62	8	1

File Description	Document
Any additional information	<u>View Document</u>
Strategic Plan and deployment documents on the website	<u>View Document</u>
Link for Additional Information	<u>View Document</u>

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The Institute is managed by the Governing Body (GB), constituted as per the guidelines stipulated by AICTE, which is the supreme body governing the Institution. The members of the GB discuss and decide policies and action plans for fulfilment of the stated mission. VIT has decentralised its operations and has delegated authority at various levels to ensure good governance. The Principal is the academic & administrative head who monitors the overall functioning and has powers for academic, administrative, finance and institute's growth. For efficient functioning, the day to day administration is coordinated by Vice Principal (VP) and academic administration at institute level is coordinated by the Chief Academic Officer (CAO). The institute has Technical Advisor (TA) who is also the director of Internal Quality Assurance Cell (IQAC). Academic Quality initiatives like academic audit processes and faculty performance appraisals are initiated and streamlined by the TA.

VP, CAO & TA are delegated powers to take decisions as per their roles at Institute level to make the functioning of all the departments and functional units uniform across the Institute. Each department has a designated head (HOD) who is empowered for the success of the programme in the department & reports to the VP. Each department has Department Academic Officer (DAO), academic coordinators and class teachers, non-teaching staff to coordinate the academic and administrative activities respectively. Each supporting functional unit of the Institute, i.e. Registrar, Finance & Accounts, HR, Library, Examination, Training & Placement, Marketing, Facility, Systems, Stores, Security; has designated In-charge who reports to VP. The staff working in these functional units report to the designated In-charge.

The involvement of the effective leadership is achieved through the well-defined system and organisational structure. Managing Trustee and Director convene a monthly meeting (C1) with VP and CAO with the primary objective of getting feedback of execution of various processes as per the calendar. VP and CAO conduct meetings (C2) fortnightly with HODs and heads of allied functions for communicating decisions of the C1 meetings and for preparing an implementation plan and monitoring the execution. Subsequently, twice in a month, HODs conduct meetings (D1/D2) with the department faculty for smooth execution of the processes. Inputs are taken during the meeting for continuous improvement of the system.

Service rules: The institute follows the service rules according to the norms of University of Mumbai and Government of Maharashtra. Service rules are disseminated on V-MIS and staff is made aware of it.

Recruitment: A detailed recruitment procedure for staff is mentioned in SOP and is available on vMIS.

Promotional policies: As per norms of University of Mumbai , AICTE and Government of Maharashtra.

Grievance Redressal Mechanism: To deal with all types of grievances at Institute level, VIT has various committees to review and address grievances, if any. Following are the Committees constituted for prohibiting/addressing various types of grievances.

- Grievance Redressal committee
- Mahila Takrar Nivaran Samiti/Internal complain committee
- SC/ST committee

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

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP Document	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The Institute has various committees headed by senior faculty for executing academic/ co-curricular/ extracurricular activities with well-defined roles and responsibilities. Members of these committees meet as per the decided frequency of meetings. The decisions, actions that need to be taken, recommendations, requests for approvals and conclusions in the meetings are recorded in the form of minutes of the meetings. All actionable tasks are reviewed in the next meeting for progress; approvals are followed up and converted into actionable items. Few Institute level committees are mentioned as given below:

- Admission Committee
- Parent Interaction Committee
- Library Committee
- Laboratory Development Committee
- Career Counselling Committee
- Final Year Project Quality Assurance Committee
- Research & Development Committee
- Industry Institute Interaction Committee
- Entrepreneurship Development Committee
- Placement Committee
- Examination Committee

Career Counseling Committee activities:

Career Counseling Committee focuses on improving institutional effectiveness by integrating strategic training courses within the existing engineering curriculum. The Committee is constituted of senior faculty as convener and one faculty from each department as a member. The Committee meeting is held once in a year before the commencement of the academic year. Previous year activities are reviewed and discussed and based on that activity calendar is prepared for the current academic year. Career Counselling Committee plans activities for SE, TE and BE students of all Departments. The committee activities encompass different stages of career planning like self- assessment, exploring career options and decision making.

- The first & second stage of career planning is addressed by the activities planned for SE students where they are guided and made aware of different career options after completion of the degree. In general, activities for SE students include seminars on career opportunities where students and parents are invited. The survey is conducted to collect career choice options like job, Higher Studies (ME/M.Tech./MS/MBA) or self-employment after degree completion.
- Activities for TE students include the seminar on the preparation of various examinations like GRE, GATE, TOEFL, CAT etc. These activities make students aware of the higher studies as well guide them in understanding the admission process of higher studies to be pursued overseas.
- For BE students, committee plans activities like Procedural details for application to top Business Schools, Visa Proceeding & Documentation, Financial scholarships available & its documentation etc.

Activity: Seminar on the preparation of GRE and TOEFL examination

The above activity was planned in the meeting held on July 2016 for TE students and successfully

implemented on 3rd August 2016. The Career Counsellor was invited as a guest speaker for the event. The speaker guided students on how and when to start preparing for entrance exams like GATE, GRE, TOEFL, CAT, CET and also explained admission process for higher education in India as well as abroad. Around 275 students were benefitted from the activity.

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

6.3 Faculty Empowerment Strategies

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

Response:

Progress of an organization depends on its employees. Institute believes that one can give her best when he/she is happy with work. This in turn has a positive impact on the student community. The Institute has effective welfare schemes for the benefit of its teaching and non-teaching staff.

1) Welfare Schemes for Teaching Staff:

- **Sponsorship Fee Reimbursement for STTP/Workshop/ Professional Membership/Paper Publications:** Considering rapid changes in technology and industry expectations, the Institute encourages its staff in acquiring the latest skills by deputing them for various programs/ conferences. The policy for reimbursement of fees paid for such STTP's/Wrokshops is in place.
- **Empowering teachers with personal computation facility:** The Institute provides laptops to every faculty and encourages them to use modern teaching aids.

2) Welfare Schemes for Non-Teaching staff:

Institute believes in the overall development of its administrative & support staff as well.

- **Sponsorship/Fee Reimbursement for Workshop/Training:** Fee reimbursement is given as per norms which are published in the policy document
- **Special training for soft skills:** The Institute gives equal emphasis on the soft-skills training of non-teaching staff.
- **Staff appointment on compassionate grounds:** The objective of the scheme is to grant appointment on compassionate grounds to a dependent family member of an employee who has expired while in service.
- **Staff Uniform:** To encourage a professional appearance all non-teaching staff are provided with three sets of uniform; the entire cost is borne by the Institute.

3) General Welfare Schemes for all staff:

- **Policy for Higher Studies:** The Institute recognizes the need for continuously educating its teachers. Faculty who have completed two years of continuous service are provided with Leave/Reduced teaching load to pursue Masters/Doctoral research
- **Leaves:** The Institute has various leaves like casual leave, sick leave, earned leave, maternity leave, study leave and compensatory leave as per the HR policy.
- **Gratuity:** All staff are eligible for Gratuity after completing continuous service of minimum years.
- **Leave Travelling Concession:** All Staff are provided with LTC once in a block of two calendar years
- **Medical Insurance:** All staff are covered with Medical insurance of Rs. 1,00,000/-.
- **Medical Assistance in Emergency:** The Institute has tied up with TOPSLINE Emergency Response Service for 24x7 medical support facility. First Aid boxes are available at various locations on campus.
- **Counselling Centre:** Realizing that life in the city is very hectic; students and staff may experience stress and depression. Thus, the Institute has a professional counsellor to address students & Staff.
- **Early Salary payments during festivals:** During prominent festival times, salaries of staff are credited well in advance.
- **Recreational Activities, Sports & Gymkhana:** To maintain a work-life balance, the Institute has a full-fledged Gymkhana offering recreational facilities like computer gaming, karaoke etc. with state of the art indoor and outdoor sports facility.
- **Health Awareness Programs:** The Institute arranges health awareness programmes like cancer awareness, yoga sessions, organ donation etc.

File Description	Document
Any additional information	[View Document]

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

Response: 29.72

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

2017-18	2016-17	2015-16	2014-15	2013-14
35	48	106	57	16

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	[View Document]
Any additional information	[View Document]

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 15.4

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
16	24	11	22	04

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	[View Document](#)
Any additional information	[View Document](#)

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 58.8

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
84	110	91	126	101

File Description	Document
IQAC report summary	[View Document](#)
Details of teachers attending professional development programs during the last five years	[View Document](#)
Any additional information	[View Document](#)

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Performance Appraisal System provides teaching and non-teaching staff with meaningful appraisals that encourage professional learning and growth. The process is designed to foster individual development and identify opportunities for additional support wherever required. Performance Appraisal System is implemented for both teaching and non-teaching staff.

Appraisal System for Teaching Staff

Design of Performance Appraisal form for teaching staff is based on five major components as given below:

1. Academic Involvement (20% Weightage)
2. Student Development (32% Weightage)
3. Institutional Development (32% Weightage)
4. Professional Development (13% Weightage)
5. Competency Mapping (03% Weightage)

Total 48 performance parameters are considered for assessment. For each of these parameters, criteria are defined, and it is mapped with the number of points i.e. score. At the end of semester, faculty are evaluated for their performance. Faculty submits duly filled in form with relevant documents and evidences to their Reporting officers. Self-appraisal score is further verified and finalized by the Reporting Officer.

- Academic Involvement of faculty is evaluated based on the courses taught and their difficulty level, conduct of Beyond Syllabus Activities, innovation in teaching, Contribution towards Learning Resources Development at Institute, UG/PG projects guided, Efforts for Lab Work/Tutorials and University related work.
- Student Development component accommodates Course results, average student attendance, student feedback, co-curricular activities conducted for students, mentoring and placement of students in the preceding year.
- Institutional Development component takes care of faculty efforts for the overall development of the Institute. It includes points for organization and participation in conferences, STTPs, FDPs etc., participation in departmental and institute committee activities, efforts for revenue generation and funding, service to community or product development, Institutional governance responsibilities and faculty interaction with outside world.
- Professional Development is evaluated based on performance parameters such as publications, patents, qualification upgradation, special honors/awards, fellowship received, and books published.
- Competency mapping assessment is done based on the overall attitude towards profession.

Analysis of the data is rigorously carried out at the Department / Institute level and also with respect to different components and accordingly appreciation letters and letters for improvement are given to the respective faculty.

Appraisal System for Non-Teaching Staff

Design of Performance Appraisal form for Non-Teaching staff is based on the qualitative and quantitative

responses towards performance parameters. Total of 25 parameters are considered for assessment.Quantitative parameters are mapped with the number of points i.e. score.At the end of each year, staff is evaluated for their performance. Wherever, there is scope for improvement, it is communicated to the concerned staff through their reporting officers.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Institute has a system of internal as well as external audit. Internal audit helps the institute to follow a systematic approach to evaluate and enhance the effectiveness of financial processes. It reviews and approves information and compliance with policies and SOPs. It observes the accounting heads like Fees collected from students, various expenses made, Provident Fund, Profession Tax, TDS, Assets and Liabilities etc. A thorough check and verification of all vouchers of the transactions is carried out in each financial year. The observations given by the auditors are duly complied with. The Books of Accounts of the Institute are audited by the in-house audit team. Statutory audit is conducted once in a year by the external auditor as per stipulated provisions of the Income Tax Act.

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

Response: 18.56

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

2017-18	2016-17	2015-16	2014-15	2013-14
3.86	5.92	4.44	3.73	0.61

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Response:

The Institute is supported by Vidyalankar Dnyanapeeth Trust; a nonprofit Educational Trust; which does not receive grants or donations from Government. For appropriate and proper utilization of resources, the Institute has annual planning and budgeting process. Budgets and compliance to budgets, financial data is closely monitored by the Institute. As a self-financed Institute, the major source of funds for generation of necessary financial corpus is through the collection of tuition fees from the students admitted for various UG and PG programmes. The other financial sources are technical consulting, research project grants, sponsorships for various conferences, seminars, establishment of Industry sponsored labs etc. The budget requirement of all departments is submitted to the director's office. The resources required are justified by respective HODs along with submitted budget.

- The funds are utilized for approved academic expenses and administrative expenses as per the norms laid down by the authorities.
- Major proportion of funds are allocated for remuneration to the teaching professionals and administrative staff members.
- Further to mobilise the financial resources, funds are allocated, and expenditures are prioritised as follows:
  - To conduct staff activities like staff welfare, staff uniforms etc.
  - To conduct orientation programs, workshops, FDPs, training programs that ensures quality education.
  - Adequate funds are utilized for development and maintenance of infrastructure of the institute towards upkeep of the tangible fixed assets, repairs and maintenance of administrative areas, laboratories, classrooms, gymkhana etc.
  - The funds are allocated to conduct Guest lectures by renowned experts from Industry.
  - To conduct student activities like technical competitions, cultural activities, literary events, seminars, workshops, placements, uniforms, study notes and study material printing etc.
  - Funds are allocated for digital content development.
  - University expenditure towards eligibility fees, enrolment fees, registration fees etc. are paid.
  - Examination expenses including remuneration to examiners are paid.
  - Funds are allocated to encourage research and development activities
  - Requisite funds are utilised for enhancing library facilities like subscriptions to Books/ Journals/ Periodicals/ Magazines/ Newspapers each year.
  - Funds are also allocated towards security, fire fighting charges, water proofing etc.

File Description	Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the

quality assurance strategies and processes

Response:

IQAC fosters number of activities to make everyone aware of quality assurance strategies and processes. Two initiatives which have contributed significantly in quality improvements are enumerated below:

Title of Practice: Progressive development of Academic Administration Plan (AAP)

In order to administer academic planning of each course more effectively, teaching learning plan is transformed into standard template of Academic Administration Plan in the A.Y. 2013-14. For every course, comprehensive AAP comprising module wise planning of lectures and practicals / tutorials, list of books and assignments, beyond syllabus activities, study materials etc. is prepared by faculty. As per the suggestions by IQAC, AAP is strengthened every year with incremental improvements by incorporating various allied components as summarized below

Year	Features added
2013-14	• List of Faculty involved in Subject Common Lesson Plan • PEO and Program Outcomes • Relevance to future subjects • Gap Analysis and Mitigation with BSA activities plan • Topics which bring the result down • Course Administration • MIT OCW/MOOC/ NPTEL • Practical List, Journal preparation policy • Internal Assessment Test • Tutorial / Assignment / Quiz Plan • Assignment, Pop Quiz Questions • Individual Lesson Plan with Module wise Teaching Methodology and aids.
2014-15	• Course Outcomes • Past Results
2015-16	• Module wise weightage of Marks and contact hours • List of Assignments • Beyond syllabus activities with best resources to be used
2016-17	• Module wise References of study material viz. website/Internet links • List of experiments mapped with course outcomes • Minimum 2 Problem Based Learning experiments • Rubrics for Term Work works • List of Assignment/Tutorials mapped with Course outcomes
2017-18	• The academic resources available in VIT • Couse Objectives • CO-PO and CO-PSO mapping • Module-wise best resources available • Recommended VAC • Recommended Prior Viewing / Reading

Title of the Practice: Subject Cluster Mentoring

Objective: The concept of cluster wherein courses of similar domain are brought together at Institute or department level is introduced in the year 2013-14. The main objective of the cluster system is curriculum enrichment by identifying gaps and accordingly, designing various beyond syllabus activities for strengthening the AAP.

Formation: The Institute has 50 such Clusters. Each cluster has respective course teachers, one internal senior faculty and two external mentors (Academic & Industry).

Process:

1. Every faculty prepares draft AAP for their respective courses in consultation with Internal cluster mentor. During meetings with external mentors, the AAP is further strengthened in terms of various beyond syllabus activities for Gap Mitigation, quality enhancement in lab work, field trips for students and faculty etc.
2. Internal cluster mentor audits the IA Question Papers thus ensuring quality and standard of the paper.
3. During Semester, Internal Cluster mentors facilitate teachers for improvising and design problem-based learning experiments with new tools & technologies.
4. After End Semester Examination, Cluster Members prepare Model Solution for the University Paper, which are assessed by the Internal Cluster Mentor and suitable feedback is given.
5. Internal Mentor also identifies appropriate STTPs/Industry Training Opportunities and suggests the same to faculty for their overall up-gradation.

Outcome: The practice of cluster mentoring has resulted in the effective Gap Mitigation for course delivery and to achieve course outcomes.

File Description	Document
Link for Additional Information	View Document

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

Response:

Institute has well planned teaching learning process and has robust methodology for rolling out the process. At the same time there is well planned structure, as per the Guidelines of IQAC, to review the Teaching Learning Process. There are various teaching learning Processes like Subject Allocation, Preparation of Academic Administration Plan, Cluster mentor meetings, Student mentoring etc. Each of these activities are planned by the faculty and are reviewed thoroughly before rolling. Once the activities are rolled out, their progress is monitored as per the type of activity. The outcomes are analyzed and discussed with concerned faculty for further improvements.

Example-1: Capstone Project: Quality Improvement Initiative

The Capstone Project is a two-semester process in which students pursue a group-based project on a question or problem of their choice in their relevant disciplines. With the guidance of a project guide a substantial work is carried out that reflects the understanding of the project.

The Process

Final Year Project Quality Assurance (FYPQA) committee plays a very significant role in putting guidelines for execution of the Student Project Activity. At the end of Semester-VI Division-wise Orientation program is scheduled by Project Co-ordinator. It highlights detail about the emerging areas in their respective discipline. After the Orientation Program, students submit a Groups form indicating the area of interest. Mapping of Guide area of specialization/ interest and Domain preference submitted by students takes place. Project Groups and Guides collaborate and come up with as many Project Ideas as possible. The preliminary feasibility is checked by the Guide itself and final three ideas are decided. An Expert panel of Faculties within the Department are setup to monitor the progress of Project Approval Process. They provide constructive feedback to Project Groups and Guides for enhancing project quality. If project idea is accepted, then project title is fixed and respective guide is informed.

A project day is allocated in semester 7 and 8 and continuous monitoring of Project Progress is done by Guides. Monthly Reviews are done division-wise on respective Project Days to track the progress of project. Expert panel members are nominated to validate project group presentations and to provide valuable suggestions/ improvements. Every year in the month of March-April institute organizes A Project Exhibition cum Competition "Tantravihar". Students exhibit their projects and are evaluated by external Industry Expert. Students are encouraged to publish their work in reputed journals/conferences and participate in Inter College Project Competitions to exhibit their work. At the end of semester students submit their final project report which is also evaluated in End Semester Oral Examination.

This Capstone Project ultimately helps students to

- Develop Application Based Projects
- Inculcate Project Based Learning
- Get feel of Industry Projects
- Develop confidence for initiating start-ups

Due to Number of words constarint, please refer to the Additional Information for the description of second example titled **: Lecture Capture E-Learning Initiative**

(As per the 17th July manual for SSR affiliated colleges each example is to be written with max. 500 words. However, SSR portal only accepts max. 500 words)

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

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

Response: 21.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
31	27	20	17	12

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post**

accreditation quality initiatives *(second and subsequent cycles)*

Response:

To enhance the quality in academic and administrative domains, various IQAC initiatives are implemented incrementally so as to keep in pace with the expectations of stakeholders like students, industry and society. Few are mentioned below:

- **Bridging the Gap between Industry and Academia:** To improve the quality of technical education and to provide an insight into corporate working environment; two major initiatives are suggested by IQAC as:
  - **Value Added Courses (VAC):** Value Added Courses were initiated in year 2015 and are conducted by Industry as well as National and International Institutes of repute.The main aim of introducing VAC is to improve technical knowledge of students. In continuation with this class based VAC, online certification courses of MOOC/NPTEL are suggested by Subject Clusters. Students were encouraged to join these courses.
  - **Internships:** Every year students apply for Industry Internships at various organizations. Institute helps them in identification of internships at reputed companies.Institute also started internal internships to the students. The numbers of students enrolling for the courses and Internships have increased over years.
- **vMIS:** The management of the day to day operations of the Institute has been streamlined with a customized ERP developed for the Institute that manages all administrative and academic processes of the Institute. Initially standalone applications were used at various important places like Library, Exam and Accounts. Over the years the need for uniform and web based digitized solution was identified. So institute started implementing its own V-MIS solution from 2014 onwards with few modules. In subsequent years more modules were added as per need of institute. Some of the crucial modules include:
  - Digital storage of important documents and retrieval
  - Stores and Inventory management
  - Library management
  - Examination
  - Accounts
  - Admissions and cancellations
  - Staff attendances, payrolls and leaves

- **vAttendance:** As a part of digitization, institute shifted from manual student attendance to biometric attendance. To create transparency in the attendance monitoring system traditional method of attendance recording is replaced by biometric attendance system from A.Y. 2014-15. Initially it was introduced for second year engineering. After stabilization of the system in the A.Y.2016-17 it was introduced for third year. The institute jointly developed an attendance tab which uses biometric system for capturing attendance. This facilitates timely identification of irregular students.
- **International Industrial Visits and Collaboration with Foreign university:** Industrial visit is an important part of course, during which students visit companies and get insight of on the internal working environment of the company. Initially VIT use to organize many industrial visits which included visits to industries located nationally. To explore global trends in industry, Institute started organizing International Industrial Visits to eminent counties like Singapore, Germany etc. To foster academic and cultural interchange in areas of education and research, the institute has

collaboration with The University of Toledo (Ohio, USA). With this collaboration VIT has jointly established a 1+1 Post Graduate Degree Program (MBA) for academic exchange. The collaboration also establishes a mutually-beneficial educational and pedagogical relationship with VIT.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 28

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	6	5	5	4

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2

1. **Institution shows gender sensitivity in providing facilities such as:**
   1. **Safety and Security**
   2. **Counselling**
   3. **Common Room**

Response:

Gender sensitivity on campus

a) Safety and Social Security

As a learner-centric Institute, VIT believes in affirmative action when it comes to equality, inclusivity and diversity by providing equal opportunities to its students and staff without any discrimination on the basis of gender, religion, caste, provincial, urban-rural grounds. The Institute ensures safety and security of everyone on the campus through well-defined guidelines. Being a co-educational Institute where gender equity is a way of life, it encourages girls and boys to participate together in academic, cultural, sports and social activities. Various activities are organized to sensitize and promote gender equity among students and staff by the Women Development Cell and VIT's IEEE Women in Engineering Cell.

VIT assigns great importance to the safety of students and staff. As a safe campus is an essential prerequisite to effective learning, campus security arrangements ensure that the following adequate precautions are taken:

- Well-trained security guards (both male and female) are deployed at key locations.
- All visitors are carefully screened and permitted to enter the campus only after strict entry procedure.
- Identity cards are mandated for everyone on campus.
- 103 High end CCTV cameras are installed at prominent locations as well as in most classrooms.
- First Aid boxes are made available at various locations. Further, VIT has a tie-up with Cardiac Ambulance Services for handling medical emergencies.
- Women faculty members accompany girl students whenever they participate after college hours in outdoor or in-house activities.
- A female sports instructor is present at the Gymkhana on the campus.
- VIT has fully automated fire alarm system, and sprinkler system along with fire extinguishers and water hydrants.
- VIT also ensures social security through Anti-Ragging Committee, Grievance Redressal Committee and Internal Complaints Committee. Suggestion boxes are also placed and grievances, if any, are addressed. VIT ensures that there are absolutely no instances of ragging, or sexual harassment on the campus.

The outcome of all these measures and efforts is that students and staff (especially women) feel safe and secure on the campus.

b) Counselling

At VIT, Counselling for students is a specialized service of guidance provided through a professional Counsellor, Counsellor Ms. Archana Samarth, who is available on campus from 10 am to 4 pm on every Monday and Thursday.

- Awareness sessions are conducted by the Counsellor regularly on diverse topics such as gender sensitizing, handling result pressure, positive living, coping with various challenges etc.
- There is also a provision for girls to share their concerns confidentially within and beyond the classroom with female faculty and the Counsellor.

c) Common Room

When students enjoy break between lectures, they find relaxation and recreation in the Common Room.

- VIT has Common Rooms for especially for girl students at C 301, and in the S Block
- Other Common Rooms include 'V Lounge' and the Gymkhana
- VIT also has a Medical Room at A 303 with the facility to take rest during an emergency.
- There are separate washrooms for women, men and staff.
- Sanitary napkin vending machine in installed in Restroom No. B104L.

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

7.1.3 Alternate Energy initiatives such as:

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

Response: 0.1

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

Response: 2000

7.1.3.2 Total annual power requirement (in KWH)

Response: 1971520

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 15.85

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 22440

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 141540

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Waste Management at Campus

VIT is conscious about waste management and takes necessary efforts towards sustainable environment. In

line with the GoI's Swachha Bharat Abhiyaan, VIT prioritizes cleanliness on campus and encourages students and staff to follow effective waste management practices which include reduction at source; segregation and implementation of 3R's i.e. REDUCE, REUSE and RECYCLE before disposal. VIT has a well-defined mechanism for waste disposal and sensitizes students and staff regularly in different ways as follows:

Solid Waste

Towards Solid Waste Management, VIT has taken the following steps:

- Prohibited the use of Styrofoam disposables in cafeteria and in creative crafts organized by students.
- Initiated a drive to REDUCE plastic usage to the minimum essential, on and off the campus.
- Solid waste is segregated at source. Organic waste is collected in green dustbins and non-biodegradable (Dry) waste in blue dustbins. The waste pickup and collection is done by housekeeping staff. The Municipality staff collects dry waste twice a day.
- Installed a Composting Plant where all the cafeteria organic waste and gardening waste is converted to good quality manure which is used for in-house gardening and also distributed among staff and students to promote positive practices on waste management.
- Displayed about the reduction of waste at source on digital boards regularly to sensitize students and staff.
- Funded a Minor Research Project to set up a prototype to handle green waste generated by composting.
- Made provision for segregating dry waste as paper waste, plastic waste and metal waste which is given to vendors for recycling
- Organized a seminar to create awareness on waste management with reference to the landfill site at Deonar, Mumbai.
- Organized an awareness drive on campus for installing Brihanmumbai Municipal Corporation's "Swachhata App" to help keep our city clean.

Liquid Waste

- VIT has set up its own STP (Sewage Treatment Plant) to take care of waste water generated at campus.
- Liquid waste includes waste water generated by washrooms, regular cleaning and mopping and canteen waste water.
- The STP has a capacity to handle 200 m³ of sewage per day and consists of primary, secondary and tertiary treatments.
- The treated water is tested on a monthly basis for its discharge parameters to ensure compliance with standards and is pumped, stored and REUSED in green landscaping through sprinklers.

E -waste management

- Institute takes efforts to minimize e-waste. Regular maintenance by technical staff and reutilization of spare parts of discarded electronic devices is a common practice.
- To sensitize students and staff on careful disposal and management of electronic waste, E-waste bin is installed at VIT. E-waste is collected by a company called Eco Recycling Ltd (Ecoreco).
- Nonfunctional computers, monitors and printers are discarded on a systematic basis.

- 70% of monitors used at the Institute are LCD to REDUCE e-waste.
- On 19 and 20 September 2017, a special drive on E waste collection was done by Green VIT Club.
- A Seminar on "E-Waste Management" was organized by the MMS Department.

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

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

VIT has taken sustainable initiative towards conserving water through a wide expanse of well-maintained green landscape which has been deliberately included on the campus to keep the ground porous so that rainwater can be collected through natural means to recharge the water table.

It helps in improving the quality and increasing the level of ground water. It also helps in improving the overall floral system and reduces the loss of top layer of the soil. Rainwater harvesting practices at VIT include water table recharging.

Water conservation measures are in place at the Institute such as Sewage Treatment Plant. VIT gets water from BMC (Municipal Water Supply), ground water well and Sewage Treatment Plant. Looking at the current requirement of water and water table of VIT, the Institute is well-equipped with adequate water resources.

The water from BMC is used for drinking and cafeteria. The treated water from Sewage Treatment Plant, wherein waste water generated by wash rooms, regular cleaning and mopping and canteen waste water is collected and is used for the entire landscaping needs of VIT. As the ground water contains more dissolved solids, hence it is used in the washroom.

VIT focusses on water conservation, use of push taps to reduce water wastage, use of recycled water and ground water. These efforts have resulted in lesser usage of the BMC water supply. Students and staff are sensitized on contributing towards the importance of water conservation and reducing water wastage through events to mark World Water Day and displaying presentations and posters on digital notice boards.

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

7.1.7 Green Practices
- **Students, staff using**

a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Green practices on campus

VIT prioritizes green practices for sustainable environment and inculcates an empathetic culture towards the environment among its students and staff. The buildings on the campus are thermally, visually and acoustically comfortable. They are energy, material and water efficient. VIT has implemented green practices by digitisation of academic and administrative processes, and effective waste management. Students are sensitized about green practices during their orientation programmes, Environmental Studies class, poster competitions, practical assignments, visits to ecology centres, and celebrations like World Water Day, Environmental Day, Swaccha Bharat Abhiyan etc. Green practices are a way of life at VIT.

1) Students, staff using

a) Bicycles:

- Some students and staff commute on bicycles.
- 'A Bicycle to College Day' was organised by Green VIT Club to promote environment friendly and healthy commuting habits amongst students residing nearby.

b) Public Transport:

- VIT is well connected by various modes of public transport like suburban railway, city bus services, cab services, Monorail, Metrorail etc.
- Maximum students and staff use public bus services. Special bus services were initiated on special request by VIT, after taking into consideration the interests of VITians and the neighbourhood community.
- Students and staff use car-pooling and save fuel, and contribute towards reducing carbon emissions and conserve energy.

c) Pedestrian friendly roads:

- Many students use the skywalk which is 2 minutes away from the campus to the nearby Wadala Road suburban railway station.
- VIT has put in special efforts towards the construction and maintenance of the main road leading towards the campus and consequentially, the Municipal Corporation has renamed it to "Vidyalankar College Marg".

2) Plastic free campus:

- A 'No Plastic' Awareness Campaign was conducted by Green Club at VIT to share the hazards of

indiscriminate use of plastic.

- Being conscious towards the environment, VIT prohibits the use of Styrofoam on the campus and minimizes the use of plastic.

3) Paperless office:

VIT fully supports the Government of India's Digital India programme, which aims to transform India into a digitally empowered society and knowledge economy. VIT believes in going digital in every possible way and reduces use of papers in most of the academic and administrative processes.

- Communication is digitized in the form of emails, e assignments, digital notice boards, ERP, e books, e newsletters etc.
- vMIS manages railway concession requisitions, leave applications, transcripts and biometric attendance of staff.
- Attendance of students is taken biometrically
- Various notices related to departments, exams, results, placement etc. are uploaded on vLive.
- VIT's Alumni App is used effectively for communication with Alumni

4) Green landscaping with trees and plants:

- Green landscaping at VIT includes eco-landscaping which is designed and maintained in such a manner that it saves time, money, and energy. It contributes to reducing air, soil, and water pollution; and making healthy recreation spaces.
- The VIT campus has a well-designed landscape which includes approximately 300 trees, shrubs and plants. It is maintained by recycled water produced by the Institute's STP.

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

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

Response: 1.23

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
16.97	22.43	40.13	19.93	19.99

File Description	Document
Green audit report	[View Document](#)
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)
Any additional information	[View Document](#)
link to photos and videos of facilities for Divyangjan	[View Document](#)

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 51

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

2017-18	2016-17	2015-16	2014-15	2013-14
16	11	10	8	6

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	[View Document]()
Any additional information	[View Document]()

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 55

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	8	17	9	8

File Description	Document
Report of the event	[View Document]()

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	[View Document]()
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document]()

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

Response: Yes

File Description	Document
Any additional information	[View Document](#)
Provide URL of website that displays core values	[View Document](#)

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document](#)
Any additional information	[View Document](#)

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

Response: Yes

File Description	Document
Any additional information	[View Document](#)
Provide link to Courses on Human Values and professional ethics on Institutional website	[View Document](#)

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	[View Document](#)
Provide URL of supporting documents to prove institution functions as per professional code	[View Document](#)

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 18

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	5	2	3	2

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

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

Response:

National festivals observed at VIT include Gandhi Jayanti, Independence Day and Republic Day. VIT commemorates the birth and death anniversaries of great personalities and offers tributes to them. A "Remembrance Corner" frame showcases important anniversaries and festivals. Through digital projection (vShow), the remarkable work of eminent personalities is showcased. Birth and death anniversaries of great personalities are regularly posted on the VIT Facebook page and VIT Instagram page.

Republic Day

Students and staff of all Institutes on the campus assemble every year on 26 January on the occasion of Republic Day and attend flag hoisting followed by a systematic parade by security guards. Special talks are arranged on various topics of national interest and on Fundamental Duties and Rights. Skits on the sacrifices made by freedom fighters are performed and patriotic songs are sung.

Independence Day

Independence Day is celebrated every 15 August in VIT with a flag hoisting ceremony followed by a systematic parade by security guards. Inspirational speeches are given by higher authorities. To promote unity and harmony, various institutes on the campus showcase cultural program together. Students write messages of peace and patriotism on a graffiti wall.

Gandhi Jayanti

Gandhi Jayanti is celebrated in a unique manner at VIT in remembrance of Mahatma Gandhi. Remembering his principles and acting on it, VIT has been organizing free health camps on 2 October of every year to benefit the neighborhood community. "Young India" is a unique initiative by VIT's Department of Management Studies which involved students learning valuable lessons in teamwork by

marketing Gandhiji's autobiography "The Story of my Experiments with Truth."

Marathi Bhasha Diwas

Marathi Bhasha Diwas is celebrated by the VIT Student Council on every 27 February to commemorate the birth anniversary of the eminent Marathi poet, playwright, novelist 'Kusumagraj', V.V. Shirwadkar. Various facets of Marathi language are showcased in the form of essay, debate, drama, singing events etc.

Other significant commemorations

VIT organized a memorial service to pay homage to the "People's President" Dr. A.P.J. Abdul Kalam. Selected motivational speeches were displayed. A graffiti wall was created to pay tribute to him in the form of messages written by students and faculty.

Engineers' Day

VIT celebrates Engineers' Day on 15 September every year as a tribute to the greatest Indian Engineer, Bharat Ratna Mokshagundam Visvesvaraya.

Teachers' Day

Teachers' Day is commemorated as the birth anniversary of Dr. Sarvepalli Radhakhrishnan, a great teacher. VIT organises an inspirational lecture by the Principal, VIT for all the teachers. Students celebrate Teachers' Day in their own way by wishing teachers, by offering flowers, greeting cards and organizing some informal programmes like "Gurukool".

In addition to these events VIT has also organized Chhatrapati Shivaji Maharaj Jayanti, and a tribute to Albert Einstein on his birth anniversary.

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

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

Response:

Vidyalankar believes that character-building is an important step towards nation-building. Nurturing young minds is a vital responsibility and inculcating the right values is of great significance. It is essential to articulate and practice transparency through well-defined processes to build trust and credibility. Vidyalankar maintains and promotes complete transparency in all its academic and administrative processes.

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

VIT believes in integrity and maintains transparency with students and staff in all financial, academic, administrative and auxiliary processes.

Financial Transparency

- All payments, registrations are routed through the Accounts Department with proper documentation and receipts.

- Fees collection and receipt generation happens through the Accounts Department.
- Funds for Departments are approved through periodic review.
- Salary payment is through bank credit and salary slip is available to all employees on ERP. Income tax is deducted at source, PPF amount is credited.

Academic Transparency

- Comprehensive Academic Preview and Review processes ensure teacher preparedness before a semester begins and accountability during an academic session and after a semester ends.
- Orientation and induction programmes are organized for students of every semester, wherein academic rules and regulations are clearly mentioned.
- Discipline Committee is formed to ensure proper execution of academic functions. Copy cases during exams are handled by the Unfair Means Committee and reported as per University norms.
- Exam results, transcripts, railway concession requisitions are made available on ERP.
- Library Resource Management is managed on ERP.

Administrative Transparency

- HR Department conducts induction programmes for newly recruited staff wherein all service policies and the working environment is made clear. Service policy documents are uploaded on ERP and the Institute's website.
- Suggestion boxes are placed at various locations.
- Various policies like STTP and conference sponsorship, medical insurance and various allowance policies are in place and can be availed by the faculty.

Auxiliary Transparency

- Statutory Committees like Anti-Ragging Committee, ICC are functioning as per the UGC directives.
- All research grant proposals and sanctioned notes for the Advisory Panel Meetings, Department Advisory Board Meetings, guest lectures, academic and nonacademic programmes are channeled through proper hierarchy of Heads of the Department, Chief Academic Officer, Principal and Director.
- Standard Operating Procedures are designed and disseminated for all academic and administrative committees.
- Allocation of activities/events/stores/HR is mapped through vMIS.

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

7.2 Best Practices

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

Response:

Best Practices at Vidyalankar Institute of Technology

VIT, over a period of 19 years, has developed some best practices which added to the quality improvement in terms of teaching and learning at the Institute. VIT's best practices are the educational strategies, activities and approaches undertaken to ensure that each student gets maximum benefit from the educational experience at the Institute. The Institute has many prevalent best practices such as:

1. Academic Preview and Academic Review
2. vProvisions (ICT enabled provisions)
3. Tantravihar: Annual Project Exhibition and Competition
4. Cluster Mentor Meetings (Institute Mentor, External Academic Mentor and Industry Mentor)
5. Monday Research and Development Sessions
6. Robust Beyond Syllabus Activities

Two of the practices elaborated here are:

1. vProvisions (ICT enabled provisions)
2. Academic Preview and Academic Review

Best Practice 1:

1. Title of the Practice: vProvisions (ICT enabled provisions)

2. Objectives of the Practice:

- To create digitally-enabled platforms for the students and staff of VIT
- To educate and enable every VITian to use vProvisions effectively.
- To manage resources by disseminating information in the academic and administrative systems such as Examination, Placements, Library, etc.
- To give learners a smart stimulating ambience to get tuned to global technologies.

Underlying principles of this practice:

In line with GOI's initiative of Digital India, VIT has set up the following vProvisions to empower our students and staff with the active use of technology on campus:

- vLive

- vPrint
- vRefer
- vMIS
- E-learning
- Open Course Ware (OCW)
- vTutorials
- vAttendance

3. The Context

Contextual Features:

- vProvisions are centralized for resource management, database management and efficient process flow in all academic, administrative, auxiliary and financial processes.
- vProvisions are user-friendly so that anyone with a basic knowledge of computers can use them
- Some vProvisions can be accessed on the campus and, some beyond the campus also.
- vProvisions help in saving energy, time, and wastage of paper resources.
- Students are updated 24*7 on vLive with respect to all notices related to exams, results, placement updates etc.
- Helpdesk system takes care of all IT related problems such as log in issues etc.

Challenging issues:

- Establishing network with reliable internet connectivity.
- Creating software for desired process flow and its continuous upgradation
- Data and system security
- Getting users accustomed to utilizing vProvisions
- Meeting expectations of millennial generation with respect to the latest technologies

VIT takes pride in its in-house vProvisions which were ideated and executed in Incubation Centre by students under the guidance of the faculty.

4. The Practice:

Brief description about each process covered under vProvisions:

- **vMIS:** A customized ERP for the Institute has been developed that takes care of all the academic, administrative, auxiliary and financial processes on campus. It addresses many crucial modules such as-
  - Student – Admission, Exam, Library, Accounts, Transcripts, Stores and Inventory Management etc.
  - Staff - Attendance, Payrolls, Leaves etc.

- **vLive:** A platform used for dissemination of information such as notices and updates related to Departments, exam, placement, academics, competitions etc. It also provides a discussion forum where students can network with fellow students and faculty.

- **vPrint:** A web-based centralized printing service that allows users to give print jobs from any

location to "Any Time Print" (ATP) stations at the Institute.

- **vRefer:** A file transfer protocol (FTP) provided for the students wherein they can download faculty notes, PowerPoint presentations and other related course material.

- **E-learning:** Course material for learners has been completely digitized. Subject teachers have added images, animated videos, lectures by industrialists and academicians on each topic, web links, multiple choice questions, quizzes and games to the e-notes to facilitate dynamic learning.

- **Open Course Ware:** VIT's Lecture Capture System is an initiative to help learners get easy access to lectures recorded live in class, query-solving and additional course material.

- **vAttendance:** A biometric based attendance system which provides Department- wise, class-wise, and student-wise attendance. It is a highly authenticated system for attendance since the biometric access allows correctness in attendance capture and calculations.

- **vTutorials:** This platform helps faculty to generate tutorials for Mathematics; this platform provides features such as student-wise separate questions, and setting up difficulty level of tutorials.

Uniqueness:

- VITians can access most of the vProvisions remotely
- vProvisions provide a suitable and modern environment for the millennial generation
- vPrint, vLive, vAttendance are unique platforms with respect to VIT and are developed in house by students

Constraints/limitations faced in designing and implementing:

- Encouraging optimum usage of processes among students and staff
- Keeping up the demand of internet throughout the campus during peak hours and providing seamless connectivity.

5. Evidence of Success:

- **vLive:**. vLive is a set and effective portal of communication between the Institute and students which is used remotely, conveniently and reliably.

-

Users on vLive	2017	2016	2015	2014	2013
Unique Users	307,061	279,493	231,445	220,838	107,483

- **vPrint:** This service has made the job of printing convenient and as per demand.
- **vRefer:** It has a considerable repository of academic resources related to 150 courses till 2017.
- **vMIS:** It has proved to be an effective tool to handle all VIT processes without any interruption for students, staff, and alumni for various functions related to issuing library books, filling of exam cell forms, railway concession requisition, monitoring attendance, application of leaves, transcripts etc.
- **E-Learning:** The number of E books developed by VIT has increased exponentially from 7 to 146.

Year	2017	2016	2015	2014	2013
No of E-Books	146	130	120	07 (iBooks)	--

- **Open Course Ware (OCW):** Learning has become easy and as recordings of lectures are available round the clock, and students can learn and revise concepts at their own pace.

	2017	**2016**
No. of Courses recorded	120	60
Lectures recorded	1789	631
Visits to OCW	22361	2350

- **vTutorials**: It has been successful in terms of generating Mathematics tutorial and sorting the questions with three levels of difficulty and encourages self-learning.
- **vAttendance**: vAttendance has given students a feel of corporate world practices.

6. Problems Encountered and Resources Required

Problems Encountered:

- Changing the mindset of people having conservative approach of using vProvisions but through Department staff meetings this issue was overcome by discussion.

Resources required:

- VIT is equipped with all the resources and infrastructure required for the implementation of vProvisions which is now a well-established best and 'next' practice at the Institute.

Best Practice 2:

1. Title of the Practice: Academic Preview and Academic Review

2. Objectives of the Practice:

Academic Preview:

- To assess the academic preparedness of faculty for effective curriculum delivery. (Plan)
- To verify and validate components of Academic Administration Plan (AAP), and ensure its completeness by a panel of experts. (Check)

Academic Review:

- To verify the Course Files compiled by faculty members for their respective courses. (Do & Check)
- To assess the proper implementation of AAP, to suggest remedial actions and corrective measures if any. (Check & Act)

Underlying principle of this practice:

Preparation is the key to success (Academic Preview); feedback is the key to continuous improvement (Academic Review).

3. The Context:

Contextual Features:

- Academic planning and preparation is meticulously monitored (Academic Preview) and its efficacy is checked and quantified in a well-defined process (Academic Review).
- Academic Preview and Review are uniquely designed to meet the Institute's requirements to ensure quality education.
- Development of systematic mechanism for compliance is achieved through the Preview/Review Processes.

Challenging issues:

- Designing and developing of Academic Preview and Review process –identifying parameters, assigning weightages and deciding the marking scheme.
- Designing the AAP template after incorporating recommendations by Cluster Mentors, in addition to the University norms.
- Preparation of Course File comprising 32 predefined items including Course Diary and Staff Diary and relevant evidences which requires meticulous documentation skills.
- Creating awareness of the significance of the Preview/Review Processes, and orienting faculty towards the same.

4. The Practice:

MHRD, AICTE, and UGC focus on quality education in higher educational institutes through faculty development and curriculum enrichment. VIT also believes in this philosophy and has therefore initiated Academic Preview and Review Processes in 2014 to help set benchmarks for quality technical education and to streamline curriculum delivery.

VIT's Preview and Review Processes are strategically designed in terms of planning, implementation and their continuous improvement. Academic Preview of every faculty member is conducted before a semester begins and Review at the end of the semester.

Academic Preview:

As "Well begun is half done", VIT has introduced Academic Preview which contributes to meticulous planning and use of appropriate academic resources for effective course delivery. It is carried out in three stages:

- Stage 1: Faculty prepares draft AAP with inputs from Cluster Mentor/s (Internal and External). The Cluster Mentor scrutinizes the AAP and strengthens as required.
- Stage 2: Faculty then submits information in the standardized self-evaluated Preview form as per the activities proposed in AAP to the HOD.
- Stage 3: HOD along with DAO verifies and validates the academic preparedness.

After the final approval, AAP is disseminated to students through vLive and vRefer.

Academic Review:

Academic Review is an evaluation of the implementation of AAP. Faculty appears for the Review process with respective Course File that contains well-documented proofs of 32 predefined items along with duly filled in Staff Diary and Course Diary. It is carried out in three stages:

- Stage 1: Faculty submits standardized self-evaluated Review form to HOD. HOD and DAO validate the information at the Department level and the same is forwarded to the Institute Panel.
- Stage 2: The Institute Panel (comprising VP/CAO/Technical Advisor/Senior faculty along with the respective Head and DAO of that Department) verifies the contents in the Review Form, Course File including Staff Diary and Course Diary based on guidelines.
- Stage 3: Report along with the grades is submitted to the Principal and feedback is communicated to the faculty.

Uniqueness:

- Development of a comprehensive AAP.
- Systematic mechanism for pre-teaching (planning) and post-teaching (evaluation) compliance through the ever evolving SMARTER (S=Specific, M=Measurable, A=Attainable, R= Relevant, T=Time bound, E=Evaluated and R=Reviewed) Academic Preview/Review Processes.

Constraints/limitations faced in designing and implementing:

- Moving from paper to paperless
- Logistics of organizing Preview/Review processes for all faculty
- Time constraint in implementing AAP activities (e.g. availability of industry expert on weekdays for guest lectures)

5. Evidence of Success

Academic Preview and Review are successful endeavours at VIT and lead to curriculum enrichment. Implementation of Preview and Review processes has brought in significant positive changes in performance in the following areas:

- Development of comprehensive AAP including BSA activities
- Innovative teaching learning styles
- Development of E-learning resources
- Adherence to academic calendar and AAP
- Proper documentation retrieval through Course Files

BSA	2017	2016	2015
BSA	117	99	78
E learning Resources	150	101	48

Academic Preview Grades

No. of faculty obtaining	% Marks Range	Jul 2017	Jan 2017	Jul 2016
Gradation A+	>90-100	89	66	2
Gradation A	>80-90	36	63	35
Gradation B+	>70-80	3	15	53
Gradation B	>60-70	2	1	30
Gradation C+	>50-60	-	1	14
Gradation C	Below 50	-	-	4

Academic Review Grades

No. of faculty obtaining	% Marks Range	Nov 2017	May 2017	Nov 2016
Gradation A+	>90-100	12	4	9
Gradation A	>80-90	54	72	63
Gradation B+	>70-80	51	52	53
Gradation B	>60-70	19	11	12
Gradation C+	>50-60	7	4	1
Gradation C	Below 50	4	1	2

The implementation of Preview and Review has resulted in inculcating an academic environment conducive for continuous improvement.

6. Problems Encountered and Resources Required

As with any new initiative, there were a few problems encountered during implementation the Academic Preview and Review processes:

- Increasing awareness among faculty regarding:
  - Innovative teaching-learning methodologies such as crosswords/mobile based exams/plickers etc.
  - Online courses (MOOCs)
  - Mechanism for preparing e-books (digital content)
  - Open book test/Take home test/Online quizzes etc.

- Time allocation for implementing the practice
- Understanding the mindset of the current generation and designing a suitable TLP to suit their learning needs.
- Orienting teachers to adopt innovative teaching methods.

However, with time, efforts are in place to overcome these problems through discussion and analysis. VIT is equipped with all the resources and infrastructure required for the implementation of the Academic Preview and Academic Review processes, which is now a well-established practice at the Institute.

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

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Learner-Centricity to Generate Competent and Socially Sensitive Professionals

VIT is committed to attaining its vision "To be a globally recognized institute where learners are nurtured in a scholarly environment to evolve into competent professionals and researchers to benefit society." Learner-centricity is a priority and a way of life on the campus. VIT's thrust is to build competent professionals in a progressive ambience and it aims for 'Student Delight'. Holistic personality of learners is developed through offering the right blend of an appropriate toolset, a professional skillset and a motivated mindset.

Appropriate Toolset

VIT has thoughtfully catered to every aspect that a learner should be equipped with, in terms of learning resources and amenities.

- VIT has qualified, experienced and passionate faculty, who are guides, mentors and facilitators in a true sense. Faculty networking and faculty training programs from prestigious national and international institutes such as IITB, University of Illinois and Urbana Champaign, Drexel University help our faculty to inculcate/ build global competencies in the learners.
- VIT has a world class infrastructure. This has created a dynamic learning environment. VIT was awarded the internationally acclaimed DesignShare Honor Award for Architectural Excellence of an Educational Institute.
- VIT is well-equipped with the best of ICT enabled vProvisions which are at par with industry standards. With Information Kiosks comprising iPads installed at key locations, information is always available for inquisitive learners.

- VIT's laboratories are equipped with modern equipment and advanced technologies which help to develop the technical skills of learners. VIT was approached by IITB for establishing a nodal centre of Virtual Labs. This has provided a stimulating ambience for learners and students have also contributed to development of some of the virtual labs.
- VIT's initiative of giving iPads to First Year students as a pilot run created a learning environment comparable to global standards.

Professional Skillset

Technical Skillset

- Various Bridge Courses and Value-Added Courses are offered to make the learners industry competent.
- The Problem Based Learning Methodology helps build critical thinking and problem-solving abilities amongst our learners.
- To facilitate participative learning, Tantravihar - the annual intercollegiate technical project competition and exhibition is arranged every year.
- To facilitate experiential learning, students are encouraged to take up Internships.
- To inculcate the spirit of learning, students are encouraged to participate in the annual International conference [Recent Advances and Challenges in Engineering and Management (RACEM)].

Soft Skillset

- To develop public speaking skills, teamwork and to build confidence, extempore speeches, presentations, seminars, group discussions are an integral part of many courses.
- Soft skill training is provided through collaboration with the internationally acclaimed Dale Carnegie Training Institute.
- VIT's Language Lab (vSpeak) reinforces English proficiency among learners. It specially caters to learners who hail from vernacular backgrounds.
- To enhance their prospects of employability, Pre-placement training is offered to all the students. To assess their Employability, AMCAT (Aspiring Minds Computer Adaptive Test), is offered to all the students.

Motivating Mindset

Fostering the proper attitude among learners plays a vital role in shaping young minds and helps them to gain personal mastery and develop the right attitude.

- Learners are exposed to a plethora of guest lectures by industry experts, eminent academicians and well-established alumni. Specially invited talks by stalwarts and Padma awardees such as Dr. Raghunath Mashelkar, Dr. Anil Kakodkar, Dr. Jayant Narlikar, and Dr. M. M. Sharma helped promote a global outreach and enrich young minds.
- Industrial visits are organized for learners to bridge the gap between the curriculum and industry. Learners have gained exposure to global technologies and culture via international educational tours to Germany, Singapore and Malaysia.
- To build a healthy competitive spirit and be physical fit, learners are encouraged to participate in Indoor and outdoor sports. The Institute has constructed a state-of-the-art recreational facility *"Den"* (an exclusive area for indoor sports, karaoke and gaming).

- To ensure holistic development, *Friday Paathshala* events are organized on Fridays after college hours.
- Various committees and student associations have been constituted to enable learners to learn teambuilding, leadership and management skills.
- VIT collaborated with global platform TEDx, which gave learners a new learning dimension with the theme of "Out of the Box".
- Various volunteering committees at Vidyalankar like NSS inspire students to shoulder societal responsibilities and sensitize them on social issues. All graduating students take a pledge which is based on the Institute's Learn- Earn- Return philosophy.
- Students are encouraged to identify Final Year projects that use technology to benefit society. Many such projects (for instance on Smart Farming, Landslide Detection, etc.) have been featured in national dailies.

Performance of the Institute

Placements

The Institute has seen a lot of progress in terms of the number of learners being absorbed by various prestigious companies over the years.

- The National Employability Awards 2017 was presented to VIT for being among the top 10% Colleges in Maharashtra.
- VIT bagged the "Distinguished College Award" in January 2017. VIT's MMS Department is ranked amongst the top 15 B-Schools in Mumbai (and in the Top 150 across India) the survey conducted by the Times of India.
- MNCs such as Works Applications Amazon Web Services, Oracle, Barclays, iGate, and Capgemini and Indian companies like TCS, Infosys have consistently recruited VIT students with the highest salary package being Rs. 35 lakhs p.a.
- The on-campus placement statistics are shown below :

Year	2017-18	2016-17	2015-16	2014-15	2013-14
No. of students placed	390	321	559	340	294
Package (in Lakhs per annum)	10	8	35	35	35

Higher Studies

- Many VIT graduates opt for higher studies / post-graduation in MBA, MS in institutions of global repute like Cornell, Princeton, Carnegie Mellon, Toledo, etc.

Entrepreneurship

- VIT students have excelled in the National Level Entrepreneurship competition organized by E-Cell, IIT Bombay.
- A VIT alumnus has been selected as a mentor for young startups by Niti Aayog.
- An Incubation Unit has been set up on our campus to encourage innovation and nurture entrepreneurial ventures.

VIT learners are groomed in a progressive environment to become competent professionals and responsible citizens.

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

5. CONCLUSION

Additional Information :

Right from the time of its inception, our Institute has been consistently winning accolades and it was awarded with an 'A' grade by the Maharashtra State Government in 2005. Three of our Institute's undergraduate programmes (Electronics Engineering, Electronics & Telecommunication Engineering & Biomedical Engineering) are accredited by National Board of Accreditation for the period of three years w.e.f. 01 July 2016. These three programmes are also permanently affiliated to the University of Mumbai and accreditation efforts for the remaining two programs are in the pipeline. The Institute is also accredited by Tata Consultancy Services and has MoUs with leading organizations. It is also the recipient of Distinguished College Award at TechNext India 2017 (Annual Academic Conference and Awards to Academia).

The internationally acclaimed "Design Share Honor" Award for Architectural Excellence was conferred in 2007 for its unparalleled student-friendly infrastructure designed to facilitate a dynamic learning environment. The "Top Institutional Theatre Design in the World" was awarded for the Auditorium at the Interior Design Best of the Year Awards in December 2014 at New York. The Vidyalankar Auditorium has also been featured in the December 2014 issue of 'Home Trends' magazine and in the international 'Professional Lighting Design' magazine. Our Institute currently ranks among the top ten private colleges affiliated to the University of Mumbai when measured on DTE compliance, student scores in competitive exams at the time of admission, University results, placements, MoUs, co-curricular and extra-curricular activities.

Concluding Remarks :

Every single initiative here at Vidyalankar is taken keeping our students' best interests in mind.

We are committed to continuously grow academically by enhancing professional skills of learners. Our faculty, supported by an able administration, play a major role in the overall development of the learners and the Institute. Armed with passion and vigour, we constantly keep creating new avenues and opportunities for our learners beyond those prescribed in the curriculum of the affiliating University.

Ours is a teaching Institute doing research and we aspire to evolve into a research Institute doing teaching. Over the years, with the relentless support of all our stakeholders, we have taken various initiatives to address the diverse needs of the learners, thus enabling them to tackle bigger challenges and utilise their learning towards betterment of the society. The laurels won by our students, faculty and alumni indicate that we are quality conscious and show us that we are progressing in the right direction.