



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**VIVEKANANDA INSTITUTE OF MANAGEMENT
STUDIES**

KARUVALUR ROAD COIMBATORE

641107

www.vimsobe.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

VIVEKANANDA INSTITUTE OF MANAGEMENT STUDIES (VIMS) promoted by a group of professionals in association with the parent organization **M/s. Zawawi Powertech Engineering L.L.C.**, a renowned MNC, operating from Sultanate of Oman with 3500 employees. VIMS is run by Coimbatore Education Foundation, is a highly reputed stand alone B-School **approved by AICTE New Delhi and Permanently affiliated to Anna University, Chennai**, with an avowed goal of achieving human excellence by means of Academic and Allied programs.

VIMS offers two year full time MBA program to the students which facilitates in grooming their managerial skills through experiential learning.

VIMS promotes Industry orientation in education by frequent interactions with Industry Experts, hands on experience in the career choice of individuals, gain expertise through skill training and real time project works. It aims at holistic development of the personality of students by building soft skills and technical skills towards achieving career goals.

Vision

To become a frontier B-School imparting Knowledge in Management, developing Research Skills and Creating globally competent leaders with social consciousness.

Mission

Foster a learning environment with industry engagement for dissemination of management knowledge to transform young minds into technically proficient, socially committed and globally competent professionals and entrepreneurs.

- To inculcate professionalism in developing ethical Business Leaders, researchers and business consultants through critical thinking and innovation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

Management:

VIMS is run by Coimbatore Education Foundation. Mr.S.Periyasamy the Chairman. He also owns Global Corp Logistics LLC., a Logistics company having operations in five different nations, St.Johns Global Corp Logistics and Frontier Hospital in Chennai.

Faculty:

VIMS employs faculty with high qualifications and experiences in both Academic and Industry. The industry experience of the faculty members facilitates in guiding the students to choose their career path and understand.

Teaching and Learning Process:

The teaching pedagogy is flexible enough to accommodate conceptual learning, more experiential learning through varied activities like Task based learning, Case Study, Role Plays, Management Games, Internship, Empirical Micro Learning, Industry Analysis, Business Plan Competitions and many others.

Infrastructure:

VIMS has excellent infrastructure with IT Environment, Green Environment and adequate space to learn through tasks and Management Games.

- Computer Lab with updated technological software packages
- Library with centralized Air Conditioning with
 - More than 5600 volumes of books
 - E-resources and
 - Learning Management system
 - All Class rooms, discussion halls, seminar halls and conference halls are equipped with ICT
 - Digitalized through ERP
 - CCTV monitored campus for security.
 - Institution has medical, sports, gym and yoga facilities to improve physical and mental health of the students.
 - Separate hostel for girls.

Training and Placement:

- Exclusive cell for training organizes programs for sharpening employability skills both on technical and personal on regular schedules.
- International placement opportunities.
- Multiple opportunities to appear for campus drives and gain multiple job offers in different industrial sectors and functional choice.

Industry Institute Interaction:

VIMS has signed MOU with many industrial establishments both national and international level for the mutual benefit in terms of knowledge sharing, Management Development Programs, Expert Meet, Internship, Empirical Micro Learning, Consultancy, Faculty Improvement Programs and others.

Welfare Measures to Employees and Students

- Scholarship and Educational concessions for economically backward students.
- Free Education for the sons or daughters of employees of the institution.
- Insurance Policies for both Employees and Students.
- Free food for all employees

- Free Transport facility for both employees and students

Institutional Weakness

- Pre-defined Curriculum from State University limits the scope of introducing the new courses to transform students in to industry ready professionals.
- State university questions mostly assess the lower order thinking skills and hence the students focus on basic theoretical concepts.
- Research and consultancy need to be strengthened.
- More publication in recognized journals to be done.

Institutional Opportunity

- Since VIMS has successful completion of more than 10 years, it is eligible to become an autonomous institution under Anna University in order to redesign the curriculum to suit to the industrial requirements.
- 50% of the faculty members have completed Ph.D. and having strong research skills, VIMS shall apply for Research center to strengthen research activities.
- Most of the faculty members have industrial experience and hence VIMS shall organize more Management Development Programs for Industry personnel.
- VIMS Alumni are now in different industrial sector with good status. Alumni can be utilized to give more exposure towards industrial practices and facilitate more in placement activities.
- VIMS shall concentrate on consultancy services to utilize its expertise of faculty and provide opportunity to students to learn real-time practices.
- Entrepreneurship Development Cell shall establish an incubator to train the prospective entrepreneurs.
- VIMS shall collaborate with International Institutions to broaden its scope and quality of services.
- MOUs to be signed with Premier Institutions.

Institutional Challenge

- Admitting quality students with greater vision.
- Providing more industrial exposure and experience is difficult since number of theory courses is more.
- Providing more value added program is difficult due to defined curriculum and tight time schedule in first three semesters
- Generating fund through Consultancy

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Vivekananda Institute of Management Studies offers two year full time MBA program. It is recognized by AICTE, New Delhi and Permanently Affiliated to Anna University. The curriculum designed by Anna

University is adopted. The curriculum has wide choice of elective courses both from functional and sectoral perspectives. Keeping Vision and Mission in mind, under the guidance of Director, academic and non academic activities are planned in the beginning of the academic year. Academic calendar is prepared to accommodate all activities and schedules given by Anna University. Subject allocation is done based on the experience and subject expertise of the faculty.

Outcome Based Teaching and Learning Guides (lesson plans) are prepared for every course prior to the beginning of respective semesters in and are approved by Subject Experts and the Director. The OBTL Guide contains the lesson plan, Teaching Methodology, Details of reference books, e-materials for case studies and course materials, Tasks to be performed and content beyond Syllabus. A meeting will be conducted in the beginning of every semester in which clear rules and regulations regarding conduct of classes will be instructed. Induction Training will be conducted every year for the new faculty members on OBTL process and the academic culture of VIMS. All the faculty will prepare course material for the allotted courses based on the OBTL Guide including Lecture notes, power point presentations, previous year question papers, Case Studies, role play scenarios, Management Games and simulation exercises based the subject requirements. A Time Table is prepared according to the credits allotted for each subject.

The faculty regularly participate in Faculty Development Programmes and Conferences to update their knowledge in their field. Experts are invited to give input on practical aspects of the curriculum. Anna University has incorporated syllabus content in few courses to address some of the cross cutting issues relevant to ethics and human values in MBA and academic experts from leading Business Schools are received to enrich the curriculum by introducing content beyond syllabus and value added courses in consultation with industry experts, which are highly demanded by the industry. Imparting life skill training enhances holistic personality development of the students.

Teaching-learning and Evaluation

VIMS believes in delivery of quality education as its prime social responsibility. In Teaching and Learning process the institution insists on multi model approach to deliver the curriculum for achieving maximum reach and in depth understanding for practical implementation. OBTL Guide is prepared in advance based on the outcomes expected from each subject and mapping them with the program outcomes. OBTL Guide ensures different teaching and Learning methods are adopted such as Case Study, Simulation Exercises, Field Visit, Empirical Micro Learning, Quiz, Management Games, students' presentations, expert lectures, tasks on various topics in each subject.

The students find positive learning environment provided with industry oriented contents encourages them for maximum engagement in learning process. The classrooms, seminar halls and discussion rooms are provided with ICT facility to support teaching and learning process. The institute provides high degree of flexibility to the faculty in choice of teaching methodologies. The student teacher ratio is maintained as per norms (20:1).

The teaching-learning process is evaluated for its effectiveness through continuous assessment. Two internal assessment Examinations are conducted and a semester examination to test the learning and outcomes achieved by each student. Revised Blooms Taxonomy is adopted to test the level of learning by the students. COs, POs, PSOs are mapped to test over all achievement. Internal marks are assigned based on internal assessment tests and Tasks completed by the students in every subject. Weightage given to task achievement enhances more experiential learning. Evaluation other than academic performance is done on development of personal skills and job oriented skills. Learning on Value added courses are assessed individually and all eligible candidates

will be promoted.

Research, Innovations and Extension

Vivekananda Institute of Management Studies provides ample opportunities and freedom to both faculty and students to involve in Research and Development activities. CRCP Cell of VIMS promotes research activities. 50% of faculty (6 members) are Ph.D. holders and 1 member is pursuing Ph.D. Program. Faculty have published good number of research articles and obtained funded research from different agencies. VIMS regularly conducts Faculty Development program to promote research skills and culture. It encourages faculty in participating FDPs conducted by leading institutions by granting them Financial Support and On Duty Leaves. VIMS regularly organizes many Workshops, Webinars, National and International Conferences that enable the faculty and students to explore in recent concepts and developments.

VIMS publishes an in-house International Journal 'Vichaara' to encourage researcher to publish their research work. The library with more than 20 hard copy of journals and many on line journals through DELNET portal, facilitates the access and encourages the faculty and students to work on new ideas based on the published articles. The faculty have published good number of research articles in Scopus Indexed journals, UGC Care listed journals and Web of Science Journals. Few faculty have received best paper awards in conference presentation.

The institute is well connected with the local community and works with local Panchayath in many extension activities such as Tree Plantation, Blood Donation Camp, Free medical camp, Road safety Awareness and Eye Check up.

VIMS has signed MOU with many business establishments for mutual development. Faculty and students frequently visit organizations to learn the real time practices. They join hands with the organizations in promoting their business through Event Management activities and social media promotions for the products and services of the organizations.

Infrastructure and Learning Resources

VIMS was established in the year 2012 with prior approval from appropriate bodies. It has well-built infrastructure to provide conducive learning environment. Spacious classrooms with audio video facilities, centralized Air conditioning facility, cushion chairs, gallery type seating arrangements and tables with facility to charge electronic items like mobile or laptops. Wifi net connectivity is available. The auditorium is fully air conditioned with audio video facility and seating capacity of 250 students.

It has library with 60 seating capacity, fully air conditioned, many volumes of books and journals and in built digital library to facilitate exploring wide source of information. There is a laboratory to enhance the technical knowledge and skills. Computer Laboratory has 60 computers with recent configurations and projector facility for enhancing teaching and learning process. The computers are installed with the software for Management like, POM, TORA, SPSS, TABLEAU, PYTHON and AMOS. The in house ERP facilitates in automation of most of the process through on line.

The faculty are provided with individual cabins. Tutorial room with 60 seating capacity is available for supporting the slow learners and to facilitate students self learning. It is a free wi-fi campus. The Board room

for discussions, placement office with rooms for conducting interview, Yoga studio to practice healthy way of living and other facilities provide a full fledged support to make them feel good in staying at VIMS. The Gymnasium facility along with space for indoor games support in building healthy body and mind.

The hostel facilities with free-wifi, solar powered heat water supply and home like food make them stay very pleasant. The hostel as well as the college have power back ups with gensets separately. Safety measures have been ensured with first aid and medical facilities in a separate place, fire extinguishers and CCTV cameras at all necessary places. Caferia and Lawn for conducting management games, Wash rooms and ramps for differently-abled persons are provided.

Student Support and Progression

Student-centric culture is reflected in VIMS through teaching and learning process, interaction with faculty, utilization of resources and others. Mentoring system enables continuous monitoring and guidance for achievement of career goals of the students.

There are different club established to learning multiple intelligence and skills. Language Club helps in developing English skills, Public speaking skills and in learning Japanese language. Finance Club motivates the students in creating awareness on functioning of financial market by organizing workshops, real-time practices in share trading and others. HR club facilitates in meeting HRs of different sector to know the updates in the industry. Entrepreneurship Development Cell organizes many awareness programs, conducts One Day Entrepreneur contest, Business Plan contests and many more.

Coimbatore Education Foundation provides scholarship to most of the students of VIMS for their studies based on the merit and back ground analysis.

Women Empowerment cell, Anti-ragging cell, ICC, Grievance handling cell and other activities supports in maintaining equity and friendly environment. The overall personality is developed through number of self development training programs.

Placement Cell supports the students in training them on aptitude skills, Group Discussion Skills and Interview skills. Empirical Micro Learning supported by placement cell gives great exposure to the students about real time industrial practices. Zawawi Powertech Corporation, the Parent Company is supporting the institution through its sister concern St.Johns Global Corp Logistics in placing the students globally. The students are qualified through different technical Certificate courses namely Digital Marketing, NISM, Business Analytics and others through Techno Management Cell. The students are placed in their career choice and with multiple placement options.

Governance, Leadership and Management

The Vision and Mission of this institution is kept in mind while performing every task. VIMS aims at developing research skills and globally competent leaders with Social Consciousness. It is achieved through providing a learning environment that enables the students technically proficient and with professionalism in every action. Over all activities of VIMS is governed by Governing Body consists of members from both industry and academicians from leading institutions. Academic Advisory and Planning & Monitoring Committee takes care of enriching and monitoring the flow of academic process. There are many others cells

namely Discipline Committee, Complaints cum Redressal Committee, Prevention of Sexual Harassment (POSH) - Internal Complaint Committee, Mentoring activities, Centre for Research and Career Planning (CRCP) in contributing to holistic development of the institution.

There is a systematic way of implementing every activity following the Standard Operating Procedures designed and practiced in every functioning. The MOUs signed supports in careful designing and delivering Value added courses and providing exposure to corporate expectations. The Outcome Based Teaching and Learning helps in measuring the effectiveness of the process and helps in improving Teaching Methodology.

The institution has well framed organizational structure explaining the roles and responsibilities of every individual. Job Description and Expectations are clearly defined. Administrative and Academic Activities are balanced to achieve overall effectiveness. The institution has well defined HR policy including welfare measures to employees of the institution. Financial assistance and incentives are provided for participating in knowledge Development activities, education of their children, insurance coverage, free food facility, stay at subsidized rate. The students are also covered under group insurance policy against accidents. The performance appraisal system enables the employees to understand the expectations of the management in their roles and responsibilities, getting feedback on their performance and to fill the gap for achieving career development.

Service Quality offered by VIMS is assessed by obtaining feedback from students at different timings, alumni about their experience and placement support, Feedback from the industrial experts on curriculum and worth of value added programs.

Internal and External audits are done on financial aspects to proper utilization of fund. The Internal Quality Assurance Cell (IQAC) ensures quality in every aspects of the institution. It provides guidelines for action, and endures updating of data through procedural documentation. Continuous assessments based of criteria enhance the quality of work life of employees.

Institutional Values and Best Practices

VIMS with a vision of producing technically proficient, Globally Competent grandaunts with social consciousness insist ethics and professionalism in every activity of the institution.

To promote equity Women Empowerment Cell organizes events and takes care for their rights. Differently abled persons are taken care with ramp, separate washroom facility and wheel chairs are provided.

For energy conservation adequate measures have been taken by using LED lightings, avoiding unnecessary usage of power and using solar power for different purposes. In order to protect the environment the campus is made plastic free, waste management is done efficiently and rain water harvesting is also done. Green audit is done to ensure environment friendly practices.

VIMS as its social responsibility regularly do some services to local community in terms of conducting medical camps, blood donation camps, and tree plantation. The culture is promoted by celebrating festivals like Pongal, Onam, Christmas, Ramzan and others. VIMS also promotes values by celebrating national festivals.

The Best Practices followed at VIMS are Empirical Micro Learning (EML) and Expert Meet. EML is a method of practical learning in which students as different groups visit organizations in different sectors twice a month. This practice enables them to gain hands on experience in different organizations. The students acquire

knowledge about different roles in organizations from different sectors through Expert Meets on frequent intervals.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | VIVEKANANDA INSTITUTE OF MANAGEMENT STUDIES |
| Address | karuvalur road coimbatore |
| City | Coimbatore |
| State | Tamil Nadu |
| Pin | 641107 |
| Website | www.vimscbe.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|--------------|-------------------------|------------|-----|-------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Director | A Valarmathi | 770-8363333 | 9976123030 | - | vims@vimscbe.ac.in |
| IQAC / CIQA coordinator | S Kalaivani | - | 8220117611 | - | kalaivani@vimscbe.ac.in |

| Status of the Institution | |
|---------------------------|----------------------------|
| Institution Status | Private and Self Financing |

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

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|------------|-----------------|-------------------------------|
| Tamil Nadu | Anna University | View Document |

| Details of UGC recognition | | |
|----------------------------|------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 18-11-2015 | View Document |
| 12B of UGC | | |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|--------------------------------|--------------------|---------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| AICTE | View Document | 23-05-2024 | 12 | |

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

| Location and Area of Campus | | | | |
|-----------------------------|---------------------------|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | karuvalur road coimbatore | Urban | 1 | 2498.65 |

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 |
| PG | MBA,Mba,Management studies | 24 | Any UG | English | 120 | 120 |

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 | 2 | | | | 3 | | | | 7 | | | |
| Recruited | 0 | 2 | 0 | 2 | 2 | 1 | 0 | 3 | 3 | 4 | 0 | 7 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 2 | | | | 3 | | | | 7 | | | |
| Recruited | 0 | 2 | 0 | 2 | 2 | 1 | 0 | 3 | 3 | 4 | 0 | 7 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 6 |
| Recruited | 3 | 3 | 0 | 6 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 6 |
| Recruited | 3 | 3 | 0 | 6 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 1 |
| Recruited | 1 | 0 | 0 | 1 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 1 |
| Recruited | 1 | 0 | 0 | 1 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/ LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 2 | 0 | 2 | 1 | 0 | 0 | 1 | 0 | 6 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 5 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| Details of Visting/Guest Faculties | | | | | |
|---|-------------|--|---------------|--|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 3 | | 0 | | 3 |

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 |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| PG | Male | 138 | 2 | 0 | 0 | 140 |
| | Female | 86 | 8 | 0 | 0 | 94 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 3 | 1 | 0 | 4 |
| | Female | 4 | 1 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 50 | 28 | 5 | 26 |
| | Female | 26 | 10 | 5 | 10 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 83 | 40 | 10 | 40 |

Institutional preparedness for NEP

| | |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>VIMS has the vision of becoming a frontier B-School imparting Knowledge in Management, developing Research Skills and Creating globally competent leaders with social consciousness. In fulfilling its vision in coherence with NEP Guidelines of our nation, it offers all electives courses as choices for the students without any restrictions. This facilitates in gaining job opportunity in different sectors and functional areas. As per Anna University Curriculum it offers 5 functional electives with dual elective options and 3 sectoral electives. Beyond curriculum VIMS offers number of value added certificate courses to cater to the industrial requirements in consultation with industry and Academic Experts. In</p> |
|--|--|

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|--|---|
| | <p>integrating STEM with humanities value added courses on Business Analytics, Digital Marketing, Data Analytics, Psychometric Analysis and others. The flexibility of studying different courses is ensured based on the interest of the students. Number of workshops, Seminars, cultural events, community engagement activities exhibits the interdisciplinary initiatives of the institution.</p> |
| 2. Academic bank of credits (ABC): | <p>National Educational Policy has established Academic Bank Credits under National Academic Depository(NAD). Since the institution is affiliated to Anna University the credit transfer could not be followed in full-fledged manner. VIMS has created the awareness on Academic Bank Credits and the students have registered their academic record in NAD. The faculty are trained on design their own syllabi, develop new methods of teaching, usage of on line in teaching and learning, developing video contents, experiential learning, task based teaching and learning and others.</p> |
| 3. Skill development: | <p>Skill based courses are conducted in each semester to develop skills required by the industry. The courses on Tally, Digital Marketing, Business Analytics, Statutory provisions in HR and many others. These courses enable the students become industry ready persons and professionals. Value- based courses are also provided like Business Ethics and cultural values promote such practices. The soft skills programs are regularly offered by giving training on Communication, Leadership, Negotiation, Interpersonal skills Aptitude skills, Group Discussion and interview skills which prepares them to work comfortably in the industry. Institution Innovation Council established at VIMS organises many programs in promoting innovation and creativity. A concept of VIMS Venture is formed with a mission of helping the students in identifying their skills, polishing and promoting them by connecting with the business organisation for availing business opportunities.</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>VIMS inculcates Indian Knowledge System by organizing many programs. It offers Hindi as additional language course to the students. Students from different linguistic backgrounds are admitted to develop Indian Language skills. The students are visiting Natural Farm houses to learn the tradition of</p> |

| | |
|---|---|
| | <p>our nation. VIMS has Yoga Studio. The students are regularly motivated and trained in practicing yoga. The Language club engages in motivating the students in developing their language skills by conducting competitions such as debates, poetry and Essay. Most of the national festivals are celebrated with the traditions by sharing the cultural values.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>The institution is following Outcome based Education from the beginning. All the faculty are well trained in OBE. In the beginning of the academic year the new faculty is given orientation on Outcome Based Teaching and Learning. For effective implementation of OBE every faculty member will prepare OBTL based Teaching and Learning Guide which specifies outcomes such as Program Outcomes, Program Specific Outcomes, Course Outcomes and Learning Outcomes for every session. It also specifies the mapping of PO, CO and PSO. This encourages Task based teaching and Learning and focuses on skill development and ensures attainment of outcomes in all aspects. The IQAC verify the quality by a Senior Faculty and finally approved by the Director. The Assessments questions are formulated based on Revised Blooms Taxonomy which enhances higher order learning among the students. At the end of every semester the outcome attainments are calculated for every student for all the subjects they studied in that semester</p> |
| <p>6. Distance education/online education:</p> | <p>Several digital platforms like Google Classroom, Zoom and Google Meet are used to conduct some courses like FDPs, Webinars and Invited talk from Experts. The institution encourages the students and faculty to register for online courses through NPTEL and Swayam platforms. The academic transactions like sharing lecture notes, quiz tests and tasks are done through Google classroom.</p> |

Institutional Initiatives for Electoral Literacy

| | |
|---|--|
| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p> | <p>Yes. The Electoral Literacy Club was founded and is currently operating efficiently. The club's mission is to raise public awareness of the following topics: the importance of voting ethically, the procedures for obtaining voter IDs and registering on the voter list,</p> |
|---|--|

| | |
|---|--|
| | <p>and the electoral process. The club's activities give the students the chance to network with government officials, improve their interpersonal communication skills, and gain confidence.</p> |
| <p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p> | <p>The ELC has a well farmed structure headed by the Chair Person Dr.A.Valarmathi, Director of VIMS. The forum is represented by two seasoned faculty members: Dr. A.V. Haiharan, Associate Professor VIMS, and Dr. S. Umamaheswari, Professor VIMS. The students Mr. E. Raghul and Ms. K. Vishnu Priya from the II year MBA, Mr. K. Prabu and C. Swetha from the I year MBA, represent the club. ELC organizes a lot of programs, which shows how busy it is. The club serves as a representation of the purposes for which it was established. It collaborates closely on literacy programs with local government representatives.</p> |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>Participation of the students in electoral process The students of VIMS are encouraged to participate in the electoral process by joining hands with local bodies. The students support in identifying the eligible persona who have attained age of 18 years, enrolling their name in Vote list and supporting in Poling process. Promoting Ethical Voting The club strongly insists on ethical voting. The members address the public for not receiving money or any kind for voting and keep their choices confidential. The students also suggest the public not to vote for other persons and not to involve in such illegal activities. If anybody is having their voting in two places they were asked to remove their name in any one place. Promotion through Social Media The club members design some posters on the voting importance, rights, ethical practices, reminding the date of voting and appreciation for those who participated in voting in common. These posters have been circulated through social media for digital promotion. Pledge Through the ELC all the students and faculty take pledge on Voting which ensures the need for voting, keeping it confidential and behave ethical in voting by not receiving money or any kind from any party.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in</p> | <p>Sensitization programs on importance of Voting to students and Public. The ELC organises awareness programs to public in nearby locations to the college on the need for registration for voting, the process till receiving Voter ID, the different IDs</p> |

| | |
|--|---|
| <p>electoral processes, etc.</p> | <p>which can be shown for evidence at voting booths, the voting process and the importance of voting. Poster making, slogan writing contests were conducted to engage the students.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>The students support in identifying the eligible personnel who have attained age of 18 years, enrolling their name in Vote list and supporting in Poling process.</p> |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---------|-------------------------------|---------|---------|
| 154 | 49 | 81 | 178 | 197 |
| File Description | | Document | | |
| Upload Supporting Document | | View Document | | |
| Institutional data in prescribed format | | View Document | | |

2 Teachers

2.1

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

Response: 26

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

2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14 | 12 | 12 | 13 | 12 |

3 Institution

3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 247.36 | 82.67 | 62.54 | 212.91 | 210.58 |

| File Description | Document |
|----------------------------|-------------------------------|
| Upload Supporting Document | View Document |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Vivekananda Institute of Management Studies (VIMS) effectively deliver curriculum through:

1. Well framed Academic Calendar
2. Curriculum Planning
3. OBTL – Course Plan
4. Teaching Learning Process
5. Effective Course Delivery
6. Monitoring effectiveness of Course Delivery

1. Academic Calendar

The Academic Calendar for every year is prepared in advance which incorporates all the activities carried out in the year and ensures adequate time is allotted for delivering the courses given in the curriculum. It is prepared in accordance with Anna University Academic Schedule. It will be strictly followed to avoid any lapse and flexibility is made to provide timing for all the activities planned.

2. Curriculum Planning

VIMS follows the curriculum provided by Anna University for its two-year full-time MBA program. The university has two regulations for the program, namely the 2017 and 2021 regulations, both of which are appropriately followed. Additionally, value-added courses have been introduced to bridge the gap between the prescribed curriculum and the demands of the industry. The curriculum follows a Choice Based Credit System.

3. Academic Advisory and Planning & Monitoring Committee:

The Academic Advisory and Planning & Monitoring Committee discusses curriculum gaps, proposes solutions through add-on courses, and approves them. The Internal Quality Assurance Cell (IQAC) then discusses and implements them.

Design of Course Plan:

Each faculty member is responsible for creating a comprehensive course that is designed in accordance with the credits specified for the course and the guidance of senior faculty. Moreover, the course plan must include recommended textbooks, reference books, web resources, ICT tools, and content beyond the syllabus.

Preparation of Course file:

Faculty members prepare course files that contain academic schedules, timetables, course plans, materials and previous year question papers. Course Outcomes (COs) are validated by mapping them against Programme Outcomes (POs) after each Continuous Internal Assessment (CIA). For slow learners, corrective actions such as counseling, supplementary classes, and retests are conducted to help them achieve the COs.

4. Teaching-Learning Process

The institution ensures a student-centered teaching and learning process by using the Revised Bloom's Taxonomy (RBT). Tutorials, guest lectures, NPTEL recordings, conferences, workshops, and industrial visits are all parts of the day-to-day teaching phase. To share their lesson plans, question banks, and other resources with students, faculty members use Google Classroom. The curriculum delivery is further enhanced with ICT-enabled classrooms and laboratories.

1. Effective course delivery

VIMS uses Bloom's Taxonomy, which is based on six levels of Cognitive Learning Dimensions (CLD): Remember, Understand, Apply, Analyze, Evaluate, and Create. This approach helps to deliver effective course content while distinguishing between high and low-order thinking. VIMS employs various instructional approaches and pedagogical programs such as seminars, tutorials, laboratory classes, project work, and continuous internal assessments for theory subjects. VIMS uses stimulating questions, mind map techniques, quizzes, and objective type questions to promote student-centric learning and individual learning.

1. Monitoring the course delivery

The Director monitors the course delivery regularly. To assess the course delivery and syllabus completion, formal feedback is received from the students. Class committee meetings are arranged where student representatives can express their academic and administrative difficulties.

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

1.2 Academic Flexibility

1.2.1

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

Response: 42

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 100

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 154 | 49 | 81 | 178 | 197 |

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Anna University curriculum is followed which has courses addressing cross cutting issues. Indian Ethos teaches them the value system, ethos in leadership and discusses about Indian Learning system talks about humility and growth.

Business Ethics and values:

VIMS focuses on producing ethically and socially committed leaders. Business Ethics course discusses on Indian culture and ethics to be followed in management profession. It teaches them the social responsibility. Physical Fitness and Yoga Studio are utilized by the students which insist on following values and self-discipline.

Gender Equity:

VIMS promotes Gender equity by the way of providing equal job opportunity, fair appraisal, in terms of students' admission, opportunities to participate in club activities, officer bearers in students association and others. Team work is always insisted in which equity is ensured in team formation. Women Empowerment Cell solves the grievances of girls.

Environment and Sustainability:

VIMS through its extension activities protects the environment and encourages sustainability. VIMS has complete green environment. Every year Tree plantation is done on the Earth Day. Rain water harvesting is done for sustainable ground water facility. Video Documentary and Poster presentation, MIMES are conducted to promote save earth. VIMS is a plastic free campus.

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

1.3.2

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

Response: 98.05

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

Response: 151

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

1.4 Feedback System**1.4.1**

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 57.5

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 114 | 40 | 11 | 74 | 106 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 120 | 120 | 120 | 120 | 120 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 51.81

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 83 | 40 | 10 | 40 | 42 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 83 | 83 | 83 | 83 | 83 |

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 11

2.3 Teaching- Learning Process

2.3.1

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

Response:

The classrooms at VIMS are equipped with smart boards, and students are taught through various student-centric learning methodologies such as experiential learning, participative learning, and problem-solving.

EXPERIENTIAL LEARNING ACTIVITIES

Experiential learning activities involve students actively engaging with the material, allowing them to learn by doing and reflecting. Here's a breakdown of some popular experiential learning activities followed in VIMS

- Industrial Visits - Students visit a functioning industry or organization to observe firsthand how theoretical concepts are applied in practice.
- Outbound Training- Outdoor training involves physical and mental challenges that help develop teamwork, communication, and problem-solving skills in a fun and engaging environment.
- Video Documentaries- Video documentaries help students develop critical thinking skills by evaluating information, identifying biases, and drawing their own conclusions.
- Empirical Micro Learning- Students actively engage with a particular concept or skill and reflect on their findings, leading to deeper understanding and retention.
- Internship - Internships offer students practical work experience, apply their knowledge, develop professional skills, and build networks.
- Expert Talks- Inviting industry professionals or academic experts to speak to students allows them to gain insights from experienced individuals.
- Simulation Activity - Simulations help students practice decision-making and problem-solving skills in a safe environment.

By combining theory with practice, reflection, and real-world application, experiential learning fosters critical thinking, problem-solving skills, and a deeper understanding of the subject matter.

PARTICIPATIVE LEARNING ACTIVITIES

To create engaging and effective learning experiences within the classroom itself, VIMS incorporate workshops, value-added courses, student participation activities, and quizzes as a part of Participative Learning activities.

Workshop: By assigning a specific task or problem related to the course material, students can work collaboratively in smaller groups, develop critical thinking skills, and showcase their learning through presentations, group reports, or demonstrations.

Value-Added Courses: specialized courses that supplement core curriculum with practical skills and applications, industry-specific training modules or software workshops. They allow students to delve deeper into areas of interest and gain practical tools relevant to future careers.

Quizzes can be interactive learning tools. Divide the class into teams for collaborative quizzes to foster teamwork. Use online quiz platforms or create games to make learning fun. Use short quizzes at the end of class as exit tickets to assess understanding.

PROBLEM SOLVING SKILLS

Projects and case studies are important aspects of experiential learning as they require students to analyze complex problems critically and develop solutions for them. These projects play a crucial role in cultivating valuable problem-solving skills among students. To enhance the problem-solving skills of students, VIMS has adopted the practice of offering projects and case studies.

Projects involve defining the scope, planning, developing, implementing solutions, and evaluating the outcome. This helps students develop critical thinking, research skills, collaborate, make decisions, and adapt to challenges. They also assess the effectiveness of their solutions, building a valuable framework for future problem-solving.

Case studies offer real-world scenarios for students to analyze, identify root causes, propose solutions, and develop critical thinking and decision-making skills. They also encourage discussions and debates, fostering learning from diverse perspectives.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14 | 12 | 12 | 13 | 12 |

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

2.4.2

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

Response: 52.38

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9 | 5 | 6 | 6 | 7 |

| File Description | Document |
|---|-------------------------------|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | View Document |
| Institution data in the prescribed format | View Document |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities | View Document |

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Internal Assessment Procedure:

The institution prepares the academic calendar before the semester begins based on the academic schedule provided by Anna University. It includes specific dates for completion of syllabus coverage and the conduct of Continuous Internal Assessments (CIAs) for theory.

The internal assessment process is communicated to the students by their respective faculty in the first week of every semester, as well as during the orientation program for first-year students. Any changes in schedules, patterns, and methods are immediately notified to students through classroom briefings by concerned class advisors and are also displayed on the department notice board.

The institute has prepared standard formats for question papers based on the type of subject and Course Outcomes (COs). Previous years' university exam questions are referred to when setting questions. The Department IQAC coordinator evaluates the quality of question papers and the coverage of entire COs.

The first CIA question paper is prepared so that it covers COs 1 & 2& 3, the second CIA covers COs 4 & 5 using revised Bloom taxonomy verbs.

The Exam Cell and IQAC team check the entire evaluation process, including the level of questions, invigilation, marks allocation, and COs attainment, and provide recommendations for improvement on a continual basis.

Faculty members are periodically instructed to practice fairness and transparency in the evaluation process. The syllabus for CIAs is communicated to students in advance by their class teachers.

Question Paper Pattern:

Internal Tests (50 Marks)

Part A – (5 x 2 Marks = 10 Marks)

Part B – (Either or Questions 2 x 13 Marks = 26 Marks)

Part C – (1 x 14 marks = 14 Marks)

The CIA answer scripts are evaluated and distributed within one week of the internal exams for verification of answers and marks. After the evaluation of test papers, an Answer Key is made available to enable the students to compare their answers, and results are discussed in class before it is signed off by the student.

Results of internal tests are uploaded from time to time on the affiliating University web portal, from which internal assessment is compiled by the affiliating university.

Students can view their attendance and internal test marks on the Anna University web portal at any time.

The performance of students is sent to their parents through a letter. Information about a student having low attendance is also communicated to their parents over the phone.

Students are free to interact with the teacher to resolve any grievances regarding assessment. Complete transparency is maintained in the system of internal assessment, which enhances bonding between faculty members and students.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

VIMS aims to be the top choice for comprehensive education that meets industry needs. The institution's vision and mission prioritize cultivating well-rounded technocrats with discipline and integrity. Achieving the vision, mission, and quality policy is tied to specific learning outcomes, which are shared with students and parents through various channels, including the principal's address. Additionally, faculty members explain the course outcomes of each subject to students in the classroom and make them available on the website and other key locations within the college.

Program Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), defined by Anna University vide 2021 regulations, have been meticulously followed for all Programmes / Courses in the curriculum. Several trainings are provided for Faculty members to improve the awareness about PEOs, POs, PSOs, and COs mapping and attainment. Alumni Students, Academicians, and Industrial Experts are also invited to interact with the students and faculty to share about technology advancement and suggest add-on courses that enhance employability.

Course Outcomes describe the cognitive mechanism that a course offers, which results in the information and skills that students learn at the end of each course. In this way, each course is designed to meet around 5 Course Outcomes.

- The faculty members prepare detailed lesson plans for their courses, including laboratory work, based on the Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) mentioned in the syllabi. The Department Advisory Committee (DAC) meets at the beginning of each semester to review the COs and the effectiveness of the academic process executed in the previous semester. They also consider suggestions from stakeholders to provide inputs for the faculty members to revise the COs, if necessary. The concerned Head of the Department (HOD) and the IQAC Coordinator review the lesson plans to ensure the objectives are being met.
- COs attainment is reviewed after each Continuous Internal Assessment (CIA) test for all students in the classroom, and corrective steps are taken to address any gaps through assignments, seminars, counseling, and special coaching.
- Each Course Outcome is mapped to Program Outcomes in terms of relevance. Three levels of relevance based on the degree of correlation are used, and the levels of correlation are marked as 1, 2, and 3 for low, medium, and high, respectively.

The program outcomes (POs), program-specific outcomes (PSOs), and program educational objectives (PEOs) are listed on the college website, in departments, classrooms, laboratories, and course delivery plans. Course outcomes (COs) are specified in the curriculum, syllabus, and course plan.

Furthermore, students are informed about POs, PSOs, and COs through the following activities/meetings:

- Orientation/induction program
- Presentation of the lesson plan in the first lecture
- Departmental meetings

In addition, course teachers and mentors continuously emphasize the importance of an outcome-based education system and make efforts to ensure that students understand the outcomes of each course.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The Institution's goal is to provide outcome-based education and develop students into socially responsible, competent engineers. The course objectives are achieved through the effective delivery of the curriculum. Each program consists of several courses, and each course has its own outcomes. Achieving all of these outcomes will lead to the fulfillment of the Program Outcome.

The efficiency and effectiveness of the process are continuously monitored, evaluated, and improved by gathering input from discussions, suggestions, and decisions made in department meetings and meetings with the Head of the Institute.

Benchmarks are established to assess the achievement of COs and determine if they have been met. Attainment levels are determined based on the following:

| Benchmark | Attainment Level |
|---|------------------|
| 50% of students get more than or equal to the threshold | 1 |
| 60% of students get more than or equal to the threshold | 2 |
| 70% of students get more than or equal to the threshold | 3 |

Weightage for the Attainment of Course Outcomes:

Course Attainment = 90 % of Direct Attainment + 10% of Indirect Attainment

Direct Assessment Tools

For Theory Course Outcomes of Students performance are evaluated based on the following parameters,

Continuous Internal Assessment (CIA) tests (Weightage: 60%)

Assignments (Weightage: 40%)

For Practical Course Outcomes of Students performance are evaluated based on the following parameters,

- Observation and Record work of experiments
- Project Work and Viva Voce
- End Semester University Examination.

Indirect Assessment Tool

Course end survey (for COs evaluation)

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

Program Outcomes (POs) are the skills and knowledge that students acquire during their studies. Each program consists of twelve Program Outcomes and sixty courses. Each course has five Course Outcomes (COs). At the end of the final semester, the head of the Department analyzes the attainment of POs for each student and consolidates the overall attainment level for the batch.

The curriculum includes theory subjects, practical subjects, projects, seminars, and technical presentations. Each subject must meet the requirement of three to five POs as mentioned in the university's curriculum and syllabi. The Heads of Departments collect the CO attainment from each faculty and consolidate the CO PO attainment and Course-PO attainment.

Surveys are conducted at the end of the program to evaluate the attainment of POs and PSOs. These surveys include an exit survey from students, an alumni survey, and an employer survey. The results of these surveys are consolidated. By mapping COs to POs and consolidating survey outcomes, the attainment level of each program is determined. This attainment level of POs and PSOs is then compared to the target to evaluate the program's outcomes.

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

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 98.66**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 38 | 8 | 64 | 103 | 81 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 39 | 8 | 66 | 103 | 82 |

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.89

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 14.21

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3.35 | 1.45 | 0 | 1.17 | 8.236 |

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Vivekananda Institution has an active CRCP forum for the faculty members which encourage every faculty member to involve in research work, publication and participation in conferences and faculty development Programs.

Eco system for Innovation and Knowledge transfer

Vichaara an International Journal of Management is released to mobilize the research work of scholars and faculty from various institutions and publish them bi- annually. The quality of the work is ensured through reviewers and editor. This facilitates in knowledge sharing among the readers on the relevant topic.

This CRCP forum supports the faculty in finding funding opportunities and provides guidelines for

funding proposals. Using this faculty, have applied and completed their research work and submitted their reports to relevant funding agencies.

BA4311 Innovation and Creativity Laboratory course in the curriculum provides the students with the knowledge on how to prepare new business models and innovative ideas. The students individually work on different business ideas and present their Business plan

Entrepreneurship development Cell

VIMS Entrepreneurship Cell has organised frequent programs from the scratch like creating awareness among the students on the need of becoming entrepreneur, how to prepare business Plan proposal for funding and the sources of funding agencies, agencies for production or marketing support and others. This cell regularly organize one day entrepreneur event which motivates the students to formulate business strategies, budget and plans for execution of their business ideas.

Eco system for Indian knowledge System and Knowledge transfer

The CRCP forum also connects industry and faculty with the objective of linking real-time practices and the theories, the students study. Faculties are allowed to visit the organizations and share their knowledge among the students. This bridges the gap in filling the industry requirements.

The curriculum design includes ethical practices to be followed in the industry by including contents in different subjects. There are exclusive courses available in the curriculum namely BA 4111 Indian Ethos and BA 4211 Business Ethics which provides the knowledge on Indian System. Every individual student will present a seminar on a given topic to share Indian Knowledge System.

The task based learning in the institution facilitates in encouraging the students in learning Indian knowledge System. The students are given tasks to understand the difference between Indian System and the knowledge system of other countries.

Eco system for Intellectual property rights

The faculty members are motivated to do courses on Intellectual Property Rights through Swayam Portal or any other mode to gain insights in IPR practices. The faculty members shall disseminate their knowledge among the students.

Entrepreneurship development Cell has conducted few awareness programs for the students in knowing the importance of Intellectual property rights and how to attain IPR for their innovation or creative work.

Eco system for transfer of Technology

VIMS has Techno management Club which organises Value added certificate courses on different technologies used in the industry. The courses on Digital Marketing, Tally with ERP, Business Analytics and others, facilitate them in strengthening the technical skills of the students. This increases the opportunities for the students in obtaining better placement opportunities.

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

3.2.2

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

Response: 50

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 25 | 6 | 6 | 8 | 5 |

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

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.62

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3 | 1 | 0 | 5 | 7 |

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

3.3.2

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

Response: 0.46

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1 | 8 | 1 | 0 | 2 |

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

3.4 Extension Activities

3.4.1

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

Response:

The extension activities are conducted at VIMS to drive the spirit of service and a desire to create positive change, reach out to communities, address pressing concerns, and foster a sense of responsibility in students. Extension activities, when woven with social issues like road safety, environmental awareness, and helmet-wearing, become more than just projects; they become catalysts for a better future.

The following activities are conducted by Community service club of VIMS for the development of neighborhood Community:

- Awareness of Basic First Aid
- Cleaning Plastic Waste Programme
- Free Medical checkup camp for differently able people
- Free Medical Camp
- Blood Donation Camp
- Eye Check UP
- Free Dental Checkup
- Cleaning Temple Premises
- Tree Plantation Activity
- Kowshika River Cleaning Program

The following activities are conducted by Community service club of VIMS by addressing the social issues

- Awareness Programme on Financial Instruments in Bank
 - Awareness program on Covid 19
 - Enriching Computer Hardware Knowledge to School Students
 - Visit to Old Age home
 - Awareness program on Obey the traffic rules
 - Awareness Program on Malnutrition
 - Awareness Program on Smart Phone Usage
-
- Awareness rally on Prevent Drunk and Drive
 - Wearing Helmet awareness Program

The above Programme are conducted in the various areas near by the college

- Devampalayam
- SS Kulam
- Government Schools in Devampalayam, SS Kulam
- Kovilpalayam
- Saravanampatti
- Annur

Apart from these, the government organizations also benefited by conducting various activities related to

them. The list is given below

- Postal department
- Government Primary Health Center
- Scheduled Banks
- Government Schools
- Sarcarsamakulam Town Panchayat

VIMS provides its continuous support to the people living in and around and benefited in many ways. People also supporting for all the welfare steps taken for such villages.

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

3.4.2

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

Response:

Vivekananda Institute of Management Studies, A Stand Alone B-school, Coimbatore participating various activities on Extension, Outreach programs and community services. Regarding this, VIMS sustained its services around the areas such as Kovilpalayam, Sarkarsamakulam,, Devampalayam, Annur and saravanampatti. These areas has benefited by various society based activities. VIMS have got recognized by several organizations such as:

Hospitals:

- 1.Lotus Eye Hospitals
- 2.Dr.Muthu's Hospital Private Limited

Temples:

- 1.Sri Harivaradharaja Perumal Temple
- 2.Dharmaraja Temple

Industries:

- 1.Sri Ramkarthic Polymers Private Limited

Other Institutional Bodies

1. Institution's Innovation Council (IIC)
2. Ram Kalam Centre For Energy Consultancy & Training

Government Services

1. Primary Health Center
2. Government Higher secondary school

Orphanages

1. Universal Peace Foundation

Apart from this, VIMS has organized and got recognition from these organizations for General Eye check-up, Temple Cleaning, Free Health Checkup, Clean & Green Campus, supporting medical camps.

VIMS supporting to the nearby communities of Sarkar samkulam, Devampalayam, and Kovilpalayam people by conducting various awareness programmes. VIMS also helps Women entrepreneurs and women self help groups. It provides continuous support to the nearby community people by providing best services to them.

There are some extension activities provided by VIMS like:

1. Awareness Programs from Women Entrepreneur
2. Kowsika River Cleaning
3. Awareness programmes for Women Self-help Group
4. Conducting Free Medical Camp

Student volunteers of VIMS also helps people by conducting summer programmes and community based activities. The lists of activities are carried out by student volunteers of VIMS:

1. Free buttermilk distribution during summer
2. Free drinking water service
3. Tree plantation

VIMS also provides space for conducting various community related programmes and providing employee training to the neighborhood villages and organizations. There are many organizations benefited from this service, such as Augustan Textiles, Roots Group of Companies.

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

3.4.3

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

Response: 51

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 27 | 12 | 5 | 3 | 4 |

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

3.5 Collaboration

3.5.1

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

Response: 20

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Main Academic Block:

Vivekananda Institute of Management Studies is stretched over an area of 2 acres in green, clean, neat and spacious environment with adequate infrastructure facilities of modernized classrooms with all ICT Facilities, Laboratories, Seminar Hall, Board Room, and Placement Office, Incubation Centre, Tutorial Rooms which is adequate for providing a good learning ambience to students, based on the norms of AICTE and Anna University.

Internet Connection:

The college has a dedicated 75Mbps leased line connectivity from Veda Networks for providing uninterrupted internet services in the campus and it is a Wi-Fi enabled with separate server room provides all network connectivity throughout the campus.

Central Library:

The central library has a wide collection of books, magazines, journals and materials for competitive exams to inculcate the habit of reading among the students community. A digital library is functioning inside the central library can able to access e-books, e-journals, NPTEL videos to patronize the spirit of perpetual learning by students.

Miscellaneous Facilities:

The institution has CCTV Surveillance Generator, RO Water Purifier at all strategic locations. The amenities and facilities also include well maintained Lawn, Ramp, Garden, Fire Extinguishers, and Sanitary Napkin Vending Machine etc. The institution has active ED Cell, Institution Innovation Council (IIC), Incubation Centre and Training and Placement Cell provides consistent support and motivation for self development of students.

Recreation Facilities:

Excellent facilities for sports are available at the institution for both indoor and outdoor games which includes Badminton Court, Table Tennis Court, Chess and Carom. Gym and Yoga Centre is available with all required equipment for doing Gymnasium and Yoga inside the campus for the benefits of both boys and girls students. Institution provides Hostel Facilities for girls which give a homely environment.

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

4.1.2

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

Response: 29.07

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 66.11 | 21.63 | 19.97 | 64.23 | 65.25 |

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

4.2 Library as a Learning Resource

4.2.1

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

adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

VIMS Library is situated on the ground floor of the institution with covering area of 172 Sqm. The VIMS Library is located on the ground floor of the institution. It serves as a learning resource center and offers library services to all the students, faculty members, and staff at the VIMS campus. The library aims to enhance knowledge and support teaching and learning activities.

It consists of various sections, including the stack area, reference section, circulation section, periodicals section, digital library, and Wi-Fi enabled reading halls. It has a collection of previous years' question papers of semester exams conducted by Anna University. The library provides access to a web OPAC (Online Public Access Catalogue) through the internet and intranet. Users can search the library database for bibliographic records using criteria such as author, title, subject, keywords, and publisher details.

The library boasts an extensive collection of 5,737 volumes of books. It also offers 24 printed national and international journals, 550 Delnet e-journals, and more than 1 lakh e-books and conference proceedings. The library provides access to NPTEL courseware, which includes a collection of 8,500 video lectures. The library webpage serves as a valuable resource for users, offering essential information. The library is fully computerized and automated, utilizing e-campus software integrated with Bar Code Technology for efficient management.

VIMS hold institution membership with DELNET - Developing Library Network for Inter-Library Loan (ILL) and Document Delivery Service RMIT, expanding the range of resources available to library users. All e-journals and e-books can be accessed through the internet. The library is equipped with a digital library consisting of 8 computers with internet access, allowing students to access digital content easily. The library is fully automated with e-campus software used for circulation, procurement, POAC, and project reports.

WEB OPAC

The library provides access to web OPAC (Online Public Access catalogue) through the internet and intranet. Users can search the library database for bibliographic records using criteria such as Author, title, subject, keywords and Publishers details. The library boasts an extensive collection of 5737 volumes of books. It also offers 24 printed National and International Journals, 550 Delnet e-journals, and more than 1 lakh e-books and conference proceedings.

E-Journals

The library provides access to NPTEL, Courseware which includes a collection of 8500 video lectures. The Library webpage serves as a valuable resource for user offering essential information. The library is

fully computerized and automated, utilizing e-campus software integrated with Bar Code Technology for efficient Management. VIMS hold institution member with DELNET -Developing Library network for Inter Library Loan (ILL) and Document Delivery service.

Digital Library

The library is equipped with a digital library consists of 8 computers with internet access allowing students to access digital contents easily. VIMS library holds membership with DELNET and RMIT, expanding range of resources available to library users, all e-journals and e-books can be accessed through the internet.

Library Automation

The library is fully automated with e- campus software used for circulation, procurement, OPAC and project reports. All the library documents are computerized indexing of library resources with BAR code and Books are issued to the readers by reading the bar code of the documents.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Computing Resources:

Vivekananda Institute of Management Studies has excellent IT facilities for both students and faculty members with 90 computer systems with LAN connection and highly configured system available is DELL Intel Core i3 8th Generation and one server available for providing network connectivity within the campus.

Wi-Fi and Internet:

The entire campus including hostel has various Wi-Fi access points for accessing educational resources through internet and the facility is provided by Veda Network with the bandwidth of 75Mbps. Computers

in main Academic Block are inter-connected with LAN through switches.

E-Sources:-

College ERP and Google Class Room is effectively used as a Learning Management System by both students and faculty members as teaching and learning process by the way of uploading all the class notes, assignments etc. and all the attendance of faculty and students is maintained in ERP. The institutional website provides all the vital and essential information for the all the stakeholders at timely manner. Faculty and students create videos on important topic in a subject and uploading in to the Institution Social Media platforms.

Updating IT Facilities:

As per the AICTE norms, the Student to Computer Ratio is maintained as 2.3:1 and number of systems in the Computer Laboratories is updated frequently due to gradual increase of intake of students in the campus. Based on the students requirement and to nurture them to learn new technologies necessary software devices, highly configured computer systems have purchased.

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

4.3.2

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

Response: 2.57

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

Response: 60

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 64.45

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 178.56 | 56.13 | 30.06 | 130.44 | 130.79 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 88.62

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 151 | 46 | 75 | 147 | 165 |

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 93.78

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 114 | 49 | 80 | 178 | 197 |

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

5.1.4

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

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

Response: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Proof related to Mechanisms for submission of online/offline students' grievances | View Document |
| Proof for Implementation of guidelines of statutory/regulatory bodies | View Document |
| Details of statutory/regulatory Committees (to be notified in institutional website also) | View Document |
| Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.2 Student Progression

5.2.1

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

Response: 91.53

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 36 | 8 | 55 | 96 | 75 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 38 | 8 | 64 | 103 | 82 |

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

5.2.2

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

Response: 12

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

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

| File Description | Document |
|--|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | View Document |
| Institutional data in the prescribed format | View Document |

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University /

state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 52

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10 | 7 | 11 | 11 | 13 |

| File Description | Document |
|--|-------------------------------|
| Upload supporting document | View Document |
| list and links to e-copies of award letters and certificates | View Document |
| Institutional data in the prescribed format | View Document |

5.3.2

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

Response: 35.8

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 33 | 33 | 32 | 34 | 47 |

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

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni Association

About VIMS VIRUKSHA ALUMNI ASSOCIATION was registered under the Tamilnadu Societies Registration Act 1975 (Tamilnadu Act 27 of 1975) , Coimbatore.

The alumni association of our institution, VIMS VIRUKSHA, is a network of former students dedicated to fostering lifelong connections with their alma mater and fellow graduates. It serves as a bridge between the past and future of the institution, providing a space for alumni to stay connected by organizing social events, reunions, and chapter meetings. These activities allow graduates to reconnect with classmates, professors, and the VIMS Institution community. The association also helps to build professional networks, promote lifelong learning, and supports the institution through various activities such as fundraising for scholarships, new facilities, and academic programs, ensuring the continued success of the institution.

OBJECTIVES:

- Diffusion of useful knowledge among the members.
- To maintain an adequate Library and access to Institute Alumni Website of the use of the members.
- To provide physical and mental recreation to members.
- To encourage games and cultural activities.
- To provide Value Added Courses to the students.
- To promote extension programs and curriculum design.
- To carry on any activity or activities of charitable nature and of general public utility.
- To promote personality development and soft skill among young generation.
- All the above objectives without any profit.

EXECUTIVE COMMITTEE:

- The administration of the Association is vested in the Executive Committee which consist of One President, One Vice President, One Secretary, One Joint Secretary, One Treasurer, 5 Team Committee members, Total 10 Executive Committee Members.
- The above members shall be elected by General Body among its members at the General body Meeting
- The term of member of the committee shall be 3 years.
- The meeting of the Executive Committee shall be held once in three months or whom the committee desires to call for such meeting to discuss important objectives.
- The notice for the Executive Committee meeting shall be issued 3 days prior to the meeting. The quorum for the meeting shall be 50% i.e. 5 nos

POWER OF THE EXECUTIVE COMMITTEE:

- Shall take decision of all matters of importance subjects to the approval of the general body.

- Shall frame the rules according to the bye-laws of the society for running association smoothly and efficiently and in disciplined manner.
- Shall decide amount the additional subscription or fees that may be required to be collected from members of the Association for special activities such as arranging academic facilities, and seminars etc.
- If there be any vacancy in the office – bearers of the Executive Committee, the Committee shall have powers to fill up the vacancy temporarily from among the members of association; the total members of the executive committee shall not undergo circumstances exceed the limit fixed under clause No.12(1) above without the approval of General Body.
- The arrangement made above shall be required to be rectified by the General Body that may meet immediately thereafter.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

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

Institutional Vision and Leadership

The institution's Vision and Mission are reflected in the entire governance process.

At VIMS, all activities are aimed at achieving its clearly defined vision and mission.

Vision:

To become a frontier B-School imparting Knowledge in Management, developing Research Skills and Creating globally competent leaders with social consciousness.

Mission:

- Foster a learning environment with industry engagement for dissemination of management knowledge to transform young minds into technically proficient, socially committed and globally competent professionals and entrepreneurs.
- To inculcate professionalism in developing ethical Business Leaders, researchers and business consultants through critical thinking and innovation.

The institution's vision is to become a leading business school that imparts management knowledge, develops research skills, and creates globally competent leaders with social consciousness. The mission is to foster a learning environment with industry engagement to transform young minds into technically proficient, socially committed, and globally competent professionals and entrepreneurs.

Governance and Leadership:

The Governing Body of the institute consists of management representatives, industry experts, academic experts from premium institutions, and faculty members as per AICTE guidelines. They discuss and finalize the perspective plans, strategies, newly framed policies, or modifications. Decisions are communicated further for implementation. Discussions on infrastructural development, modifications in HR policy, recruitment of employees, quality initiatives, value-added programs, and the functioning of IQAC are carried out and approved in Governing Body Meetings.

Decentralization and Participation

All members are encouraged to participate in different forums for effective planning and implementation of various activities. Open and transparent communication is followed throughout the institution. Different forums like IQAC, Alumni Cell, Exam Cell, Training and Placement Cell, CRCP, Students Clubs, Class Committee, Grievance Committee, and others facilitate all stakeholders to represent themselves in effective functioning. The forums have complete rights and independence in designing new programs and implementation.

Perspective Plans

The perspective plans are prepared every five years in coherence with the vision and mission. They also plan for short-term goals to be achieved every year. The perspective plans cover quality enhancement by undergoing the accreditation process, infrastructural development, encouraging faculty for quality research publications and book publication, consultancy services, corporate training through industry connect, establishment of an incubation center, and others.

NEP implementation and sustained institutional growth

The institution has adopted the new education policy by offering more value-added programs. It takes sustainable solutions for growth. A green environment is ensured by planting and maintaining numerous trees. Regular audits are done on green, energy, and environment to ensure appropriate actions. The VIMS campus is a plastic-free campus. Paperwork has been reduced by using ERP for record maintenance and communication. Many MoUs have been signed to ensure a long-term relationship with the industry for industry-institute interaction.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Sustainable growth of VIMS is ensured through systematic and standardized administration, policies rules and regulations. Long term and short term plan are prepared in consultation with different stake holders.

Administrative setup

VIMS has a well-organized structure with various forums to carry out all its activities. The authority flows from the Chairman to the Secretary, Director, Faculty, and other administrative staff members. Governing Body and Academic Council meetings are conducted periodically for effective functioning. These committees approve the policies, procedures, and plans.

Major decisions in the institution are made by the Chairman, Secretary, and Director, with approval from the Advisory committees. The Director of the institution is responsible for policy formulation and implementation. The Administrative Officer, under the Director's headship, takes care of non-academic activities. Every position and person's roles and responsibilities are well-defined and communicated in advance. Free flow of communication among all members helps in the effective execution of policies and plans. Work norms have been established to ensure maximum contribution from all members in all required fields. The Exam Controller, IQAC Coordinators, and coordinators of different forums manage activities in their respective areas.

Policies

VIMS has established policies for various functions of the institution. The institution's HR Policy provides guidelines for recruitment, selection, training, performance evaluation, work standards, and code of conduct.

Recruitment process:

Manpower planning is carried out as per the guidelines provided by AICTE and Anna University. The faculty requirement is calculated based on the student-faculty ratio. The requirement for manpower is advertised through various channels such as Indeed, Faculty Plus, and other related modes. Additionally, employee referrals are also taken into consideration. For a faculty position, candidates are selected based on their eligibility, following which mock classes and interviews are conducted to determine the most suitable candidate. The Director, an external expert, and senior faculty members assess the candidates and select the best fit. For non-academic positions, the Director and Administrative Officer evaluate the candidates for their suitability.

Service Rules and Code of Conduct:The Rule book of the company outlines the terms and conditions for each position. The HR Manual provides further information on rules and procedures such as the joining process, work timing, welfare measures, leave policies, incentive schemes, and terms of promotion. The Code of Conduct establishes the general responsibilities of every individual and provides guidance on ethical behavior, professionalism in task execution, and disciplinary processes.

Procedures

At our organization, we have established standardized operating procedures for all activities. We make sure that these procedures are clearly communicated through our induction and other training programs. The IQAC (Internal Quality Assurance Cell) monitors the implementation of these procedures in all aspects. We modify and update the procedures as per the requirements. Periodical audits are conducted to ensure that the procedures are implemented as intended in every activity.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Institute has a well-established, transparent, quantitative 360-degree performance appraisal system. Performance is reviewed annually through the Performance Assessment Report (PAR) at four levels: self-appraisal, student feedback, appraisal report by the Director, and appraisal by colleagues. The system is designed to reward high performers and encourage others to improve their performance. Parameters include teaching, research, consulting, publication, industry connections, and administrative activities. A faculty member's overall performance is graded as "Excellent", "Good", or "Fair". This system allows faculty members to self-assess their performance and compare it with others. It also helps the institute to reward high performers with appropriate annual incentives.

The welfare measures for teaching and non-teaching staff include the following:

- Health center facilities: Teaching and non-teaching staff can visit Raja Hospital in Kovilpalayam for medical treatments. Health camps are also conducted periodically for medical checkups.
- Professional and non-technical trainings are provided to enhance the capabilities of the staff at all levels.
- Faculty members have the opportunity to undergo a one-month training program in a business establishment to gain practical experience.
- Faculty members are actively involved in various committees of the Institute, including estate management, hostels, and students' activities.
- Each division has a nominated Professor who is responsible for student-related issues.
- New faculty members receive orientation training to effectively understand and perform their duties.

The management promotes a friendly workplace environment and supports the development of the personnel. Employees consistently feel like they are part of a family and have a home away from home.

- Financial and non-financial motivation and incentives are provided for higher qualifications and quality improvement programs.
- Faculty members interested in joining professional associations receive financial assistance, as do staff members participating in technical training programs.
- Financial and non-financial incentives are offered to faculty members for publishing in national and international journals.
- Skill development programs, including soft skills and computer knowledge on MS Office tools, are organized for both teaching and non-teaching staff to improve documentation and filing.
- The management contributes to EPF for all eligible staff members and provides subsidized transport to

those in need.

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

6.3.2

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

Response: 82.54

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 10 | 10 | 10 | 11 |

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

6.3.3

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

Response: 71.08**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

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

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

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Copy of the certificates of the program attended by teachers. | View Document |
| Annual reports highlighting the programmes undertaken by the teachers | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

Vivekananda Institute of Management Studies was established under Coimbatore Education trust and it mobilizes the fund through various sources:

- 1.Coimbatore Education trust

2. Students Tuition Fees
3. Government and Non-Government Agencies through Funded Research Projects
4. Interest on Corpus Fund
5. Management development Programs.

The main financial resource is by the way of collecting tuition fees. The government has fixed norms for the fee. The previous year expenditure is considered for determination of the fee. A detailed budget is prepared for the proposed expenditure and approved by the Governing Body.

Coimbatore Education Trust is providing sponsor and financial support for the functioning of the institute.

Budget Preparation

The proposed expenditure in different functional aspects are prepared individually and then submitted to the Director. The Director consolidates the budget and sends it for the approval from the trust and governing body. The budget is prepared with the aim of upgrading the quality standards of the institution.

Utilisation of Funds

The utilization of fund is monitored based on the budget. For every expenditure prior approval is obtained from the Director. Capital expenditures are approved at Trust and Governing Body Level. The payments are done against any receipt or Bill. Every year the institution is making expenditure on building infrastructure. Library is supported with subscription of journals, magazines, books and e-resources. Salaries and wages are paid appropriately to all the employees. The bills are paid without any delay. It is ensured that every money spent is in useful manner. Quotations are invited from different vendors before the purchase of any product. A detailed comparison is made and the best quote is chosen for purchase.

Auditing

Vims audits its accounts through Certified Chartered Accountants. Internal Audits are conducted regularly. The financial statements are verified thoroughly and analysed for the next year plans. Every money spent is accounted appropriately. Academic and Administration Audits are conducted through IQAC. Apart from Financial Management the Administrative functions are audits for the effective functioning

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance cell is functioning effectively in improving the quality in every aspects of Vivekananda Institute of Management Studies. The quality is ensured by some of the best practices followed in the institution:

- Periodical Expert Meet
- Empirical Micro Learning
- One Day Entrepreneur
- Business Plan Contest
- VIMS Venture
- Encouragement for quality enhancement of faculty

The following initiatives have been taken by IQAC:

- Outcomes Based Education is insisted the outcomes attainments are calculated for the recent years.
- Task oriented teaching practice is followed
- Green Audit
- Focus on Zero emission
- Use of alternate source of energy
- Activating Entrepreneurship Cell through VIMS Venture.

INDUSTRY CONNECT

The IQAC Cell is ensuring the industry connect by multiple ways. The number of Empirical Micro Learning visits has been increased. Earlier it was one visit per month. Based on the suggestions given by Alumni, every student visits atleast two organisations in a month. The observation and understanding in the organisations will be presented and discussed in the classroom by the students. Hence every student is exposed to maximum number of organisations from different sectors.

ACTIVITY BASED TEACHING AND LEARNING PROCESS

In order to increase the effectiveness of teaching and learning process, based on the suggestions given by the Academic Experts, Outcome Based Education is implemented. OBTL (Lesson Plan) is prepared in advance in every subject is planned to deliver its Course Objectives. The Course Outcomes are set. Further Learning Outcomes for every Lecture hour is identified. The Faculty members measure the learning outcomes at the end of every classes by asking questions, discussion, quiz tests, case studies and others.

FOCUS ON ENTREPRENEURSHIP

The entrepreneurship orientation was very limited up to organizing few awareness programmes. IQAC has encouraged the cell to be very active by giving extra attention on this area. As an initiative VIMS Venture is formed which identifies the interest and skill sets of the students. The students are trained on their skills regularly. They are connected with the relevant organisations to horn their skills and understand the business environment. As the outcome some of the students have started few businesses and registered them under MSME.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender equality is insisted more at VIMS. Both male and female employee as well students are given equal opportunities. In terms of education, job opportunity, payment of salary, roles and responsibilities given are not shown any differences between male and female here. The following measures have been taken to ensure gender equality at VIMS:

Students Association:

CAMBISTA the students association is very active where all the students irrespective of their gender are given roles. Under Cambista different club activities are conducted to promote students in all aspects. All the students are members of different clubs and take leadership roles in conducting the activities.

The Class Committee is represented by both boys and girls to represent their problems and develop their leadership skills. The Hostel Committee helps in improving their decision making skills and assume responsibility. Both boys and girls are given equal opportunity to be the representatives of their classes. For every class one Boy and one girl are assigned to be representatives.

Curricular and Co-curricular activities:

Through the students' association boys and girls students are equally encouraged to participate in all academic activities such as participation and presentation in Conferences, Seminars, Workshops, Business Plan Presentation, Quiz, and Association Activities. Extensions club takes care of social service activities to the neighborhood community. Sports club at VIMS promotes sports activities and conduct competitions regularly. In association with TQI the girl students have given counseling services to the school students in Coimbatore and Tiruppur.

Women's Empowerment Cell:

Through Women Empowerment Cell, VIMS organises many programs to promote women rights. Seminars and workshops are conducted to address the issues of women. Yoga classes are conducted to promote the health of female students. Doctors are brought to address the health issues of female and how to handle them. Women's day is celebrated every year in which successful women are brought to inspire the girls' students to set their goals bigger and shape their growth attitude.

Internal Complaints Committee

VIMS ensures safety of the students' community especially for girl students and women employees. Internal Complaints Committee organises meets regularly and conducts awareness programs. To ensure safety of girl students and women faculty members inside the campus, Security guards are posted at prime points and Wardens ensuring the safety of girl students in the hostel. Separate timings for gym and well-furnished common room facilities are available for the girl students. In addition, surveillance of the campus and hostel is done through CCTV cameras installed at all the junction points.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

- 1. Green audit / Environment audit**
- 2. Energy audit**

3.Clean and green campus initiatives**4.Beyond the campus environmental promotion activities****Response:** A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The richness of our Indian culture is tolerance and harmony which are shared generation after generation. The students from different states namely, Uttarpradesh, Oddisa, Rajasthan, Adhrapradesh, Karnataka, Kerala and Tamilnadu join VIMS for such harmony and tolerance. Students association has number of clubs and various activities are conducted to integrate students from different geographical locations, linguistic background and other cultural differences.

Cultural fest and Celebrations

We celebrate different cultural festivals like Diwali, Pongal, Onam, Christmas, Ayudha Pooja and other where students from all the states participate and enjoy the celebration. International Women's Day is celebrated to give celebrate the equality in gender. Traditional dance programs and other competitions are conducted to show the richness of different culture and their values. On different cultural festivals relevant rituals are done, the students enjoy by participating in the traditional games, they wear traditional dress, sing songs related to the festival, discuss on the history and the reasons for celebrating different festivals. Food of different varieties are prepared and served.

Value addition through courses

The curriculum has courses on Professional Ethics and Indian ethos which are educating Indian Culture and value system. Courses on languages namely Hindi and Japanese have been conducted which are provided as value added courses. Language learning to be globally competent (Hindi, Japanese, German, French) is introduced as a course in curriculum. Many events are conducted to the Neighboring community such as Road safety Awareness programs, free medical camps and eye camps.

Club activities

All the clubs are actively engaging the students irrespective of their gender and cultural background. The Sports club develops sportsmanship among the students and encourages team building. There are many clubs focusing on competency development and community service not on individual differences. The club activities help the students in understanding different cultures and the behaviours of the students and then start celebrating the differences.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE I

1. TITLE OF THE PRACTICE: EMPIRICAL MICRO LEARNING

1. Objectives of the Practice

The major objectives of this practice are:

- Understand the diverse processes followed by different business establishments.
- Build network with corporate professionals.
- Get opportunity to experience how the management lessons are learned by the professionals and build exposure to implementation of such concepts systematically.

1. The Context

Exposure to real life industries is one of the key elements emphasized in the Program Outcomes (PO) for students graduated in Management Studies. The teaching of Management concepts is expected to meet the demands of the industry. Now- a - days Learner centric approach is followed everywhere for better engagement of students in Teaching Learning Process. The learning beyond classrooms is ensured by visiting industrial setups and gain in- depth knowledge in different processes. The regular curriculum structure provides this industry exposure through project work and Internship where the students will get exposure about the process of only one organisation where he may or may not get employment opportunity. Exposure to different organisations and practices will make the students feel comfortable at the time of gaining a job opportunity as well their deliverance in their job role.

1. The Practice

Empirical Micro Learning is a concept of visiting the business establishments as group of students to learn the industrial practices in different organisations. The institution identifies some of the organisations to be visited for learning get prior permission from four to five organisations on all alternate Fridays in accordance with the academic calendar. The students as different teams will visit organisations.

During the visit the students learn about the functioning of different departments and functional areas such as operations, marketing, Finance, Humana resource Management, Information Management and others. The students as teams discuss on these details based on their observation and prepare a joint report and submit the same to the coordinator. On the next Friday of the visit, they make presentations in the class.

1. Evidence of Success

Through this practice,

- the students get opportunities to understand the managerial practices in different organisations, understand the duties and responsibilities in different roles. This facilitates in their career choice.
- The students build network through these visits and through these networks they have got placement opportunities
- Further they have gained opportunities for internship and project works.
- The faculty members joining these visits identifies some opportunities for Management development Programs and have been executed.

1. Problems encountered and Resources Required

The problems faced in these practices are obtaining permission from business organisations. They do not entertain the students in most of the organisations. The students visit in different batches on different dates which are not permitted. In most of the organisations they do not reveal the detailed information on the process. The institution signs Memorandum of Understanding with many organisations through which the program can be comfortably conducted.

BEST PRACTICE II

TITLE OF THE PRACTICE: ONE DAY ENTREPRENEUR

1. Objectives of the Practice

- Encouraging budding management graduates to consider entrepreneurship as a full-time profession.
- prospective management graduates to experience managing their own company, collaborating with others, and increasing profitability

1. The Context

The growth of economies and the creation of new technologies depend heavily on entrepreneurship. Entrepreneur plays a significant role in economic growth by promoting innovation, market expansion, change, and wealth creation. In addition to developing new products, entrepreneurs are frequently essential in coming up with ideas and solving challenges. This One day Entrepreneur Competition will induce the potential entrepreneurs shall take a step towards understanding to take initiation and think to implement it as early as possible.

1. The Practice

One Day Entrepreneur (ODE) was a one-day event that showcases the Entrepreneurial spirit of the students. Followed by the announcement of the program, the students as teams register with a certain business area. One thousand rupees is invested in the pupils' support, which they must return at the conclusion of the day. The students will confer as a group, draft a business plan, and present it to the coordinator.

On the day of the event, they will gather the necessary supplies and begin the entrepreneurial activity, working through the evening. They divided into smaller groups and travel to various regions to interact with the clients. They make presentations on a scheduled date about the strategies they followed, struggles they faced. The jury will share its assessment of the students' ideas and performance. The best team will be chosen on the basis of their inventive strategies, risk-taking, profit-making and creative products or services. Both winners and runners will receive recognition with certificate of appreciation and medal.

1. Evidence of Success

This practice is giving yields in

- Builds confidence in the minds of students and prepares them to bear risks
- Students have come out with innovative business solutions which are found during their Business Plan contest.
- A group of student have participated in the National level Business Plan Contest organised by IIT Mumbai and was selected in top 10 teams at national level.
- Some students have started closely working with entrepreneurship Development Cell. They have further developed their business idea and registered their business under MSME. During the course of MBA they have started earning on weekends and at the end of the course they are continuing their business.

1. Problems Encountered and Resources Required

The students come from different disciplines for MBA program without having much idea on business. The institution has to prepare the mindset of the students and educate them about entrepreneur as a career option. The students practice their entrepreneurship ability for only one day in the market. This practice shall be extended and conducted as different phases so that they understand the risks involved in business and can see business from different dimensions as sourcing, maintaining and developing resources to make it as a profitable venture.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

CAPACITY BUILDING AMONG STAKEHOLDERS

Vivekananda Institute of Management Studies provides opportunity to all its stakeholders through its dynamic institutional policies in self development of Faculty Members, Non- Teaching staff, Students, Educational Institutions and Business Organisations associated with this. In line with New Education Policy 2020, the unique capabilities of each student is recognized, identified and fostered by various programs. The Teachers and non-Teaching staff are encouraged for their professional skill development in multiple ways. More over the business organisations and education institutions associated with VIMS are supported in their capacity building.

In support of these, VIMS has a **culture of collaborative work**. It provides state of art infrastructure facilities for conducive and hassle free learning environment. ICT tools, Learning Resource Centre with Wide choice of references and Laboratory equipped modern computers facilitates in enhancing the skills.

For Faculty Members:

1. VIMS encourages faculty members to **participate in Faculty Development programs, Workshops and, Conferences Seminars for Knowledge and skills Development**. They are **provided with Financial Assistance** for Registration Fees and also supported with On Duty Leave.
2. The faculty members are suggested with work norms which encourages Publication of Articles in Journals. They are recognised with providing Financial Assistance for the same. Publications are considered for performance appraisal to raise in increments and elevation. **Some of them have published their research articles in UGC Care Listed and Scopus Indexed Journals**.
3. Periodical Faculty Development Programs and Conferences are conducted by VIMS for facilitation in learning at free of cost.
4. Faculty members visit business organisations along with students on regular intervals through Empirical Micro Learning programs, which facilitate them in enhancing their Teaching Ability by blending Theory with practice.
5. They are motivated to complete courses offered by premium institutions through NPTEL or any other on line mode.
6. MSME connect program helps in understanding real time problems of the organisations and provide solutions for the same by faculty members.
7. The faculty members have taken up funded projects from both government and non- government organisation and are rewarded suitably.
8. The faculty members are supported in utilizing their expertise in Management Development Programs and incentives are provided for the same.

For Non- Teaching Staff:

1. Office Administration Training is given to all the non-teaching staff.
2. Technical Skill training in MS Office is given to the office staff
3. Training on Business Application Software is given to the System Administrator.
4. They are provided with On Duty leave for attending skill and knowledge Development programs.

For Students:

- **Personality Development Programs** by Industry experts are provided regularly to build their attitude for success
- **Value Added Certificate Programs** are conducted in every semester on regular basis on both technical and non-technical in the choice of their career options.
- Out Bound Trainings are conducted for building Team work, Leadership, improving decision making and Interpersonal skills.
- **Empirical Micro Learning** is organised where on all alternative Fridays students visits business organisations and have practical exposure. They share the knowledge gained in the study in the next Friday of their visit so that they get wide exposure about different industrial establishments.
- **Expert meet in every week** facilitates in meeting different industrial personnel and helps in direct interaction and network building. This also facilitates in Career counseling.
- **Training on Competitive exam** preparations is given to all the students.
- **One-day entrepreneur program** motivates them in formulating business strategies and induces them to enter into entrepreneurial venture.
- **VIMS Venture**, a program facilitates in identifying the unique talents among the students and link them with successful entrepreneurs for guidance in starting their new venture. Some of the students have started their venture and registered in MSME, during the course and started earning during weekends.
- **Business Plan Competitions** are regularly conducted and the students have participated in the national level business plan competition organised by IIT Mumbai and placed one among top ten teams in India.
- **I Brand Me and Video Documentary** activities enhance their communication and brand building skills.
- **International Exposure** is provided by organizing International Industrial visit and International Webinars.
- **Placement Training** is given to ensure that they get through the interviews in placement drives.
- **Foreign Language** course is offered to grab opportunities in MNCs and in abroad.
- **Research and Consultancy Work** opportunities are facilitated to the students and involve them for collaborative learning and gaining professional skills by practice.
- **Numbers of clubs have been formed** among the students to exercising their team skills and leadership.

For VIMS Associates: Education Institutions and Business Organisation

- **Research and Consultancy Services** to Business organisations are provided to strengthen their

process in different functional areas. Market survey has been done for widening of their business. Research on HR functions has been done to strengthening their leadership and organisational culture.

- **Management development Programs are** organised for the business organisations to empower their employees with development of people skills. Training on Emotional Intelligence, Proactive thinking has been given to few organisations.
- The educational institutions located nearby are **supported for the skill development of their students.**

| File Description | Document |
|--|-------------------------------|
| Appropriate web in the Institutional website | View Document |
| Any other relevant information | View Document |

5. CONCLUSION

Additional Information :

VIVEKANANDA INSTITUTE OF MANAGEMENT STUDIES (VIMS) promoted by a group of professionals in association with the parent organization **M/s. Zawawi Powertech Engineering L.L.C.**, a renowned MNC, operating from Sultanate of Oman with 3500 employees. The parent organisation supports in Empirical micro learning, Expert Lecture, , Training and Placement Activities.

VIMS venture is a vibrant program which promotes potential entrepreneurs to kick start their business by identifying the skills of the students and promoting them. They are connected with industry experts and guide them in starting the business.

VIMS promotes Industry orientation in education by frequent interactions with Industry Experts, hands on experience in the career choice of individuals, gain expertise through skill training and real time project works. It aims at holistic development of the personality of students by building soft skills and technical skills towards achieving career goals.

The faculty members are encouraged to develop their knowledge by providing financial assistance for participating in skill Development Programs and conferences. The activity based teaching and learning enhances the participative learning of the students

Concluding Remarks :

VIMS as a standalone B-School aims at fulfilling the Vision of Becoming a frontier B-School Imparting Knowledge in Management, Developing Research Skills and Creating Globally Competent Leaders with Social Consciousness. The students are provided with holistic development in terms of imparting knowledge through task based learning, skill development through value added programs, industry exposure through Expert meet, Empirical Micro Learning, Internship and project works. The mental soundness is developed through personality development programs, out bound training and yoga programs. The entrepreneurial spirit of the students is developed through exclusive Entrepreneurship Development cell through various activities. The well built infrastructure facilitates in conducive learning. Research activities and Publications are encouraged through financial assistance and organizing many Faculty Development Programs and Conferences. The students are inculcated with ethical practices and cultural values. The Extension activities are carried out in building social responsibility among the students.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|-----|----|----|-----|-----|---------|---------|---------|---------|---------|-----|----|----|-----|-----|
| 3.5.1 | <p><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :20</p> <p>Remark : DVV has made the changes as per shared data template document excluding the duplicates by HEI .</p> | | | | | | | | | | | | | | | | | | | | |
| 5.1.3 | <p>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</p> <p>5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>154</td> <td>49</td> <td>80</td> <td>178</td> <td>197</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>114</td> <td>49</td> <td>80</td> <td>178</td> <td>197</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared data template document by HEI .</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 154 | 49 | 80 | 178 | 197 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 114 | 49 | 80 | 178 | 197 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 154 | 49 | 80 | 178 | 197 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 114 | 49 | 80 | 178 | 197 | | | | | | | | | | | | | | | | | |
| 5.1.4 | <p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: B. 3 of the above</p> <p>Remark : DVV has made the changes as per shared supporting document by HEI .</p> | | | | | | | | | | | | | | | | | | | | |
| 6.5.2 | <p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented 2. Academic and Administrative Audit (AAA) and follow-up action taken | | | | | | | | | | | | | | | | | | | | |

3. Collaborative quality initiatives with other institution(s)
4. Participation in NIRF and other recognized rankings
5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

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

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

Remark : DVV has selected the B. Any 3 of the above as per shared supporting document by HEI

2.Extended Profile Deviations

| Extended Profile Deviations |
|-----------------------------|
| No Deviations |