



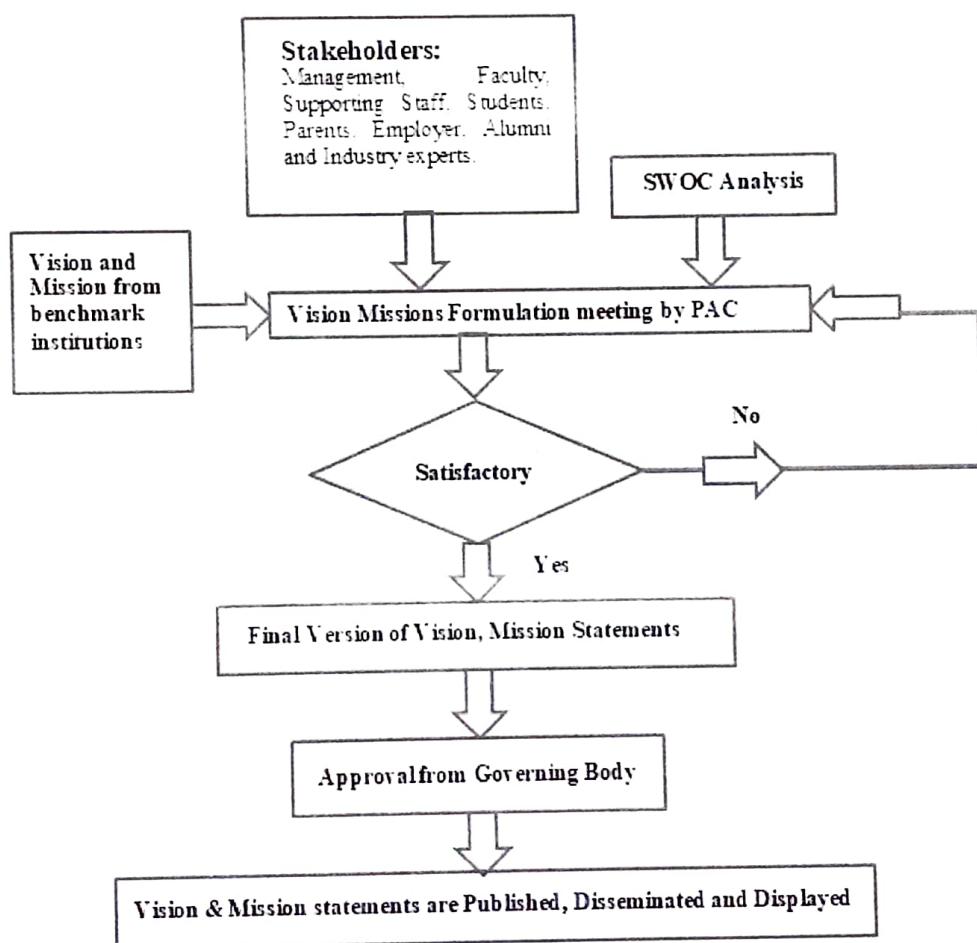
# K. S. SCHOOL OF ENGINEERING AND MANAGEMENT

Off Kanakapura Road, Holiday Village road, Mallasandra, Bengaluru-560109

## DEPARTMENT OF MECHANICAL ENGINEERING

Date: 20-01-2018

### FLOW CHART FOR PROCESS OF DEFINING THE VISION AND MISSION



HEAD OF THE DEPARTMENT

**Professor & Head**  
Department Of Mechanical Engineering  
K.S. Group Of Institutions  
K.S. School Of Engineering & Management  
Bangalore-560 109

PRINCIPAL

**Principal / Director**  
K.S. School of Engineering & Management  
Bangalore-560 062



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### PROCESS OF DEFINING THE VISION AND MISSION

Considering input from benchmarking institutions, SWOC Analysis, and other information a draft statements will be formulated and placed before the Program Assessment Committee.

1. **Formulation Meeting:** Conduct a Vision, Mission and PEO's formulation meeting by the Program Advisory Committee (PAC) and discuss the proposed draft statements, and arrive at final statements.
2. **Satisfactory Check:**
  - If no remarks/corrections, proceed to the next step.
  - If not, revisit and revise as necessary.
3. **Final Version:** Prepare the final version of the Vision and Mission statements.
4. **Approval:** Seek approval from the Governing Body.
5. **Publication and Display:** Publish and display the approved Vision and Mission statements.

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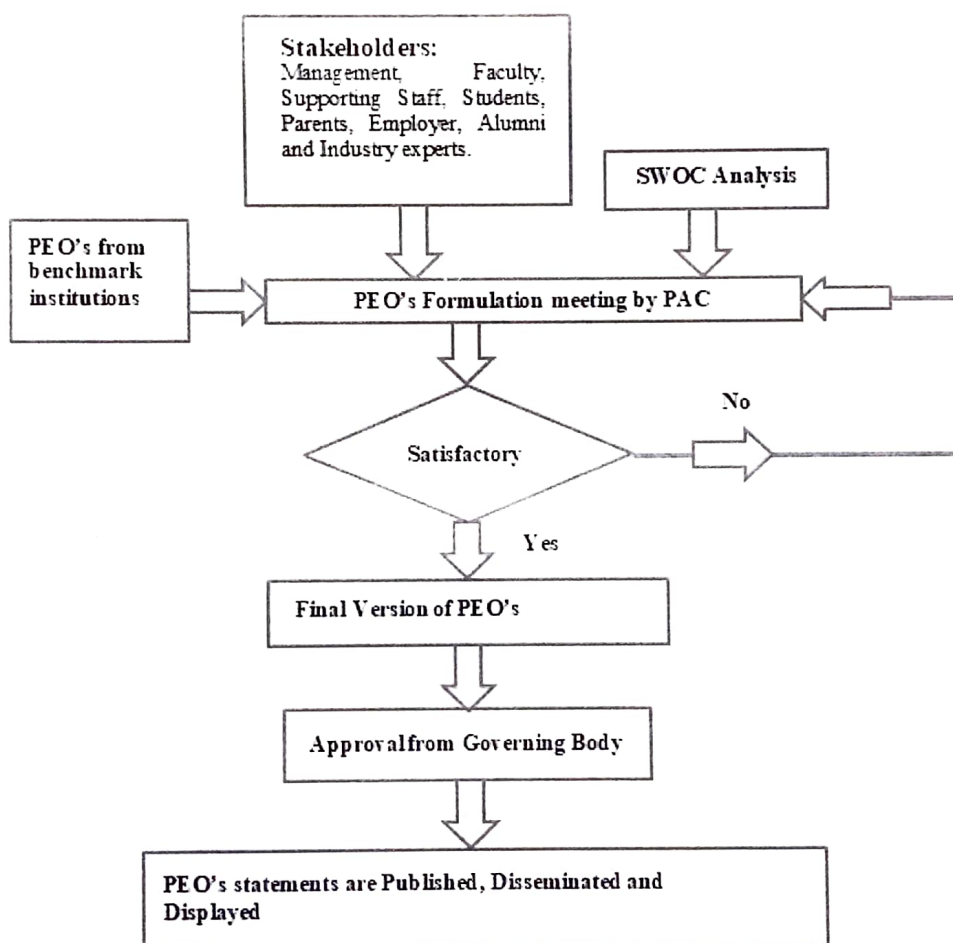
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## DEPARTMENT OF MECHANICAL ENGINEERING

Date: 20-01-2018

### FLOW CHART FOR PROCESS OF DEFINING THE PEO's



  
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## DEPARTMENT OF MECHANICAL ENGINEERING

Date: 20-01-2018

### PROCESS OF DEFINING THE PEO's

Considering input from benchmarking institutions, SWOC Analysis, and other information a draft statements will be formulated and placed before the Program Assessment Committee.

6. **Formulation Meeting:** Conduct a Vision, Mission and PEO's formulation meeting by the Program Advisory Committee (PAC) and discuss the proposed draft statements, and arrive at final statements.
7. **Satisfactory Check:**
  - If no remarks/corrections, proceed to the next step.
  - If not, revisit and revise as necessary.
8. **Final Version:** Prepare the final version of the PEO statements.
9. **Approval:** Seek approval from the Governing Body.
10. **Publication and Display:** Publish and display the approved PEO statements.

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#### Adequacy in respect of Publication and Dissemination

The institute vision, mission along with department vision and missions should be distributed to the various stake holders for better growth of the organisation. So identification of stake holders are very important for the growth of organisation. Stake holders are classified as follows.

- Internal stake holders
- external stake holders.

INTERNAL STAKEHOLDERS	
Stakeholder	Contribution
Management	<ul style="list-style-type: none"><li>• The Management members are facilitators to the process of imparting quality education and training by providing infrastructure with state of art equipment, qualified faculty members and required software etc.,</li><li>• Management plays major role in the professional growth of the students.</li></ul>
Academic Advisory Board (AAB)	<ul style="list-style-type: none"><li>• Advices the Management on all academic matters like adding infra-structure, Faculty Development, Faculty Selection and Promotions.</li><li>• Framing Policy Guidelines for various academic activities.</li><li>• Conducting Academic Audit and improving performance.</li></ul>
Faculty	<ul style="list-style-type: none"><li>• Faculty play important role in guiding and motivating the students.</li><li>• They also play a Major role in the process of establishing the PEOs.</li><li>• The consistency of the program is maintained by different committees formed among the faculty.</li><li>• Teaching staff are responsible for meeting the program outcomes and objectives during the teaching and learning process.</li></ul>



<b>Students</b>	<ul style="list-style-type: none"> <li>Students experience an academic environment at the institute that includes good infrastructure, qualified and motivating faculty and conducive learning environment.</li> <li>They expect their qualification to be well recognized for an employment with reputed industry or for admission in any good educational institution or to prepare for a career of one's own choice.</li> <li>Students are expected become technically competent through the knowledge and skill they acquire and productive engineers upon graduation.</li> </ul>
<b>EXTERNAL STAKEHOLDERS</b>	
<b>Stakeholder</b>	<b>Goals &amp; Interests</b>
<b>Employers</b>	<ul style="list-style-type: none"> <li>The employers being the direct beneficiaries provide the necessary insights on changing technologies, industrial requirements, skills sought and so on. The feedback from the employers helps to fill the curriculum gaps so as to meet the current trends.</li> <li>Represents the major end users of our graduates.</li> <li>The employers range from public to private sectors and from small to large firms, research organizations and industrial companies.</li> </ul>
<b>Industry</b>	<ul style="list-style-type: none"> <li>Gives inputs to fill the gap in program curriculum through events</li> </ul>
<b>Alumni</b>	<ul style="list-style-type: none"> <li>The Alumni contribute to the institution through technical guidance and also gives feedback for the development of the Institution. They are measure of the long-term success of our program.</li> <li>Alumni feedback helps students to know the recent trends in industry.</li> <li>Can guide the institute to constantly keep pace with the industrial requirements through alumni interaction.</li> </ul>
<b>Professional bodies</b>	<ul style="list-style-type: none"> <li>Professional bodies are groups of experienced professionals with lots of experience in their respective and chosen professions. They have knowledge of the latest developments in the field and share what skills the young and budding engineers should have to flourish in their career. The opinions of professional bodies are given due consideration in a number of decisions.</li> </ul>

<p><b>Parents</b></p>	<ul style="list-style-type: none"> <li>• Parents seek quality education for their wards for a better future and career.</li> <li>• Parents expectations are also given due consideration in the overall development of a student through additional training in life skills.</li> <li>• Expect their wards to be successful in their professional career.</li> </ul>
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## **DEPARTMENT OF MECHANICAL ENGINEERING**

Date: 20/01/2018

### **Strength, Weakness, Opportunity and Challenges (SWOC)**

#### **Analysis – INSTITUTION LEVEL**

##### **Institutional Strength**

1. **Infrastructure:** The institution has a well-planned and fully equipped building with ample space for classrooms, labs, common areas, seminar halls, and a good canteen. Separate common rooms for boys and girls, along with hostel facilities, enhance student comfort.
2. **Placement Support:** A well-established placement center actively trains students from the first to the eighth semester, promoting thorough professional development.
3. **Academic Environment:** The institution boasts a strong academic atmosphere with experienced, dedicated faculty and high retention rates among both teaching and non-teaching staff.
4. **Resource Availability:** A well-equipped library supports students and faculty by providing access to e-journals, NPTEL, and other e-learning resources, fostering an excellent study environment.
5. **Student Engagement:** Initiatives like project exhibitions, external evaluations, and participation in seminars and workshops motivate students and encourage active learning.
6. **Social Responsibility and Alumni Involvement:** The active NSS wing and alumni interactions enhance students' social awareness and responsibility, while alumni contributions further support institutional development.

##### **Institutional Weakness**

1. **Location:** The college's interior location makes it difficult for students to reach by road, potentially affecting accessibility and convenience.



2. **Admissions Decline:** The rise of private universities and increasing competition in engineering education have led to a decrease in admissions, with lower-ranking CET students applying, impacting the pool of eligible students for placements.
3. **Lack of Accreditation:** The absence of proper accreditation may hinder the institution's credibility and attractiveness to prospective students and employers.
4. **Quality of Placements:** The dwindling number of eligible students reduces the college's ability to attract core companies for quality placements, affecting student job opportunities

### **Institutional Opportunity**

1. **Proximity to Industry:** Bangalore, known as the "Silicon Valley of India," is home to numerous tech companies and startups, providing collaboration opportunities, internships, and placements for students.
2. **Government Initiatives:** The government offers various schemes and funding for technical education institutions, encouraging innovation, research, and skill development.
3. **Diverse Student Demographics:** The city's cosmopolitan nature attracts students from different regions, allowing institutions to diversify their programs and cater to a wide range of interests.
4. **Growing Demand for Technical Skills:** The increasing demand for skilled professionals in emerging fields like AI, data science, and cybersecurity presents opportunities to design specialized courses and programs.
5. **Collaboration with Global Institutions:** Opportunities for partnerships with international universities and research institutions can enhance curriculum quality, faculty expertise, and student exchange programs.
6. **Focus on Entrepreneurship:** With a strong entrepreneurial ecosystem, institutions can encourage and support students to start their own ventures, offering incubation and mentorship programs

## **Institutional Challenge**

1. **Intense Competition:** The presence of numerous private and public institutions leads to fierce competition for student enrolments, impacting admission numbers.
2. **Rapid Technological Advancements:** Keeping the curriculum updated with the latest technological trends can be challenging, requiring constant revision and faculty training.
3. **Quality Assurance:** Maintaining high educational standards amid varying levels of faculty expertise and resources can be difficult, especially when striving for accreditation.
4. **Industry Collaboration:** Establishing effective partnerships with industries for internships and placements can be challenging due to differing expectations and requirements.
5. **Availability of Quality Human Resources:** Attracting and retaining qualified faculty can be difficult due to competition from other institutions and industries, impacting the overall quality of education.



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