



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MOODLAKATTE INSTITUTE OF TECHNOLOGY

**MOODLAKATTE, KUNDAPURA, UDUPI (DIST.), KARNATAKA
576217**

www.mitkundapura.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Moodlakatte Institute of Technology (MITK) is a leading engineering institution located in the Kundapura region. Established in 2004 under the guidance of the late philanthropist and technocrat I M Jayaram Shetty and the esteemed MNBS Trust, MITK has become a symbol of hope for rural communities seeking technical education opportunities. It has particularly been a source of inspiration for economically disadvantaged youth with ambitious dreams of pursuing engineering degrees and carving out successful careers as entrepreneurs, technocrats, or professionals.

In addition to its undergraduate engineering programs, MITK offers postgraduate management courses tailored for both technical and humanities graduates. Launched in 2008, the Master of Business Administration (MBA) program at MITK exemplifies academic excellence and practical learning. MITK is affiliated with Visveswaraya Technological University, Belagavi, and holds approval from AICTE, New Delhi, ensuring high-quality education and industry recognition.

Nestled in the scenic Moodlakatte village, just 6 kilometers from Kundapura city, MITK's campus spans 20 acres of lush greenery. Its eco-friendly buildings blend seamlessly with the natural surroundings, creating an ideal environment for intellectual growth and exploration, conveniently located near Kundapura Railway Station.

As a self-financed institution, MITK operates independently, without external grants, relying solely on its commitment to academic excellence and student welfare. Since its inception, MITK has expanded its engineering branches, starting with four in 2004 and steadily growing to seven undergraduate programs by 2022, with a total intake of 360 students. Admissions are conducted through a combination of management quota and CET exams, ensuring a diverse and meritocratic student body.

MITK's overarching mission is to foster technical proficiency, underpinned by a strong foundation of knowledge, competence, and self-assurance. With a focus on holistic human resource development, MITK aims to nurture well-rounded professionals equipped not only with technical skills but also with critical thinking abilities and ethical values, poised to make meaningful contributions to society.

Vision

Vision

To be a hub of higher education in Technology and Management by imparting quality education with a focus on creativity, innovation and social values to inspire, motivate and empower the young minds.

Mission

Mission

- **Offering an academic environment to impart high quality holistic education with special focus on personal growth, skills, integrity, social responsibility and values.**
- **Creating a learning ambience through industry-institute interaction to enhance the skill competency and promote entrepreneurship.**
- **Fostering, creativity, innovation and research attitude through excellent environment with state-of-the-art infrastructure and experienced faculty.**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

MIT has established a strong reputation built upon several key strengths:

1. A longstanding partnership with stakeholders renowned for providing high-quality education at an accessible cost.
2. Governance guided by policies that actively engage professional members on a voluntary basis.
3. A decentralized and participatory organizational structure.
4. A workforce characterized by both qualifications and motivation.
5. Training programs tailored to meet industry needs.
6. Access to placement opportunities within multinational corporations.
7. Ongoing support from alumni for both training and placement initiatives.
8. Integration of academic enrichment programs alongside the university's prescribed curriculum.
9. Commitment to social outreach programs fostering student responsibility towards society.
10. Provision of student mentoring and professional counseling services.
11. An effective grievance redressal mechanism dedicated to resolving student concerns.

Institutional Weakness

In our pursuit of achieving world-class status, we have recognized the following areas where improvements are needed:

1. Insufficient number of faculty members holding doctorate degrees.
2. Limited funding from both governmental and private sources for research endeavors.

3. Establishment of industry-sponsored laboratories remains a pending task.
4. Emphasis on generating high-quality publications and fostering intellectual property creation is yet to reach prominence.
5. Optimization of research facilities within the institution is still pending.

Institutional Opportunity

The college's strategic objectives include:

1. Commencing the production and training of agricultural equipment to empower local youth, leveraging the region's agricultural potential.
2. Establishing a IT cell to drive technology development and address research and development challenges.
3. Evolving into a primary hub for advanced education and competitive exam preparation.
4. Embracing renewable energy solutions throughout the campus.
5. Aligning with the National Education Policy 2020 to foster connections with esteemed educational institutions and industries.

Institutional Challenge

As the institution pursues excellence, it faces the following hurdles:

1. Significant transportation constraints arise from its rural location.
2. Establishing an incubation center within this context proves challenging.
3. Affiliated colleges struggle to compete with private universities boasting larger student populations.
4. The recent authorization for foreign universities to establish Indian campuses presents a fresh challenge for smaller higher education institutions.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Moodlakatte Institute of Technology, affiliated with Visvesvaraya Technological University in Belagavi, Karnataka, doesn't just stick to the standard curriculum. We customize additional courses to match industry needs, ensuring our students stay abreast of the latest technological advancements. Our academic calendar syncs with the university's timetable, and every department, including the CIE, organizes technical and cultural events.

Following the Choice Based Credit System (CBCS) within the 2018 and 2021 university syllabus schemes, our program aims to mold proficient technocrats and conscientious citizens. Our curriculum encompasses a wide array of subjects such as constitutional studies, environmental awareness, ethics, and Universal Human Values.

Internships, technical seminars, and project work refine communication and interpersonal skills.

To foster self-learning, we provide various add-on courses, including Massive Open Online Courses (MOOCs) like NPTEL and Spoken Tutorials, integrated seamlessly into our regular academic routine. We ensure continual enhancement in the teaching-learning process through meticulous planning and evaluation. Stakeholder feedback is regularly collected, shaping our dedication to improvement, with actionable steps taken following discussions with IQAC experts.

Teaching-learning and Evaluation

Moodlakatte Institute of Technology is committed to a learner-centered approach, providing top-tier education to a diverse student body. As a registered Konkani linguistic minority institution, we comply with government-mandated seat reservations.

We maintain a low student-teacher ratio, consistently below 20:1, irrespective of statutory board allowances. Our faculty recruitment is merit-based, fostering an environment conducive to academic excellence.

Students benefit from a range of learning opportunities, including internships, projects, industrial visits, publications, conferences, and co-curricular activities, promoting active engagement in their education.

Recruitment practices adhere to university guidelines, emphasizing transparency and compliance with university and AICTE requirements. Faculty pursuing research degrees receive financial support, with promotions tied to degree advancements and position availability.

Our evaluation system is transparent, featuring regular academic audits and avenues for both online and offline student feedback. Semester-end assessments inform future enhancements, while post-graduation evaluations drive further improvements, enhancing academic performance and career prospects.

Research, innovation, and extension activities thrive at our institution. We actively pursue funding for research projects, resulting in significant grants and patents. Faculty and students

are encouraged to publish their research findings, with support available for entrepreneurial ventures through incubation facilities.

Regular faculty development programs ensure educators stay abreast of emerging technologies. We place equal emphasis on curricular and extra-curricular activities, with students actively participating in social outreach programs such as Swachh Bharat Abhiyan, educational initiatives, afforestation campaigns, and blood and stem cell donation drives.

The institute has forged partnerships with industries and universities to bolster external engagement, with projects in industry and agriculture aimed at providing cost-effective technology solutions to support farmers and small-scale industries.

Research, Innovations and Extension

The institution has cultivated a fertile environment for research pursuits, benefiting both faculty and students. Each year, we diligently pursue funding opportunities from government bodies like DST and VGST, while also seeking grants from within the university and support from private industries to enhance our research endeavors.

We encourage both staff and students to share their research findings in reputable journals, with faculty members achieving notable success in patenting their innovations. Additionally, we inspire entrepreneurial ventures among students by offering comprehensive incubation facilities.

Over the past five years, our academic output has been impressive, including 19 articles published in respected journals, as well as the creation of 8 books and book chapters. To ensure our educators stay updated on emerging technologies, we conduct regular Faculty Development Programs.

The institution maintains a balanced approach, focusing on both academic curriculum and extracurricular activities. In the last five years alone, our students have actively participated in more than 50 Social Outreach Programs, encompassing initiatives like Swachh Bharat Abhiyan, educational projects for school children, tree planting campaigns, blood donation initiatives, and stem cell donation drives.

Furthermore, we have established partnerships with various industries and universities, fostering deeper engagement with the external community. Through collaborative efforts, we aim to bridge the gap between academia and industry, facilitating seamless knowledge exchange and promoting skill development.

Moreover, we undertake significant industrial and agricultural projects aimed at empowering farmers and small-scale industries with advanced technology at affordable rates, thereby promoting their growth and ensuring sustainability.

Infrastructure and Learning Resources

The institution has made substantial investments in enhancing its infrastructure to meet the diverse needs of its student body comprehensively. Across all 20 classrooms and laboratories, modern furniture sets the stage for an optimal learning environment. Prioritizing safety and security, the institution has installed CCTV systems, while ICT facilities such as projectors and LAN connectivity ensure seamless internet access and integration with the IMS. Regular equipment upgrades and calibration guarantee peak performance, supported by a leased line providing 300MBPS connectivity. Additionally, a dedicated pool of 240 computers is exclusively available for student use.

In addition to academic pursuits, the institution places a high priority on the physical well-being of its students. Outdoor and indoor sports facilities, along with a fully-equipped gymnasium, cater to their fitness needs. Moreover, a community health center, in partnership with a reputable private hospital, ensures access to healthcare services for both staff and students.

The college prides itself on its meticulously organized library, which serves the information needs of faculty and students alike. Compliant with regulations set by statutory bodies, the library offers a vast collection of resources, including over 12,000 books, 12 Indian journals, and access to a wide array of online materials. Efficient library management is facilitated through the institution's proprietary Integrated Library Management

System (ILMS).

Demonstrating its commitment to excellence, the institution allocates a significant annual budget for infrastructure upgrades and maintenance, ensuring a continual focus on quality improvement.

Student Support and Progression

The college has instituted a comprehensive support framework to foster student growth. A dedicated Student Welfare cell oversees academic and personal development, while a robust Teacher Guardian mentoring program ensures progress in both studies and extracurriculars. Regular training sessions cover soft skills, aptitude, placement interviews, and technical expertise to enhance student confidence and communication.

Various resources are accessible to support students' financial, mental, and physical well-being, including government and college scholarships. Professional counseling services are regularly provided to address emotional and mental needs, with a grievance redressal cell ensuring swift resolution of any concerns. The campus maintains strict policies against ragging and sexual harassment to ensure a safe environment.

Medical facilities are easily accessible through partnerships with Chinmay Hospitals and a weekly community health center on campus, complemented by emergency care through a local hospital alliance. Support for further education, both domestic and international, is facilitated through partnerships with platforms such as Planet Education and IDPS.

Extracurricular engagement is encouraged, with opportunities for participation in university and state-level sports and cultural events. Student clubs organize a variety of activities throughout the year, providing platforms to showcase talents and cultivate a lively campus atmosphere. Alumni involvement remains strong through talks, workshops, and entrepreneurial initiatives, enriching the overall student experience.

Governance, Leadership and Management

Moodlakatte Institute of Technology (MITK), founded in 2004 under the visionary guidance of the late philanthropist and technocrat I M Jayaram Shetty, alongside the esteemed MNBS Trust, stands as a beacon of hope for rural communities aspiring for technical education. MITK is dedicated to providing opportunities for economically disadvantaged youth to pursue their dreams of attaining professional engineering degrees and excelling as entrepreneurs, technocrats, or employees.

Our governance model is characterized by transparency and decentralization, reflecting our commitment to inclusive decision-making. Committees, inclusive of representatives from all departments, adopt a holistic approach to governance, ensuring that strategic plans are meticulously devised and executed with steadfast support from the management. Stringent policies are upheld under the vigilant oversight of top management and the Internal Quality Assurance Cell (IQAC).

We embrace e-governance, seamlessly integrating innovative Information Management Systems (IMS) developed by our faculty across all aspects of our institution, thereby enhancing operational efficiency. We prioritize the well-being of our faculty and staff, sponsoring their participation in Faculty Development

Programs (FDPs), conferences, and facilitating publications in esteemed journals to foster continual learning and development.

Regular performance assessments foster accountability and drive continuous improvement, with transparent financial transactions subject to internal and external audits. The establishment of the IQAC in 2018 marked a pivotal milestone, facilitating annual engagements with external experts to review plans and gather stakeholder feedback.

Institutional Values and Best Practices

Since its establishment, our college has consistently prioritized providing education grounded in values, evident through our daily efforts. We actively cultivate festivals that celebrate unity and inclusivity, offering assistance to all students regardless of their social or financial backgrounds. Our dedication to maintaining this welcoming atmosphere for future generations remains steadfast. To honour this commitment, we engage both our faculty and students in various initiatives such as tree planting campaigns, energy conservation projects, and waste management efforts.

Environmental sustainability is central to our operational framework. We conduct comprehensive eco-audits and implement them diligently. Each year, we organize over ten programs to promote environmental consciousness. Our sewage treatment facility is operational, repurposing treated water for gardening purposes. In order to ensure accessibility, we have installed ramps and elevators, and we uphold hygiene standards by providing sanitary pad vending machines. Our exemplary practices include offering remedial classes and counselling services to students. We recycle all plastic materials on campus, advocate against single-use plastics, and explore methods to repurpose plastics into useful items. Professional counselling services are also available to assist students in achieving their aspirations and overcoming obstacles.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | MOODLAKATTE INSTITUTE OF TECHNOLOGY |
| Address | Moodlakatte, Kundapura, UDUPI (Dist.), Karnataka |
| City | KUNDAPURA |
| State | Karnataka |
| Pin | 576217 |
| Website | www.mitkundapura.com |

| Contacts for Communication | | | | | |
|----------------------------|----------------|-------------------------|------------|-----|----------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | ABDUL KAREEM | 08254-236970 | 7760125439 | - | principal@mitkundapura.com |
| IQAC / CIQA coordinator | THIMMAPP A D S | - | 8296432415 | - | hodmech@mitkundapura.com |

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

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

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

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

| State | University name | Document |
|-----------|---------------------------------------|-------------------------------|
| Karnataka | Visvesvaraya Technological University | View Document |

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

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

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

| Location and Area of Campus | | | | |
|-----------------------------|--|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Moodlakatte, Kundapura, UDUPI (Dist.), Karnataka | Rural | 6.23 | 9315 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|--|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BE,Computer Science And Engineering,Computer Science and Engineering Data Science | 48 | PUC | English | 60 | 60 |
| UG | BE,Computer Science And Engineering,Computer Science and Engineering | 48 | PUC | English | 120 | 120 |
| UG | BE,Electronics And Communication Engineering,Electronics and Communication Engineering | 48 | PUC | English | 60 | 57 |
| UG | BE,Artificial Intelligence And Machine Learning,Artificial Intelligence and Machine Learning | 48 | PUC | English | 30 | 28 |
| UG | BE,Civil Engineering,Civil Engineering | 48 | PUC | English | 30 | 0 |
| UG | BE,Information Science And Engineering,Information Science | 48 | PUC | English | 60 | 60 |

| | | | | | | |
|----|---|----|-----------------|---------|-----|----|
| | and Engineering | | | | | |
| PG | MBA, Master Of Business Administration, Master of Business Administration | 24 | Bachelor Degree | English | 120 | 98 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 4 | | | | 8 | | | | 39 | | | |
| Recruited | 4 | 0 | 0 | 4 | 6 | 2 | 0 | 8 | 15 | 24 | 0 | 39 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 30 |
| Recruited | 15 | 15 | 0 | 30 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 10 |
| Recruited | 5 | 5 | 0 | 10 |
| 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. | 4 | 0 | 0 | 5 | 2 | 0 | 0 | 0 | 0 | 11 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 1 | 0 | 0 | 15 | 24 | 0 | 40 |
| 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 |
| | 1 | 1 | 0 | 2 | |
| | | | | | |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| UG | Male | 384 | 2 | 0 | 0 | 386 |
| | Female | 351 | 0 | 0 | 0 | 351 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 85 | 0 | 0 | 0 | 85 |
| | Female | 78 | 0 | 0 | 0 | 78 |
| | 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 | 9 | 8 | 10 | 5 |
| | Female | 6 | 7 | 10 | 6 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 5 | 4 | 4 | 7 |
| | Female | 6 | 6 | 5 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 110 | 63 | 33 | 62 |
| | Female | 105 | 45 | 39 | 39 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 11 | 11 | 4 | 5 |
| | Female | 10 | 9 | 2 | 2 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 262 | 153 | 107 | 127 |

Institutional preparedness for NEP

| | |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>Moodlakatte Institute of Technology Kundapura, affiliated with Visveswaraya Technological University, offers an extensive array of undergraduate engineering programs, encompassing both traditional and contemporary disciplines. The institute is poised to transition into a multidisciplinary hub by introducing fresh undergraduate and postgraduate courses in burgeoning areas like data science, cybersecurity, automation, and robotics. Presently adhering to the university's curriculum guidelines as an affiliated institution, there are aspirations to achieve autonomous or university status by 2028, facilitating a more seamless integration of humanities and</p> |
|--|--|

| | |
|---|---|
| | <p>sciences with various disciplines. At present, the institute abides by the university's directives, including the implementation of a multiple entry and exit system as mandated by government regulations. Aligned with its commitment to a multidisciplinary approach, the institute is gearing up to establish a research and innovation center focusing on diverse skills such as plastic recycling, e-vehicles, and agricultural equipment. Collaboration among faculty members from Mechanical, Electrical, Electronics, and Computer Science backgrounds will drive research projects, including utilizing recycled bottles and plastic waste for 3D printing applications, retrofitting electric motors into three-wheelers, and designing versatile seed dryers. Moreover, initiatives are underway to form multidisciplinary clubs aimed at providing students with training in various technologies. These endeavors recently culminated in student participation in a national-level Hackathon, where they developed an AI-driven well predictor leveraging machine learning and artificial intelligence techniques. Additionally, the institute encourages students to undertake mini-projects focusing on multidisciplinary skills such as Machine Learning, Image Processing, 3D Designing, Embedded Systems, and Functional Programming.</p> |
| <p>2. Academic bank of credits (ABC):</p> | <p>Our institution is actively pursuing registration for ABC. Presently, we're engaged in dialogues with professors from the University of Strathclyde, Glasgow, to bolster research endeavors on our campus. Our faculty members are eager to introduce fresh courses each semester to align with industry demands, such as Biology for Engineers and Mango DB. Moreover, we're fostering partnerships with international universities to enrich our educational landscape in this field. Recently, Dr. Celia Shahnaz from Bangladesh (Asia Head IEEE Women Committee 2023-24) presented on the latest advancements in deep learning applications within medical contexts. Additionally, alongside our standard curriculum, faculty members are empowered to develop and deliver courses of their own design within our regular academic timetable.</p> |
| <p>3. Skill development:</p> | <p>To equip students with vital skills for their future careers, we've launched an extensive training program. This initiative is structured to cover a broad spectrum of both soft and technical skills. Through a</p> |

| | |
|---|--|
| | <p>memorandum of understanding with Q-Spiders, we ensure students gain the necessary skills to enhance their employability. We've also established a skill enhancement center to encourage lifelong learning among students. Faculty members have participated in diverse development programs to refine their skills. Furthermore, we're planning to introduce vocational courses aligned with AICTE guidelines to further enrich students' skill sets.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>Our institution is dedicated to furthering technical education through Indian languages. Our faculty members have been spreading educational awareness in schools using the local language. We aspire to amalgamate Indian languages with technical education by forging partnerships with organizations that deliver technical education in local languages. Moreover, we endorse student-led events that honor Indian culture and traditions such as Ganesh Chaturthi, Onam, Kannadrajyautosava, and Ayudha Pooja.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>Outcome-Based Education (OBE) has seamlessly integrated into our academic structure since 2019, with students introduced to its significance during their inaugural orientation program. Faculty members have undergone comprehensive training on OBE via platforms such as NPTEL and Udemy, equipping them to effectively communicate its importance to students. The university meticulously outlines the learning outcomes for each course, with course coordinators, departmental experts, and advisory committees collaboratively defining specific outcomes for each module. These outcomes are transparently communicated to students at the outset of each course, and program outcomes are prominently displayed on lab records, the college website, and across the campus. Regular feedback on these outcomes is diligently collected and utilized for continuous improvement. To further enrich student learning experiences and ensure they remain updated with the latest technological advancements, supplementary courses are offered through MOOC platforms. These initiatives have not only contributed to improved academic performance but have also empowered students to showcase their skills through various software development activities, including active participation in annual college events and intercollegiate techno-cultural competitions.</p> |

| | |
|---|--|
| | Consequently, these efforts have resulted in the attainment of numerous accolades at both state and national-level technical events. |
| 6. Distance education/online education: | In the face of the unprecedented challenges brought about by the Covid-19 pandemic, we swiftly pivoted to online teaching, delving into the intricacies of virtual education. Our proactive approach resulted in the creation of a multitude of educational videos spanning a diverse range of subjects, earning recognition from a broad audience. Our content has directly benefited over 1000 students. Aligned with the directives of the National Education Policy (NEP), our vision is to evolve into autonomous degree-granting institutions or a University by the year 2027-28. As part of this evolution, we are committed to offering vocational courses through Open and Distance Learning (ODL). Drawing upon our extensive experience in preparing for online classes, we are poised to deliver degrees and certificates effectively through distance education platforms. |

Institutional Initiatives for Electoral Literacy

| | |
|--|-----|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | yes |
| 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? | yes |
| 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. | yes |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research | yes |

| | |
|--|------------|
| <p>projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</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>yes</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 |
|---------|---------|---------|---------|---------|
| 684 | 484 | 446 | 507 | 508 |

| 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: 93

| 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 |
|---------|---------|---------|---------|---------|
| 43 | 48 | 50 | 56 | 55 |

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 |
|---------|---------|---------|---------|---------|
| 353.05 | 985.18 | 441.45 | 414.79 | 353.09 |

| 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:

Preparations for the upcoming semester begin promptly after the conclusion of the previous one. This involves assigning courses to faculty members so they can meticulously plan lectures, laboratory exercises, and update existing materials such as manuals and workbooks. Additionally, tasks like formulating assignments, tutorial sheets, and projects for students, as well as identifying industry experts as resource persons, are undertaken. All these activities are aligned with the principles of Outcome Based Education (OBE). Faculty members receive support for professional development opportunities like workshops, seminars, conferences, and induction training programs. A well-structured Academic Calendar, developed with thorough attention to detail, guides the implementation of semester activities effectively.

The semester starts with a comprehensive "Orientation Program" for first-year (FE) and direct second-year (DSE) students, as well as students from second-year (SE) to final-year (BE) across various departments. During this program, department heads introduce the "departmental academic plan" while industry and academia experts enlighten students about industry-relevant initiatives. Adherence to the timetable and assignment schedules ensures the quality of the teaching-learning process. Monthly academic committee meetings, chaired by the Principal, monitor academic progress by reviewing both academic activities and ERP data. These meetings also serve as a platform to explore innovative teaching methodologies.

Continuous evaluation of semester coursework, along with well-crafted and specific questions for each laboratory experiment, ensures students are prepared for oral examinations. The use of rubrics and a blueprint system enhances transparency in the assessment process. Some free time has been assigned to faculty members, during which students can discuss their issues with them, resulting in improvements for students with poor results. The institute incorporates paperless activities, such as ICT tools, NPTEL, and MOOCs, to foster interactive teaching and learning. Internet and WiFi infrastructure support these endeavors.

At the institutional level, curriculum delivery is monitored by senior faculty members. Projects of learners receive stringent oversight, involving industry experts and faculty. Final project reviews involve senior faculty members towards the semester's end. The meticulous implementation of the timetable by faculty, encompassing activities like industry visits, expert lectures, and workshops on industry-relevant topics, is also monitored by senior faculty members (SFM). The SFM conducts monitoring of student progress and attendance, ensuring students are kept informed. Parents are also kept updated with this information. Assignments, previous year university question papers, and practice question papers aid slow learners in exam preparation.

Following the semester, attention shifts towards providing additional support to students who may require it. Upon completion of university exams and declaration of results for a course, the relevant faculty conducts result analysis and submits the details in a "Result Analysis Report". A Committee conducts a review of results analysis and the attainment of Course Outcomes (COs). These collective efforts have earned state-level recognition by the Karnataka Government, and the college has been receiving funds from the Karnataka State Council for Science and Technology continuously for the past three years.

| 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: 26

| 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 |

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: 28.6

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 |
|---------|---------|---------|---------|---------|
| 691 | 61 | 0 | 0 | 0 |

| 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:

Integrating a spectrum of critical issues such as gender equality, human values, professional ethics, environment, and sustainability into our curriculum stands as a paramount objective. These courses serve not only to enrich academic understanding but also to foster holistic development, shaping students into well-rounded individuals.

Human Values: Nurturing robust human values is essential, and our institution is steadfast in imparting these principles to each student. Employers increasingly value candidates with strong ethical foundations. Through an induction program at the commencement of their academic journey, students are introduced to Universal Human Values, emphasizing their relevance in their engineering careers. To uphold these values, each department establishes a discipline committee overseen by senior faculty members. Furthermore, the college operates an anti-ragging cell led by the principal and senior faculty members, and provisions such as ramps and lifts are provided for physically challenged students.

Professional Ethics: Professional ethics, encompassing integrity, honesty, transparency, and respect, are fundamental to various professions. Students undergo a comprehensive course on professional ethics during their first year, guiding them on appropriate conduct within their respective fields. The college fosters an ethical environment from its top management down, encouraging students to integrate ethical principles into their lives.

Environment & Sustainability: Environmental science delves into the intricate interactions of physical, chemical, and biological elements in the environment, with a focus on mitigating human-induced pollution and degradation. Acknowledging the impact of human activities on biodiversity and sustainability, the college emphasizes the importance of maintaining a green environment. Situated

amidst lush greenery, the sprawling campus promotes eco-friendly practices. An environmental studies course sensitizes students to their responsibility in preserving the environment for future generations.

Promoting Gender Equality: Upholding gender equality is a foundational pillar of our institution, ensuring equal participation in both academic and non-academic endeavors. The college actively encourages both male and female students to engage in a variety of activities. Dedicated women's welfare and sexual harassment cells, led by experienced faculty members and supplemented by annual celebrations of International Women's Day, cater to the needs and concerns of female students. While specific university courses on gender equality may be lacking, the college organizes programs through the women's welfare cell to empower female students, equipping them with the confidence to excel on equal footing with their male counterparts.

Incorporating these crucial elements into our curriculum not only enriches the educational experience but also prepares students to become responsible global citizens who are mindful of ethical, environmental, and social considerations in their professional and personal lives.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

1.3.2

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

Response: 52.78

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

Response: 361

| File Description | 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: B. Feedback collected, analysed and action has been taken and communicated to the relevant

| | |
|---|-------------------------------|
| bodies | |
| 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 |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 43.88

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 |
|---------|---------|---------|---------|---------|
| 264 | 154 | 110 | 127 | 69 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 300 | 300 | 300 | 330 | 420 |

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: 56.97

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 |
| 135 | 110 | 78 | 85 | 62 |

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 |
| 150 | 150 | 150 | 165 | 210 |

| 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 |

2.2 Student Teacher Ratio

2.2.1

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

Response: 15.91

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 college serves as a dynamic platform where students undergo a transformative journey from mere learners to adept professionals, with a strong emphasis on holistic development spanning skills, knowledge, attitudes, and values. It prides itself on innovative programs cutting across various departments, designed to cultivate creativity, hone problem-solving abilities, and promote active learning. A rich tapestry of technical, cultural, and social events beckon students to participate actively, fostering collaborative learning environments. At the heart of this educational paradigm lies a student-centric ethos, where lifelong learning skills take precedence, facilitated by faculty members adept at employing interactive methodologies and ICT tools.

Experiential learning lies at the core of the institution's pedagogical philosophy, with departments spearheading initiatives such as industrial projects/visits, technical workshops, hackathons, and active involvement in IEEE chapters. The tangible impact of these endeavors is evidenced by the approximately 300 students who have reaped the benefits over the past half-decade. Further enhancing student involvement are avenues like clubs, forums, student councils, placement drives, academic committees, social outreach programs, seminars, conferences, and self-directed learning initiatives, collectively impacting the lives of around 500 students in the preceding five years.

A multifaceted approach is adopted to bolster problem-solving acumen, encompassing activities ranging from mini projects and web development to research pursuits and aptitude training, complemented by enrollment in Massive Open Online Courses (MOOCs). Leveraging information and communication technology (ICT) is pivotal to fostering effective teaching-learning dynamics. The college boasts ICT-equipped classrooms and laboratories that facilitate dynamic engagements, augmented by tools such as LCD projectors and online platforms like Zoom, Google Meet, and Google Classroom. A robust internet/Wi-Fi infrastructure coupled with a comprehensive digital library further enriches the learning ecosystem. Administrative tasks are streamlined through the College IMS portal, which efficiently manages attendance, assessments, grades, and feedback mechanisms.

The college's ICT arsenal encompasses an array of resources including projectors, LAN connectivity, smart boards, and seminar hall amenities like public address systems, projectors, cameras, and computer systems. These resources collectively amplify teaching efficacy and enrich student learning experiences, enabling a seamless transition from theoretical knowledge to practical application.

In essence, the college cultivates an environment conducive to active student participation in diverse learning experiences, underpinned by robust faculty mentorship and state-of-the-art ICT infrastructure. Through experiential learning methodologies, active engagement initiatives, and a problem-solving-oriented approach, students emerge equipped with the skills and competencies requisite for their professional odyssey, poised to excel in their chosen domains.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years**Response:** 118.31**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 |
|---------|---------|---------|---------|---------|
| 42 | 37 | 42 | 44 | 48 |

File Description**Document**

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)**2.4.2***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)***Response:** 7.14**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 |
|---------|---------|---------|---------|---------|
| 6 | 2 | 3 | 4 | 3 |

File Description**Document**

List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.

[View Document](#)

Institution data in the prescribed format

[View Document](#)

Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities

[View Document](#)

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

[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institute conducts a comprehensive array of internal assessments, comprising tests, assignments, quizzes, and seminars, within each semester in adherence to the stipulated university guidelines. Overseeing these assessments is an internal test committee, responsible for setting up the Continuous Internal Evaluation (CIE) schedule for all courses at the commencement of each semester. Below is an exhaustive delineation of the multifaceted assessment process:

1. **Question Paper and Evaluation Scheme Development:** Course coordinators meticulously craft question papers and devise evaluation criteria, ensuring alignment with the Required Basic Teaching Contents (RBTC) and Course Outcomes (COs). Equitable weighting for all COs is maintained to ensure a balanced assessment framework.
2. **Moderation Committee Approval:** Prior to administration, question papers and evaluation criteria undergo scrutiny and approval by a moderation committee to ascertain fairness and reliability.
3. **Test Administration:** Students undertake all three tests for a theory course using a single blue book issued by the college, facilitating streamlined evaluation and organization of responses.
4. **Timely Grading:** Answer papers are promptly assessed within one week of test completion, ensuring timely feedback and transparency in the evaluation process.
5. **Pre-Test Discussion:** Before the distribution of blue books, the course instructor elucidates the evaluation criteria in class, affording students the opportunity to address any queries or concerns.
6. **Academic Audit:** A rigorous academic audit process is implemented by the college, involving the moderation of test scripts of students who have scored both the minimum and maximum marks in each section. This ensures consistency and accuracy in grading.
7. **Practical Course Assessment:** In practical courses, the final CIE encompasses weekly assessments, meticulous maintenance of lab records, and a comprehensive semester-end test, providing a holistic evaluation of students' practical competencies.
8. **Information Management:** Marks obtained from internal tests, assignments, and seminars are meticulously recorded and uploaded onto ERP section. Students feedback also have been taken through ERP. Additionally, internal test marks are promptly published on the notice board, fostering transparency and accountability.
9. **Project Work Evaluation:** Project work is meticulously assessed through presentations conducted at various stages of the project's development, culminating in a final demonstration and submission of a

comprehensive project report.

10. Technical Seminars and Internship Assessment: Technical seminars and internships are evaluated based on the quality of presentations delivered and the depth of analysis provided in the seminar/internship reports.

External assessment, on the other hand, entails Semester End Examinations (SEE), where the university communicate finalized schedule.

| 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:

Programme Outcomes (POs):

- 1. Application of Computer Science Principles:** Students will demonstrate the capability to apply principles of computer science adeptly to resolve real-world challenges. This entails the practical implementation of theoretical knowledge to devise effective solutions.
- 2. Proficiency in System Design and Evaluation:** Mastery in designing, implementing, and evaluating computer-based systems is emphasized. Students will exhibit competency in conceiving, developing, and assessing robust computational systems.
- 3. Effective Multidisciplinary Collaboration:** Competence in functioning efficiently within multidisciplinary teams is fostered. Students will demonstrate the ability to collaborate across diverse domains to achieve collective goals.
- 4. Commitment to Lifelong Learning:** Aptitude for continual learning and professional advancement in the realm of computer science is instilled. Students will embrace a proactive approach to ongoing skill development and adaptability in the ever-evolving technological landscape.
- 5. Ethical Awareness and Societal Responsibility:** Ethical consciousness and recognition of the societal ramifications of computing solutions are cultivated. Students will exhibit a sense of ethical responsibility in their professional endeavors, considering the broader impact of their work on society.

Course Outcomes (COs):

1. **Comprehensive Business Acumen:** Understanding of fundamental principles and theories in business management, marketing, finance, and accounting is fostered. Students will acquire a holistic grasp of key business concepts and practices.
2. **Financial Analysis and Management:** Proficiency in analyzing financial statements and employing financial management techniques is developed. Students will demonstrate the ability to interpret financial data and make informed financial decisions.
3. **Marketing Strategy Development:** Skills in formulating effective marketing strategies and comprehending consumer behavior are honed. Students will devise strategic marketing plans tailored to diverse target audiences.
4. **Organizational Behavior and HR Management:** Proficiency in organizational behavior and human resource management is demonstrated. Students will exhibit an understanding of human behavior within organizational contexts and adeptness in managing human resources effectively.
5. **Business Analytics Proficiency:** Application of business analytics techniques to solve business problems is emphasized. Students will employ analytical tools and methodologies to derive actionable insights and drive informed decision-making.

Importance of POs and COs:

These Programme Outcomes (POs) and Course Outcomes (COs) serve as linchpins in ensuring the caliber and effectiveness of our educational programs. They not only steer curriculum development but also inform assessment practices and continual enhancement endeavors. By adhering to these outcomes, we equip our students with the requisite skills and knowledge to thrive in their chosen fields, fostering both professional success and a commitment to lifelong learning.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

As a renowned academic institution, the Moodlakatte Institute of Technology (MIT) places a high emphasis on the quality of its educational programs, particularly in terms of the outcomes they deliver. Since 2018, MIT has been dedicated to upholding the rigorous standards set forth by the National Board of Accreditation (NBA). This commitment has led to the seamless integration of Course Outcomes (COs) and Program Outcomes (POs) into its operational framework.

The process of establishing COs, POs, and Program-Specific Outcomes (PSOs) begins with the careful definition of COs for each course offered throughout the program's four years. These COs are designed in accordance with the standards set by the University of Mumbai and are meticulously crafted by faculty members. They incorporate action verbs aligned with Bloom's Taxonomy to ensure clarity and

specificity in learning objectives.

The alignment between COs and POs is then evaluated on a scale from 1 to 3, indicating the degree of coherence between individual course outcomes and overarching program objectives. To maintain consistency, a mapping matrix is developed for each course, encompassing both core and elective subjects. Regular review sessions conducted by a committee of senior faculty members ensure the ongoing relevance and effectiveness of CO-PO correlations.

Furthermore, connections between course outcomes, program outcomes, and program-specific outcomes are established to align educational objectives with professional and societal expectations. This holistic approach ensures that students are not only equipped with the necessary knowledge and skills but also prepared to meet the demands of their chosen fields and make meaningful contributions to society.

A rigorous assessment approach, comprising both internal and external examinations, is employed to evaluate students' attainment levels for each CO. Feedback mechanisms, such as end-of-course evaluations, are also utilized to gain insights into CO achievement and inform instructional practices.

By correlating COs with specific POs and PSOs, the assessment process enables the evaluation of overall program effectiveness. Indirect assessments, including exit surveys and feedback from alumni, employers, and parents, provide valuable insights into PO and PSO attainment and help identify areas for improvement.

The evaluation of COs is conducted through various components, including student performance in Internal Assessment Tests and University Examinations, as well as feedback from students themselves. PO attainment is determined by calculating the average attainment of all COs contributing to the specific PO, supplemented by indirect methods such as stakeholder questionnaires. The mechanism for calculating the overall (COs) and (POs) follows a structured approach where direct impacts are weighted at 80%, with indirect impacts accounting for the remaining 20%. This emphasis on direct impacts ensures a focus on tangible, immediately observable results.

Overall, MIT's systematic approach to assessing learning outcomes ensures that its programs consistently meet the highest standards of excellence. By continuously evaluating and refining its educational practices, MIT remains at the forefront of academic innovation and excellence, preparing students to thrive in an ever-changing world.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

2.6.3

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

Response: 94.02

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 |
| 140 | 85 | 71 | 165 | 152 |

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 |
| 152 | 88 | 79 | 176 | 157 |

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.8

| 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: 1025.53

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 |
|---------|---------|---------|---------|---------|
| 417.47 | 257.83 | 348.76 | 0.577 | 0.897 |

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:

The institution has established an environment conducive to innovation, featuring an incubation center and various initiatives promoting the creation and dissemination of knowledge. Regular workshops and seminars on Intellectual Property Rights (IPR) and innovative industry-academia practices are held, with commendations given for institutional, faculty, research scholar, student, and on-campus start-up innovation achievements.

Research, innovation, and incubation are foundational to the institution's development. Continuous efforts are made to bolster the research ecosystem, resulting in in-house technological advancements. Faculty members are incentivized to engage in research through allowances for Ph.D. scholars and rewards for presenting and publishing scientific research in reputable venues. Faculty participation in patent filing has increased notably, leading to the publication of five Indian patents to date. Moreover, seminars and workshops have been conducted in the past two years to foster understanding of patent

applications and entrepreneurial processes among students and faculty alike.

Support for Incubation: For years, our institution has actively nurtured aspiring entrepreneurs, recognizing the potential of our graduates to excel in the business world. Among those we've supported, we got a support from Karnataka science and industry development authority for product development. Our Institute has provided a space for them and our students are getting some help in placement and doing internship with them.

Research & Development Cell (R&D Cell):

The R&D of institution motivates students and faculty members to extend scopes, to explore their new ideas in the field of R&D. R&D Cell is actively engaged in transfer of information on specialized topics to the student community, thereby supporting the implementation of innovation ecosystem in the campus. The following initiatives were taken for the transfer of knowledge Training Programmes & Workshops on IPR, Research methodology. 50+ Journals are published in UGC Care List I & II in the last 5 five years. 25+ National/ International Conference papers published. 5+ Books/Book Chapters Published. 10+ MoU's are signed with National/International organizations/ Institutions.

Entrepreneurship Development Cell (EDC): MIT was initiated with the aim of promoting entrepreneurial spirit among students and to take up Entrepreneurship as a career and become job providers rather than job seekers. Activities of this cell includes organising Awareness programs, Mentoring sessions – guidance by successful entrepreneurs in various fields, sharing of success story by entrepreneurs, assisting in getting financial support for Startups

Student Activity Council (SAC): MITK motivates the students to make part of Student Activity Council (SAC) to boost the learning, application of theoretical concepts to real life problems, design the systems etc. SAC inculcate the leadership qualities and communication skills among the students by involving them in several student driven activities like technical seminars, projects etc.

| File Description | 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: 34

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 |
| 12 | 1 | 3 | 8 | 10 |

| 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: 0.2

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 |
| 8 | 2 | 3 | 2 | 4 |

| File Description | Document |
|---|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | View Document |
| Institutional data in the prescribed format | 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: 0.09

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 |
| 2 | 3 | 1 | 2 | 0 |

| File Description | 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:

Response

The core objective of conducting extension activities both on and off campus is to facilitate social interaction among students and faculty with the wider community, thereby enhancing their awareness of social issues that require the attention of technological institutions.

To foster awareness and sensitivity among students regarding social issues, the college's NSS and Youth Red Cross unit organize events such as informative talks by experts on the importance of blood and platelet donations during emergencies, as well as blood donation camps, which have been ongoing for a decade. Over ten such camps have resulted in the donation of more than a thousand units of blood. Students are encouraged to participate in these altruistic endeavours whenever there is a need in neighbouring hospitals.

In preparation for natural disasters and emergencies such as floods and earthquakes, the campus conducts Disaster Management Training programs in collaboration with organizations like the Sri Satya Sai Seva Trust of Dakshina Kannada. Certified trainers provide theoretical knowledge and practical demonstrations of emergency procedures, including first aid and fire drills, thereby raising awareness among students.

The outreach programs conducted within and around the campus serve to underscore the importance of integrating technology into daily life. These activities promote teamwork, event planning, execution, and communication with officials, all of which contribute to the holistic development of participating students.

The campus's environmental conservation team encourages student involvement in initiatives such as

Savishkar and efforts to maintain a clean and green campus. Environmental awareness programs advocate for the use of eco-friendly alternatives to plastic bags, local area clean-ups, and the promotion of cleanliness through initiatives like the Swachh Bharath Abhiyan, resulting in over a hundred such programs being conducted in the last two years.

Career guidance sessions for high school and pre-university students form part of the extension activities, including science experiments and exhibitions aimed at enhancing their understanding of theoretical concepts and fostering creativity.

Students' dedication to social causes is further demonstrated through initiatives like Savishkar, a community development center established by alumni to educate underprivileged students, serving as an integral part of the extension activities undertaken by the institution.

Aims and objectives of NSS File Description

- 1.To understand the community in which they work
- 2.To understand themselves concerning their community
- 3.To identify the needs and problems of the community and involve them in problem-solving process.
- 4.To develop among themselves a sense of social and civic responsibility
- 5.To utilize their knowledge in finding practical solutions to individual and community problems
- 6.To develop the competence required for group living and sharing of responsibilities
- 7.To gain skills in mobilizing community participation
- 8.To acquire leadership qualities and a democratic attitude
- 9.To develop the capacity to meet emergencies and natural disasters.
- 10.To practice national integration and social harmony

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

3.4.2

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

Response:

The college NSS unit's core mission is to provide top-tier education at an affordable rate, focusing on

educating rural communities across various domains such as social, economic, agricultural, health, and technology. In line with this mission, students from NSS actively engaged in social outreach campaigns in Karnataka villages to promote government initiatives like Digital India, Swachh Bharat Abhiyan, Unnath Bharat Abhiyan, COVID vaccination drives, and Har Ghar Tiranga., environmental savings.

Recognizing the pivotal role of education in shaping individuals' perspectives and fostering independence, students conducted skill-enhancement activities to enhance the quality of education in government schools, particularly in rural areas. Embracing the digital era, initiatives were launched to educate rural populations on digital banking and cyber security.

Addressing pressing issues like water and waste management, various educational activities were organized to raise awareness about proper waste segregation, disposal, and efficient water management.

During the pandemic, students actively contributed to promoting standard operating procedures (SOP), exercising caution, and organizing vaccination drives . They also participated in cleanliness programs at the gram panchayat, municipal, and corporation levels, aligning with the vision of creating a "Swachh Bharat and Swasth Bharat" as envisioned by the Prime Minister. AIDS awareness In recognition of their social welfare endeavors, NSS students did notable work during COVID-19. Swacch Bharath Abiyan for renovating rainwater, cleaning road and streat near by college. , by Municipality. For various afforestation activities

On the occasion of International yoga day NSS and YRC unit of MITK organized a program called "Yoga for Humanity", where the resource person Praveen addressed the gathering by saying that yoga is not just an exercise or a way to achieve physical fitness, is a profound science that unites our body, mind, and soul. It is a journey towards self-discovery and holistic well-being. MITK students participated in yoga session.

The blood donation camp is organized in MITK campus, here individuals can voluntarily donate their blood for medical purposes. Donating blood is a noble act that helps save lives, and participating in a blood donation camp can make a positive impact on the community's healthcare needs

on the auspicious occasion of our Founder's Day, students and faculty members of MITK came together to celebrate not only the legacy of our institution but also the spirit of compassion and service. In line with our commitment to giving back to the community, we organized a heartwarming event at Chaitanya Old Age Home, aimed at spreading joy and love.

Moodlakatte nagrathna Bhujangsetti (MNBS Trust,) was started in 2004 with support from a local Trust. The Trust continues to be active and needs a lot of support. The school is actively managed by Shobha Madhyastha and Maartje van den Brand a Physiotherapist from The Netherlands. The school is not funded by the government but by a private Trust and does not ask the parents for any fee. Therefore, *Manasa Jyothi* provides, for disabled children without parents or with parents, who cannot or do not want to care for them, a place to live and receive education. For some children this school is their only chance in society

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: 36

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 |
|---------|---------|---------|---------|---------|
| 11 | 12 | 6 | 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 |

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: 6

| File Description | Document |
|--|-------------------------------|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | View Document |
| List of year wise activities and exchange should be provided | View Document |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise | View Document |
| Institutional data in the prescribed format | View Document |

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:

MOODLAKATTE Institute of Technology Established in the year 2004 as a new millennium project under the MNBS trust has evolved as one of the premier Engineering institutes in the region. The primary objective of the college is to provide excellence in technical education. However, to develop an all-round personality of the student, they are encouraged to actively take part in sports, games and other activities. To support students, achieve these, a supporting infrastructure is also built.

Classrooms: The Institute has well-furnished, spacious, well illuminated, and ventilated classrooms maintained as per AICTE norms for proper visibility and excellent audibility. All 14 classrooms are equipped with ergonomically designed furniture and ICT facilities.

Laboratories Computing facilities: College has 15 laboratories the latest tools, equipment and ICT technology enabled facilities. All the required software's are available, that offer the most appropriate environment for learning. The institution has 251 computers to cater to academic as well as OBE compliant beyond the curriculum needs.

Cafeteria: The College consists of one Cafeterias located within the campus and easily accessible. These cafeterias serve vegetarian and non-vegetarian food in Indian and Chinese style. Cafeterias are have seating arrangements for 100 people and other necessary adequate facilities.

Medical Facility: Institute provides community medical centre for students and faculties for normal health related issues. For medical emergencies and higher order care college has tie up with Chinmay hospital Kondapura. A college vehicle is available in the campus for 24X7 to meet any emergencies.

Cultural Activities:

Encouraging students to participate in cultural activities is the most effective way to develop their

personality. We conduct many events like Annual cultural events, Onam festival, Ayudha Pooja, Farewell program, Branch entry program, Fresher's day, Kannada Rajyothsava Savishkar etc. these programs are conducted either at a AC seminar hall with a seating capacity of 300, or at open stage with temporary seating arrangements of around 1000. Every year various cultural activities highlighting both traditional and contemporary styles are conducted.

Central UPS Facility maintains 30 KVA central UP facility for continuous power supply to support 350 computers and 15 projectors.

Staff rooms and student rest rooms MITK has 1500.12 Sq. m. as administrative area and contains the board room, spacious office with all required facilities, cabins for heads of the departments, dining halls etc. Faculty cubicles are provided with furniture, Wi-Fi facility. Students' common area of 72Sq. m., wash rooms separately for boys and girls.

Sports and Games: Covering approximately 4.5 acres, our sports ground boasts a plethora of outdoor sports and games amenities including Volleyball, Basketball, Football, Throwball, Ball badminton, Cricket, and Hockey. Additionally, an indoor sports complex equipped with shuttle badminton courts, table tennis tables, carrom boards, and Chess sets is accessible to both students and staff, with an average daily usage rate of about 50 individuals. Moreover, dedicated sports committee members are on hand to provide guidance and assistance as needed.

Transportation: College has 5 buses for supporting students and staffs . Students and staff can avail the facility at discounted rate.

| 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: 18.8

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 |
|---------|---------|---------|---------|---------|
| 191.03 | 10.67 | 55.81 | 188.02 | 33.41 |

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Central Library of MITK stands as a pivotal resource hub, strategically situated near the academic block for easy accessibility. With a sprawling carpet area of 560.0 sq. mts, it boasts the capacity to accommodate up to 150 users concurrently. Within its confines, the Reading Section graciously welcomes 50 individuals at a time, fostering an environment conducive to scholarly pursuits.

Diving into its literary treasury, the library proudly houses a vast collection of over 12,773 books, inclusive of volumes from the General Book Bank and SC/ST Book Bank. This eclectic ensemble encompasses textbooks for both issuance and reference, competitive examination materials such as those for GATE and CAT, enriching works of general knowledge, captivating novels penned by esteemed authors, and thought-provoking literature with a focus on social impact—an ensemble meticulously curated to nurture holistic development among students.

The library infrastructure encompasses a Reading Room, a Stack Hall for books, a Reference Section, and a Book Bank, each catering to distinct academic needs. Additionally, equipped with 50 computers, the Digital Library facilitates seamless access to the boundless realm of information on the internet, boasting a blazing speed of 300MBPS. To ensure accountability, visitors are required to register their entry and exit times, while vigilant CCTV surveillance further fortifies security measures.

In alignment with the institution's commitment to academic excellence, MITK stands as a proud institutional member of the National Digital Library (NDL) and NDLI Club, an initiative championed by the MHRD and crafted by IIT Kharagpur. Upholding this alliance, a series of events have been orchestrated for club members in compliance with the directives of NDLI, fostering a culture of scholarly engagement and knowledge dissemination.

The library's digital domain is enriched by an array of e-resources. Shodhgang, facilitated by the

INFLIBNET Centre, serves as a conduit for research scholars to archive their projects, dissertations, and theses, thereby fostering open access dissemination to the scholarly community at large. Furthermore, subscriptions to e-journals and e-books through the VTU consortium broaden the horizon of scholarly exploration.

Witnessing a bustling daily footfall, the library serves as a sanctuary for knowledge seekers, welcoming an average of 100 visitors daily. Among these, 60 patrons gravitate towards the Reading Section, while 20 devotees immerse themselves in the Reference Section. Meanwhile, the Digital Library caters to the intellectual appetites of 20 individuals, facilitating seamless access to e-resources.

Recognizing the imperative of efficiency in library management, MITK has embraced automation through the adoption of easylib open-source software. Leveraging this technological marvel, users can effortlessly navigate through the library's vast repository via an Online Public Access Catalogue (OPAC), facilitating searches by author, title, and keywords. The circulation module streamlines book borrowing and return processes, with all volumes meticulously bar-coded for streamlined management. Over the past five years, the institution has invested Rs 6 lakhs in expanding its literary arsenal, underscoring its unwavering commitment to fostering a culture of learning and discovery.

| 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:

MIT K College has prioritized the integration of cutting-edge IT resources to empower its students and faculty members in navigating the demands of the contemporary world. In recognition of the indispensable role played by information technology in modern society, the institution has spared no effort in ensuring that its technological infrastructure remains at the forefront of innovation. This

commitment is particularly pronounced in the wake of the global pandemic, which underscored the criticality of robust IT systems for seamless operations and effective communication.

A comprehensive overhaul of the college's IT infrastructure has unfolded over the past half-decade, targeting key areas such as classrooms, seminar halls, auditoriums, faculty rooms, offices, and laboratories. This initiative has been characterized by the deployment of state-of-the-art equipment and the establishment of ubiquitous connectivity to facilitate a conducive learning and working environment.

Classrooms have been outfitted with LCD projectors and Wi-Fi connectivity, facilitating multimedia-enhanced instructional delivery and enabling students to leverage digital resources in their learning endeavors. Seminar halls boast advanced audio-visual systems alongside Wi-Fi connectivity, fostering interactive and engaging presentations and discussions. Moreover, the campus-wide installation of CCTV surveillance serves as a vital security measure, ensuring the safety of individuals and safeguarding against potential threats.

The provision of Wi-Fi access across the campus has emerged as a cornerstone of connectivity, allowing seamless communication and access to online resources for both students and staff. Through mobile devices or laptops, individuals can tap into the vast reservoir of digital information and stay abreast of academic and administrative updates. Notably, communication channels such as the college website, IMS, SMS service, and Digital Signage serve as conduits for disseminating pertinent information and facilitating engagement within the college community.

The technological backbone of the institution is underpinned by a robust network infrastructure, with internet provision from Udapi Network. Bandwidth allocation has been meticulously calibrated to meet the diverse needs of stakeholders, with dedicated allocations for the principal, HODs and faculties, and students. A progressive increase in bandwidth capacity, culminating in the current 300 MBPS bandwidth, reflects the institution's proactive approach to accommodating escalating demands for digital connectivity.

Security remains paramount in the digital realm, with secure computer setups and Microsoft Defender software deployed across all systems to mitigate potential cyber threats. By embracing a multi-layered approach to security, the college endeavors to uphold the integrity and confidentiality of digital assets and personal information.

In essence, MIT K College's steadfast commitment to leveraging technology as an enabler of academic excellence and operational efficiency underscores its standing as a vanguard institution in the realm of higher education. By fostering a technologically enriched ecosystem, the college equips its stakeholders with the tools and competencies requisite for success in an increasingly digitized world.

| 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:** 3.1**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 221

| 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 |

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: 17.21**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 |
|---------|---------|---------|---------|---------|
| 101.28 | 68.07 | 88.51 | 101.76 | 78.88 |

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 49.18

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 |
|---------|---------|---------|---------|---------|
| 439 | 342 | 284 | 45 | 183 |

File Description

Document

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[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: C. 2 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 |

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: 48.73

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 |
|---------|---------|---------|---------|---------|
| 410 | 396 | 0 | 99 | 376 |

| 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 w.r.t Organisation wide awareness and undertakings on policies with zero tolerance | View Document |
| Proof related to Mechanisms for submission of online/offline students' grievances | View Document |
| Proof for Implementation of guidelines of statutory/regulatory bodies | View Document |
| Details of statutory/regulatory Committees (to be notified in institutional website also) | View Document |

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: 31.9

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 |
|---------|---------|---------|---------|---------|
| 61 | 70 | 63 | 0 | 14 |

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 |
|---------|---------|---------|---------|---------|
| 152 | 88 | 79 | 176 | 157 |

| 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: 0.23

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 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 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: 0

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description

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: 3

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 |
|---------|---------|---------|---------|---------|
| 6 | 5 | 4 | 0 | 0 |

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of the Moodlakatte Institute of Technology (MITK) Engineers is an integral part of the institution's ecosystem, embodying the spirit of collaboration, mentorship, and support. While there may not be a formal registered alumni association, the active involvement of MITK alumni in various initiatives underscores their commitment to giving back to their alma mater.

At its core, the Alumni Association aims to establish and nurture lifelong connections between MITK and its graduates. This connection serves as a conduit for knowledge exchange, networking opportunities, and collective growth. Guided by a dedicated volunteer board of directors, the Association orchestrates a myriad of activities designed to engage alumni, empower current students, and enrich the overall Institute experience.

Membership in the Alumni Association is inclusive, extending to individuals who have completed a minimum of four academic years at MITK. This inclusivity ensures a diverse and expansive network of alumni spanning different graduating classes and professional domains.

One of the flagship initiatives of the Alumni Association is the organization of Alumni Talks. These sessions, held over the past five years, serve as invaluable platforms for students to glean insights into career pathways, placement strategies, competitive examinations, and opportunities for higher education. By leveraging the expertise and experiences of alumni, these talks equip students with practical knowledge and guidance essential for their professional journeys.

Furthermore, the Alumni Association facilitates Project Guidance, wherein alumni experts offer mentorship and supervision to students undertaking academic projects and mini-projects. This mentorship extends remotely, transcending geographical barriers to provide students with tailored guidance in their respective domains. Acknowledging the contributions of alumni mentors in their dissertations not only honors their commitment but also reinforces the culture of gratitude within the MITK community.

Internship and Placement Support constitute another cornerstone of the Alumni Association's efforts. Alumni leverage their professional networks and industry connections to facilitate internships and job placements for their juniors, thereby bridging the gap between academia and the corporate landscape. Additionally, alumni-led workshops and guest lectures impart industry-relevant skills and insights, empowering students to navigate the complexities of the professional world with confidence and competence.

Mock Interviews conducted by alumni serve as dress rehearsals for students, allowing them to refine their communication skills, polish their interview techniques, and gain valuable feedback from seasoned professionals. This hands-on preparation enhances students' employability and equips them with the tools necessary to succeed in competitive job markets.

Moreover, the Alumni Association actively solicits feedback from visiting alumni to identify areas for improvement and expansion. This feedback loop informs the development of additional courses, training programs, and co-curricular activities aimed at enhancing student readiness and relevance in the ever-evolving industry landscape.

Beyond their professional contributions, MITK alumni exhibit a spirit of philanthropy and camaraderie,

generously supporting student welfare activities through financial contributions and material donations. Their unwavering commitment to the Institute's growth and prosperity underscores the enduring legacy of the MITK community, embodying the adage: "Once an MITK Engineer, always an MITK Engineer."

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:

Institutional governance and leadership play pivotal roles in shaping an organization's direction, values, and practices. When aligned with the institution, vision, and mission, governance structures and leadership behaviours can nurture an environment conducive to growth, innovation, and fulfillment of organizational objectives. This alignment is not merely symbolic; it permeates various institutional practices, including decentralization and participation in governance processes.

Institutional leadership is committed to the Vision and Mission statement as it helps the leadership to continue and move towards long-term goals with inclusivity and diversity as its institutional culture. The vision and mission statement is communicated to all and it is displayed on the website and college campus. The leadership focuses on the engagement of the staff, teachers, and students through effective communication. Institutional culture promotes participative management and decentralization.

Decentralization involves distributing decision-making authority and responsibilities across different levels of the institution rather than concentrating power at the top. This promotes accountability and caters to the professionalism of the institution.

Participation in institutional governance is another manifestation of alignment with the institution, vision and mission. It entails engaging stakeholders from across the organization, including faculty, staff, students, alumni, and community members, in decision-making processes that shape the direction and policies of the institution.

Participation in governance promotes transparency and trust, as decisions are made collaboratively and with input from those affected by them. This inclusive approach not only enhances the legitimacy of governance structures but also strengthens the institution, and social capital by nurturing a sense of belonging and shared purpose among its members. By promoting open communication and dialogue, participation in governance cultivates a culture of mutual respect and accountability, where decisions are made with the best interests of the institution and its stakeholders in mind.

Decentralization promotes resilience, autonomy, and innovation. The process includes three kinds of decentralization - Academic, Administrative, and Financial.

Academic decentralization promotes local autonomy to create a teaching plan that may differ in the conduct of teaching topics other than the recommended syllabus to support the logical approach. It also helps us design our short-term courses, and our teaching methodology and to link project-based learning to research competitions and environmental learning activities as enrichments.

Administrative decentralization promotes better administration and effective decision-making. Management, Principals, Vice Principals, Departmental Heads, Committee Heads, IQAC, Office Superintendent, Librarian, Sports Faculty, etc is a way to decentralize. This helps in quicker decision-making and its implementation.

Financial decentralization promotes revenue collection, expenditure control, and accountability. This helps the institution to design and implement its budget.

Participative management: the participative governance pattern promotes faculty involvement in departmental planning and its functioning. It involves staff engagement and through student council, student engagement. It helps us to understand the diversity of working and helps in the resolution of conflicts at the workplace.

| 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:

The institution has its working setup and works as per the Government of Karnataka norms and AICTE along with an affiliating University VTU and Institutional policy procedures.

Policies: The Institution has defined policies in all its key areas of work. These areas include Admission, Academics, Research, Extension, Student support and progression, governance, environment, etc. These policies have been prepared under the guidance of IQAC with clear objectives, scope, compliance, responsibilities, enforcement methodology, communication, and mechanisms for improvement. These policies have a policy number which implies when it was prepared and updated.

Standard Operating Procedures: Institutional working also includes standard operating procedures (SOPs) for efficient working. These SOPs are functional and help the stakeholders. These SOPs help us to be consistent in quality control, training, teaching, safety, problem-solving, and accountability for the efficient working of the institution.

Administrative setup: The institution has a well-defined organizational setup. The MIT associated with MNBS trust top management which includes the Trustees, members of the elected management including a full-time Principal on a proper post. The academic governance is facilitated through vice

Principals and HODs of respective departments for Innovative Practices.

Service Rules: the service rules set by the MIT trust are followed. Recruitments, Qualifications, leave policies, promotions and career progressions, grievance redressals, discipline and conduct, and reservation policies are applicable to the appointed staff.

Code of Conduct: the code of conduct for students, employees, management, and visitors is prepared by the IQAC. It is available on the website and it also informs stakeholders from time to time.

Perspective Plan: the institutional perspective plan 2018 - 2022 has been working since 2018 and has been effectively deployed.

| 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: B. 3 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 |

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:

An effective welfare system and performance appraisal system are crucial components of any higher education institution, ensuring the well-being of its teaching and non-teaching staff while also promoting excellence and accountability.

- Fixed work hours

- **Competitive Salary and Benefits:**

Ensure that both teaching and non-teaching staff receive competitive salaries based on local cost of living.

Provide a comprehensive benefits package, including medical expenses reimbursement, provident funds, maternity leaves, medical and other leaves, and, other perks that contribute to overall financial well-being.

- **Professional Development Opportunities:**

Offer opportunities for continuous learning and professional development. This could include workshops, conferences, and courses that help staff members enhance their skills and stay updated on industry trends.

- **Work-Life Balance:**

Promote a healthy work-life balance by implementing reasonable working hours and flexible work arrangements where possible.

Encourage the use of vacation days and provide support for managing stress and burnout.

- **Health and Wellness Programs:**

Establish health and wellness programs that promote physical and mental well-being. This could include wellness workshops and counseling services.

- **Recognition and Rewards:**

Recognize and reward outstanding performance through a formal recognition program. This can include awards, certificates, or other forms of acknowledgment to boost morale and motivation.

- **Job Security and Stability:**

Ensure job security and stability by implementing fair employment practices and providing clear

communication about job expectations and performance evaluations.

• Inclusive and Supportive Culture:

Foster an inclusive and supportive work culture that values diversity. implement policies and practices that promote equality, respect, and collaboration among staff members.

• Facilities and Infrastructure:

Ensure that the physical working environment is conducive to productivity and well-being. This includes comfortable workspaces, necessary equipment, and amenities.

• Communication Channels:

Establish effective communication channels to keep staff informed about important matters and create a sense of transparency within the organization.

• Employee Feedback Mechanisms:

Implement regular feedback mechanisms to understand the needs and concerns of the staff. Act on the feedback to continually improve the work environment.

• Community Engagement:

Encourage staff participation in community engagement activities.

This can foster a sense of purpose and contribute to the overall well-being of the staff.

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

6.3.2

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

Response: 0

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | 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: 14.62

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 |
|---------|---------|---------|---------|---------|
| 25 | 14 | 12 | 9 | 2 |

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 |
|---------|---------|---------|---------|---------|
| 44 | 45 | 31 | 25 | 27 |

| 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 |

6.4 Financial Management and Resource Mobilization**6.4.1**

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

regularly (internal and external)**Response:**

The institute maintains and follows a well-planned process for the mobilization of funds and resources. The process involves various committees, the Department Heads, and the Accounts office. The college has designed some specific rules for fund usage and resource utilization.

Mobilization of Funds:

- The tuition fee of the students is the major source of income for the college.
- Financial contribution by the management.
- Sponsorships are sought from individuals and corporate for cultural events and fests.
- Charging nominal amount of fees for the issue of various certificates to the

students such as bonafide and transfer certificates, etc.

- Consultancy services by the civil department

Utilization of Funds:

- The institutional budget includes recurring expenses such as salary, water, electricity and internet charges, stationary; and other maintenance costs.
- Expenses on lab equipment purchases, furniture, and other development expenses.
- A finance committee within the accounts section monitors the optimum utilization of funds for various recurring and non-recurring expenses.
- The purchase committee seeks quotations from vendors for the purchase of equipment, computers, books, etc.
- The quotations are scrutinized by the finance and purchase committee before a final decision is made based on parameters like pricing, quality, terms of service, etc.
- The principal, finance, and purchase committees along with the accounts department ensure that the expenditure lies within the allotted budget.
- The intervention of the management is sought in case the expenditure exceeds the budget.
- Statutory auditors are also appointed who certify the financial statements in every financial year.
- The grants received by the college are also audited by certified auditors.

Optimal Utilization of Physical and Human Resources:

- Promoting research, development, consultancy, and such other activities, involving the faculty at various levels.
- Effective utilization of infrastructure is ensured through the appointment of adequate and well-qualified lab technicians and system administrators.
- The optimal utilization is ensured through encouraging innovative teaching-learning practices.
- The available physical infrastructure is optimally utilized beyond regular college hours and working days to conduct co-curricular and extra-curricular activities.
- Installation of Solar system is done on the Hostel terrace.

| 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:

IQAC ensures quality assurance strategies through different activities. Various committees have been formed to work in coordination with IQAC. Through such committees, IQAC ensures smooth and efficient implementation of action plans and procedures. IQAC continuously monitors the execution of work and provides suggestions for improvement.

Significant contributions made by IQAC:

1. Training to all teachers on learning management system in collaboration with DHI Software
2. Organized workshops on Outcome Education, Program Outcome (PO), Program Specific Outcome (PSO), and Course Outcome (CO)
3. Webinar/workshops and seminars on Intellectual Property Rights.
4. Orientation for teaching faculty on Fundamental Duties and Professional Ethics.
5. Research Incentives for publishing research work in UGC Care Listed Journal.
6. Created institutional mail IDs for all staff.
7. Academic audits of all UG-PG departments and college committees.
8. Gender Audit, Environment Audit, Green Audit, and Energy Audit.

IQAC continuously reviews and monitors teaching-learning processes and methodologies throughout the year. The teacher's academic performance will be analyzed by HOD through DHI software, However, IQAC analyses through APEC (Annual Performance Evaluation Committee). IQAC to monitor and evaluate various kinds of curricular and cocurricular activities carried out by departments along with teaching teaching-learning process. The IQAC conducts periodical meetings of all the committees and conducts a review of all committees collecting information on activities organized by each committee.

| 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:

The institution has been dedicated to provide a high-quality learning environment for all, irrespective of caste, creed, or religion. Upholding the Fundamental Right to Equality enshrined in the Indian Constitution, MIT Kundapura has taken proactive measures to ensure that every individual has equal access to opportunities for growth and development.

One of the cornerstone initiatives of MIT Kundapura is the establishment of the Internal Complaint Committee along with the Women empowerment cell in May 2018. This pioneering endeavor aims to empower women, prevent sexual harassment, and address such incidents through proper procedures. The ICC organizes a myriad of activities, including guest lectures, workshops, and competitions, to raise awareness about social issues and women's legal rights. By fostering a supportive campus environment, the cell encourages active participation and dialogue on gender equality and women's empowerment.

Ensuring the safety and security of its female students and staff is a top priority for MIT Kundapura. The college has implemented comprehensive measures such as CCTV surveillance across campus, round-the-clock supervision in the girls' hostel by female wardens and staff, lady security guards at all times. An out-pass system promotes responsibility among hostel residents, while the Anti-Ragging Committee works diligently to prevent any instances of ragging on campus.

Moreover, MIT Kundapura has established various committees, including the Student Counselling/Grievances Redressal Committee to address student concerns impartially. Collaborations with Counseling.

Health monitoring and support services are available in partnership with Chinmay Hospital. First aid kits are maintained to standards, with provisions for emergency medical care and transportation to nearby hospitals if necessary. An exclusive women's restroom equipped with emergency beds and sanitary napkin vending machines further prioritizes the health and hygiene needs of female students.

In addition to these initiatives, MIT Kundapura proudly hosts a vibrant Women in Engineering (WIE) affinity group affiliated with IEEE. This dynamic group coordinates numerous events throughout the year aimed at promoting the participation of women in engineering fields and fostering a supportive community for female students pursuing careers in STEM.

Furthermore, the college celebrates National and International commemorative days, events, and festivals with great enthusiasm, marked by a diverse range of activities and extensive engagement through social

media platforms. Nearly 40% of students enthusiastically participate in these events, showcasing the inclusive spirit of the institution and its commitment to fostering a sense of belonging for all members of the community.

In conclusion, MIT Kundapura's ethos revolves around the principles of inclusivity, equality, and empowerment. By creating a supportive and nurturing environment, the college ensures that all students and faculty have the opportunity to thrive and succeed, irrespective of gender, caste, region, or religion. Through its various initiatives and programs,

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

| File Description | Document |
|---|-------------------------------|
| Policy document on the green campus/plastic free campus. | View Document |
| Geo-tagged photographs/videos of the facilities. | View Document |
| Circulars and report of activities for the implementation of the initiatives document | View Document |
| Bills for the purchase of equipment's for the facilities created under this metric | View Document |
| 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: C. Any 2 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 |

7.1.4

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

Response:

Our institution is guided by a profound philosophy encapsulated in the age-old adage, "Speak the truth, walk the path of righteousness" (SATYAM VAD DHARMAM CHARA). This philosophy serves as the cornerstone of our endeavors, shaping our actions and decisions towards the pursuit of truth and righteousness in all aspects of our academic and social engagements.

With a clear vision in mind, we aspire to become a premier hub of higher education in Technology and Management. Our vision is not merely to impart knowledge but to nurture a culture of creativity, innovation, and social values among our students. We envision ourselves as catalysts for change, inspiring and empowering young minds to make meaningful contributions to society through their education and professional endeavors.

Aligned with our vision, our mission is multifaceted and comprehensive. Firstly, we are committed to providing an academic environment that fosters holistic education, emphasizing personal growth, skills development, integrity, and social responsibility. We believe in nurturing well-rounded individuals who are not only academically proficient but also ethically grounded and socially conscious.

Secondly, we recognize the importance of bridging the gap between academia and industry. Through robust industry-institute interactions, we aim to enhance our students' skill competency and promote an

entrepreneurial mindset. By exposing them to real-world challenges and opportunities, we prepare them to excel in their chosen fields and contribute effectively to the economy and society at large.

Thirdly, we are dedicated to fostering a culture of creativity, innovation, and research excellence. With state-of-the-art infrastructure and a team of experienced faculty members, we provide an environment conducive to intellectual exploration and discovery. We encourage our students to think critically, explore new ideas, and push the boundaries of knowledge in their respective disciplines.

Our institution's commitment to fostering responsible citizenship is reflected in our academic curriculum and extracurricular activities. We recognize the importance of imparting not only technical knowledge but also a sense of civic duty and ethical responsibility to our students.

One of the ways we achieve this is through our core course titled "Constitution of India, Professional Ethics, and Cyber Law." This course serves as a comprehensive introduction to the Indian Constitution, professional ethics, and legal issues related to cyberspace. By exploring topics such as fundamental rights, engineering ethics, and cybercrimes, students gain a deeper understanding of their rights, responsibilities, and the ethical implications of their actions.

In addition to formal coursework, we organize various events and activities to instill a sense of pride in our Indian heritage and promote social awareness among our students. From celebrating national festivals to conducting community service projects, we provide opportunities for students to engage with pressing social issues and contribute positively to their communities.

Overall, our institution is more than just a place of learning; it is a vibrant community dedicated to nurturing future leaders who are not only academically competent but also ethically responsible and socially conscious. Through our unwavering commitment to our philosophy, vision, and mission, we strive to make a positive and lasting impact on world around us

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

7.2 Best Practices

7.2.1

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

Response:

The primary aim of student guidance and support services is to assist students in realizing their full potential by focusing on their behavior, career aspirations, academic pursuits, and creative endeavors. Additionally, it seeks to foster confidence and a positive mindset in students to effectively navigate professional and personal challenges while cultivating self-respect and instilling ethical values in their lives.

In today's fast-paced and competitive society, students often find themselves navigating a myriad of challenges, both academically and personally. Amidst this landscape, the traditional support systems may not always suffice. Increasingly, students are turning to social media platforms for guidance and validation, underscoring the need for comprehensive counseling services within educational institutions. Recognizing this need, our institution initiated counseling services in 2015, with a commitment to providing holistic support to our student body.. Therefore following two practices have been adopted by our Institute as a best practices.

Practice-1

Title of the Practice: Empowering Dignity and Creating Opportunities within Impoverished Communities.

Empowering dignity and creating opportunities within impoverished communities is about recognizing the inherent value and potential of every individual, regardless of their socioeconomic background. It involves fostering an environment where people are treated with respect, given the tools and resources they need to thrive, and empowered to shape their own futures.

This mission encompasses a range of efforts, from providing access to education and job training, to ensuring access to healthcare and basic needs. It involves addressing systemic barriers that perpetuate poverty and inequality, while also fostering a sense of community and belonging.

By investing in the dignity and well-being of individuals within impoverished communities, we not only uplift those directly impacted, but also create a more equitable and inclusive society for all. It's about giving everyone the chance to fulfill their potential and live with dignity, regardless of their circumstances.

In this direction, some sessions have been conducted by MIT faculty members for the lower-class children of society. These sessions have helped in identifying and assisting slow learners to improve their performance in the SSLC term-end examination. The objectives of the program are as follows:

Practice 2

Title of the Practice – Shaping Young Minds / Creating Employability Skills / Holistic Development

As a part of the IQAC initiative, The Department of Computer Science and Engineering (CSE) and the Department of Artificial Intelligence & Machine Learning (AI-ML) in association with the Coding Club organized a coding competition on 5 August 2023. This competition was exclusively designed for CSE and AI-ML students, providing them with a platform to showcase their coding skills and problem-solving abilities.

| 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:

Founded in 2004, under the guidance of the philanthropist and technocrat Late I M Jayaram Shetty, alongside the esteemed MNBS Trust, MOODLAKATTE Institute of Technology and Management (MITK) has extended its reach to rural communities, serving as a beacon of hope for those seeking technical education. It has provided a platform for aspiring young minds from economically disadvantaged backgrounds to pursue professional engineering degrees and aspire to become competent entrepreneurs, technocrats, or employees.

Additionally, MITK offers postgraduate management courses catering to both technical and humanities graduates. Since its inception in 2008, MITK has been offering a regular two-year Post Graduate Degree in Management Studies (MBA – Master of Business Administration). This department operates under the administrative jurisdiction of MOODLAKATTE Institute of Technology, affiliated with Visveswaraya Technological University, Belagavi, and approved by AICTE, New Delhi.

The institution is committed to transform today's young learning minds as tomorrow's inventors, where students were provided an opportunity to participate in KSCST projects every year which contributes in development of the cities and states. Our students were actively participating in KSCST projects that can address real world problems which showcasing our students achievements and contributions to various fields of Business, science, technology.

Objectives of the Practice: The primary objective of engaging in KSCST projects are;

1. To enhance students technical and analytical skills through challenging projects.
2. To provide opportunities to our students in applying theoretical knowledge on practical problems.
3. To identify and develop better solutions to create positive impact on society.
4. To promote culture of research and innovation among students

The Context:

Students of our institution participate in KSCST (Karnataka State Council for Science and Technology)

projects which are significant initiative aimed at fostering innovation and research. KSCST is a kind of project which motivates and supports students in their research with grants based on nature and scope of the project. Participating in this project not only help students to gain valuable experience but also contribute to addressing real world problems through innovative ideas.

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

5. CONCLUSION

Additional Information :

In addition to its modern facilities and academic offerings, the college boasts a state-of-the-art 3D printing machine, providing students with hands-on experience in additive manufacturing and prototyping. The ICT academy association facilitates industry-relevant training and certifications, bridging the gap between academia and the professional world.

Furthermore, the college provides access to 12 licenses of MATLAB software, equipped with 6 DSO (Digital Signal Oscilloscope) toolboxes and 5 signal processing toolboxes, empowering students and faculty to delve deep into computational and data analysis tasks.

The IEEE Association on campus serves as a hub for technological innovation and networking, organizing workshops, seminars, and competitions to foster a culture of collaboration and advancement in engineering and technology fields.

Committed to fostering diversity and inclusivity, the college hosts a Women Empowerment Association, dedicated to providing support, resources, and opportunities for female students to thrive in their academic and professional pursuits.

Accommodation facilities include a girls' hostel with a capacity of approximately 300 students and a boys' hostel with a capacity of around 250 students, ensuring a safe and conducive living environment for students pursuing their education away from home.

Concluding Remarks :

Our institution is firmly dedicated to excelling in every aspect of its operation, consistently striving for optimal outcomes. Each member of our community is committed to delivering their utmost effort in pursuit of our objectives. Through meticulous planning and unwavering focus, we unite our collective energies toward achieving our goals. The management provides guidance and unwavering support to the principal and deans, empowering them to realize our shared vision. With the strategic roadmap outlined in our 2025 plan, we are confident that our efforts will propel us to even greater heights in the future.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|-----|----|---|---|---|---------|---------|---------|---------|---------|-----|----|---|---|---|
| 1.2.1 | <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :26</p> <p>Remark : DVV has made changes as per the supporting document.</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>703</td> <td>63</td> <td>0</td> <td>0</td> <td>0</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>691</td> <td>61</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the supporting document.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 703 | 63 | 0 | 0 | 0 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 691 | 61 | 0 | 0 | 0 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 703 | 63 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 691 | 61 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 362</p> <p>Answer after DVV Verification: 361</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p> | | | | | | | | | | | | | | | | | | | | |
| 1.4.1 | <p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken</p> | | | | | | | | | | | | | | | | | | | | |

and communicated to the relevant bodies

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 46 | 40 | 47 | 49 | 51 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 42 | 37 | 42 | 44 | 48 |

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 15 | 2 | 3 | 9 | 11 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12 | 1 | 3 | 8 | 10 |

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13 | 13 | 6 | 4 | 4 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 12 | 6 | 3 | 4 |

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 256.87 | 18.81 | 89.66 | 297.6 | 52.40 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 191.03 | 10.67 | 55.81 | 188.02 | 33.41 |

Remark : DVV has made changes as per the report shared by HEI.

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)***

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)**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 155.93 | 102.96 | 134.05 | 132.88 | 120.76 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 101.28 | 68.07 | 88.51 | 101.76 | 78.88 |

Remark : DVV has made changes as per the expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component.

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*

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has made changes as per the report shared by HEI.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6 | 6 | 4 | 0 | 0 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6 | 5 | 4 | 0 | 0 |

Remark : DVV has made changes as per the report shared by HEI.

6.2.2 *Institution implements e-governance in its operations*

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the report shared by HEI.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.1 | <p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>599</td> <td>409</td> <td>343</td> <td>364</td> <td>364</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>684</td> <td>484</td> <td>446</td> <td>507</td> <td>508</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 599 | 409 | 343 | 364 | 364 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 684 | 484 | 446 | 507 | 508 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 599 | 409 | 343 | 364 | 364 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 684 | 484 | 446 | 507 | 508 | | | | | | | | | | | | | | | | | |
| 2.1 | <p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 126</p> <p>Answer after DVV Verification : 93</p> | | | | | | | | | | | | | | | | | | | | |
| 2.2 | <p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>40</td> <td>47</td> <td>49</td> <td>51</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>43</td> <td>48</td> <td>50</td> <td>56</td> <td>55</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 46 | 40 | 47 | 49 | 51 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 43 | 48 | 50 | 56 | 55 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 46 | 40 | 47 | 49 | 51 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 43 | 48 | 50 | 56 | 55 | | | | | | | | | | | | | | | | | |