SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

MAHARAJA INSTITUTE OF TECHNOLOGY MYSORE

BELAWADI, SRIRANGAPATNA TALUK, MANDYA DISTRICT 571477

www.mitmysore.in

SSR SUBMITTED DATE: 16-02-2021

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Maharaja Education Trust(R) was established in the year 2005, not just as a venture, but to serve the society at large with educational institutions that are driven by the motive to provide a well-balanced learning environment in educating young minds. The trust is governed by the board that comprises learned, reputed and well-accomplished academicians. The members of the board are themselves the alumni of premier institutes who have all served at the highest possible roles in the broad education spectrum of the country.

The Trust, built as it is by the eminent academicians, believes in building resources in the form of highly accomplished and learned faculty who are committed, highly knowledgeable, and excellent in teaching aptitude. The trust realizes that the effective learning process can only happen in the right environment and readily invests in upgrading facilities and infrastructure to the modern-day standards. Thrust on the widening of the knowledge spectrum of the institute as a whole lies in an individual's contribution and the trust emphasizes collaborative and far-reaching research attitude at all its 10 institutes. The trust strives to inculcate quality in every stage of learning with all its resources progressing towards its vision.

The Maharaja Institute of Technology Mysore was established in the year 2007, is one of the premier institutions in the heritage city of Mysuru, Karnataka. The Institute has garnered greater acclamation by the community as being a learning-centric institute and has been producing competent professionals over the years. The young minds that pursue knowledge are facilitated with a greater sense of familiarity by a highly qualified, trained, and competent teaching fraternity that also comprises of the founder trustees being the acclaimed faculty they are. In addition to the basic essential infrastructure, the institute is well furnished for digital reach out in terms of online classes and the like. Safety measures installed at the institute ensure peaceful being at the campus.

The Institute is affiliated to Visvesvaraya Technological University (VTU), Belgaum, approved by AICTE, New Delhi, and recognized by the Government of Karnataka.

Vision

To be recognized as a premier technical and management institution promoting extensive education fostering research, innovation, and entrepreneurial attitude.

Mission

- To empower students with indispensable knowledge through dedicated teaching and collaborative learning.
- To advance extensive research in science, engineering, and management disciplines.
- To facilitate entrepreneurial skills through effective institute-industry collaboration, and interaction with alumni.

- To instill the need to uphold ethics in every aspect.
- To mould holistic individuals capable of contributing to the advancement of society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Well qualified, experienced, and dedicated staff.
- Supportive, encouraging, and visionary management.
- State-of-the-art infrastructure in a serene environment
- Support for Entrepreneurship Development
- Promote research as a culture.
- Clean and green campus.
- Hostel facility.
- Promote outcome-based and holistic education.
- Encourage sports and social service activities.
- Highly focused on on-campus placements.
- Encourage alumni activities.
- Active Student Chapters.
- Promote public transportation.

Institutional Weakness

- Limited funding for research projects.
- Limited student strength from pan India.
- Situated in a secluded area.

Institutional Opportunity

- Grants for research initiatives.
- Scope for autonomy.
- Scope for patents.
- Attract students from pan India.
- Consultation services for industry.

Institutional Challenge

- Varying admissions for core and allied programs.
- Engaging alumni for a long period.
- Limited placement opportunity for core and allied programs.
- Attracting students having a higher ranking.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Maharaja Institute of Technology Mysore is affiliated with Visveswaraya Technological University, Belagavi. The Institute follows the curriculum as prescribed by the university. However, in order to meet the demands of the market, the gaps in the curriculum are identified through Program Articulation Matrix, feedback from stakeholders, industry experts. Based on the inference the identified gaps are filled by conducting workshops, training programs, seminars, technical talks, industry visits, etc.

The institute follows Program Outcomes as per the NBA. The Program Educational Objectives (PEO) and Program Specific Outcomes (PSO) are prepared by the Department Accreditation Committee and the Course outcomes (COs) are prepared by the course coordinator. The PO, PSO, PEO, and CO's are made available on the website, The PO, PSO, and PEO are displayed through hoardings in the department. The delivery of the curriculum is done by preparing an institutional academic calendar incorporating the university calendar of events.

The Institution focuses on the holistic development of the students through activities, events, value-added courses and also sensitizing students to gender, environment and sustainability, human values, and professional ethics.

Teaching-learning and Evaluation

Students get admitted to the institution based on counseling through a common entrance test conducted by the Karnataka Examination Authority. Admission to Ph.D. program is as per the guidelines of Visveswaraya Technological University and the University of Mysore.

Student learning is assessed through mentoring, internal assessments, etc., and suitable steps are taken for slow and fast quick learners. This helps in the learner-centered approach to education. To enhance the learning experiences different methodologies are followed such as, collaborative, individual, experiential, problem-solving, participative, etc. Furthermore, ICT based teaching-learning is also practiced at the institution.

Faculties take the initiative to learn and keep well-informed with the latest developments, to innovate, continuously seek improvement in their work, and strive for individual and institutional excellence.

The knowledge and skills gained by the students are assessed through internal assessments, assignments. Fair practices and transparency are maintained in the conduct of examination, evaluation, and feedback processes. These practices help students to excel in the Semester End Examinations as well as in placements.

Research, Innovations and Extension

MIT Mysore is established by renowned management having Ph.D. degrees and rich academic experience. Due to the motivation by the management, many teaching fraternities of the institution are Ph.D. holders. Research and innovation activities through grants from Govt. funding agencies are carried out in the institution regularly. MIT Mysore encourages staff and students to come out with innovative products and services. Due to this many innovative products and services have been developed by the students and staff. Some of the faculties are actively involved in consultancy activities which shows the intellectual strength of the faculties.

MIT Mysore has a research center affiliated with Visveswaraya Technological University and the University of Mysore and has Eight Ph.D. programs. The research review meeting is conducted once a month to discuss all aspects of research activities to promote quality research. The review panel members comprise external experts and internal domain experts. Incentives are provided to the faculties who involve in getting grants for research projects, publish papers in UGC notified/Scopus/SCI journals to promote quality research culture. MIT Mysore also organizes various national and international conferences of high repute for promoting research activities.

Infrastructure and Learning Resources

MIT Mysore is situated in a serene green environment to provide peaceful teaching and learning environment. Each of the classrooms and laboratories has state-of-the-art facilities for effective and enhanced teaching and learning. The infrastructure is updated periodically and when the demand arises to meet the curriculum needs. The campus is maintained in terms of cleanliness as well the green environment ensures the all-around development of the students. Special care is taken care of to provide facilities for the specially-abled. The campus has excellent facilities for sports headed by a qualified Physical Education Director. Our students have excelled in many sports events by winning prizes in inter-collegiate, state, national, and international level competitions.

All the academic and administrative activities are managed by Master Soft ERP software. CCTV has been strategically installed for surveillance and security of the student, staff, and property. Our central library is well equipped with modern facilities including remote access. The library has separate sections that efficiently facilitate the reference needs (with browsing facility, newspapers section, CD section, reference textbooks, and sufficient seating) and a book bank scheme for students in which four books being issued per student to the student for the semester. Our library also has tie-ups with VTU e-consortium, Journal Publishers, etc. for catering to different needs of the staff and students. NPTEL Video Lectures, Previous year question papers, project reports, manuals, etc. cater to different needs of the students and staff. Furthermore, the institution has set up D-Space digital library for preserving, organizing, and access digital content comprised of institute intellectual output and other e-resources.

Student Support and Progression

MIT Mysore has functioning mechanisms to facilitate student support through guidance cell, placement cell, grievance redressal cell and welfare measures to support students. MIT Mysore is concerned for student progression to higher studies and/or to employment. Various activities such as placement drive, skill development programme, company specific training programme, are being conducted regularly which effectively support the students and facilitates optimal progression. Institution has record placements of 435 for the 2019-20 batch which showcase the potential of the institution in placements during the tough times of COVID-19.

Students are part of many bodies of the institution such as the anti-ragging committee and hostel committee which showcase the importance given to the student community. The institute collects feedback on regular basis and takes relevant measures to ensure the students are taken care of well and nurtured. Department encourages students to participate in national and international level events and our students have been excelling by winning prizes in the competitions.

The Alumni Association of the institution is active in contributing to academic matters and student support by providing references for placements. Each department has established student chapters and involves in activities for the overall development of the students.

Governance, Leadership and Management

MIT Mysore is managed by a dedicated team comprising of the Management committee of MET, Governing Council, Principal, Registrar, Dean, Administrative Office, and College Council to achieve the vision, mission, and goals of the institution but also in building the organizational culture. The management actively takes part as mentors of the department by overseeing each aspect of the institution, thereby demonstrating effective leadership in practice. Staff and students are involved in various academic bodies showcase the participative decision-making process. Internal Quality Assurance Cell is responsible for the overall monitoring of the quality of the system by setting guidelines for improved performance, carrying out the Academic Audit of faculty, and facilitating interactions with industry and community.

MIT Mysore has a well-defined code of conduct, administrative standard operating procedure, service rules book for seamless operations of the institution. All the policies in the matter of planning human resources, recruitment, training, performance appraisal, procurement, and financial management are carried out systematically considering the overall interest of the Institute and the stakeholders. The HODs of various departments will identify and address the needs of the departments. Also, the day-to-day activities of the departments will be discussed with the Principal and Mentors.

Institutional Values and Best Practices

In line with its vision, MIT Mysore proactively evaluates the various initiatives that are taken from time to time and improve on them to produce graduates who are skilled, sound, and socially responsible.

The Institute believes that the distinctiveness and best practices help in molding the students as well as make the institution grow.

The best practices of MIT Mysore:

- Professional Counseling for staff
- Mentoring of students
- Entrepreneur Development Cell
- 50% Fee Waive off for meritorious students
- Clean and Green Campus
- Commutation facility for all the students and staff

MIT Mysore has grown and recognized as being one of the Best Engineering Colleges in the region. Moreover, the management of the institute is themselves learned academicians who are actively involved in promoting the quality culture. This is reflective of the distinctiveness of the institution. MIT Mysore follows the holistic development of students through best practices which is much appreciated by the stakeholders. Every student is taken care of for academic needs through well-defined mentorship. Regular contact with the parents makes the students focused on learning. Furthermore, MIT Mysore has also shown concern for society by adopting villages in the neighborhood.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHARAJA INSTITUTE OF TECHNOLOGY MYSORE
Address	Belawadi, Srirangapatna taluk, Mandya District
City	Mandya
State	Karnataka
Pin	571477
Website	www.mitmysore.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Naresh Kumar B G.	08236-292601	9620228021	08236-292603	principal@mitmysore.in
IQAC / CIQA coordinator	Godfrey Devaputra	08236-292601	9620228166	08236-292605	godfreydevaputra_me@mitmysore.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	21-08-2007

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
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,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
AICTE	[View Document](#)	30-04-2020	12	Yearly renewal of Temporary Affiliation

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Belawadi, Srirangapatna taluk, Mandya District	Rural	10.1	34054.01

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,Civil Engineering	48	PUC or Equivalent	English	120	99
UG	BE,Computer Science And Engineering	48	PUC or Equivalent	English	120	118
UG	BE,Information Science And Engineering	48	PUC or Equivalent	English	120	118
UG	BE,Electronics And Communication Engineering	48	PUC or Equivalent	English	120	100
UG	BE,Mechanical Engineering	48	PUC or Equivalent	English	120	40
PG	Mtech,Computer Science And Engineering	24	BE	English	18	0
PG	Mtech,Electronics And Communication Engineering	24	BE	English	18	0
PG	Mtech,Mech	24	BE	English	18	0

	anical Engineering					
PG	MBA,Master Of Business Administration	24	Bachelors Degree	English	120	117
PG	MCA,Master Of Computer Applications	36	Bachelors Degree	English	60	28
Doctoral (Ph.D)	PhD or DPhil,Civil Engineering	48	Masters Degree	English	21	13
Doctoral (Ph.D)	PhD or DPhil,Computer Science And Engineering	48	Masters Degree	English	35	21
Doctoral (Ph.D)	PhD or DPhil,Electronics And Communication Engineering	48	Masters Degree	English	7	1
Doctoral (Ph.D)	PhD or DPhil,Mechanical Engineering	48	Masters Degree	English	14	3
Doctoral (Ph.D)	PhD or DPhil,Master Of Business Administration	48	Masters Degree	English	7	0
Doctoral (Ph.D)	PhD or DPhil,Basic Science	48	Masters Degree	English	7	3
Doctoral (Ph.D)	PhD or DPhil,Basic Science	48	Masters Degree	English	7	2
Doctoral (Ph.D)	PhD or DPhil,Basic Science	48	Masters Degree	English	7	2

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				13				15				139
Recruited	12	1	0	13	11	4	0	15	85	54	0	139
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				98
Recruited	46	12	0	58
Yet to Recruit				40

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				27
Recruited	22	5	0	27
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	12	1	0	10	3	0	3	1	0	30
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	12	1	0	11	4	0	84	52	0	164

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	29	0	0	0	29
	Female	16	0	0	0	16
	Others	0	0	0	0	0
UG	Male	1427	6	0	1	1434
	Female	905	0	0	0	905
	Others	0	0	0	0	0
PG	Male	209	3	0	0	212
	Female	199	0	0	0	199
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	29	30	25	25
	Female	19	20	17	30
	Others	0	0	0	0
ST	Male	5	6	10	5
	Female	8	10	7	6
	Others	0	0	0	0
OBC	Male	165	149	153	145
	Female	152	118	121	139
	Others	0	0	0	0
General	Male	17	27	38	37
	Female	9	29	22	53
	Others	0	0	0	0
Others	Male	159	185	203	202
	Female	87	116	105	146
	Others	0	0	0	0
Total		650	690	701	788

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
488	453	511	334	352

File Description	Document
Institutional data prescribed format	[View Document]

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
18	18	18	18	18

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2825	2786	2730	2893	2860

File Description	Document
Institutional data in prescribed format	[View Document]

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
259	260	259	259	258

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
778	680	714	754	713

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
159	158	155	157	153

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
141	139	137	145	143

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 68

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
2230.77493	2043.74077	1794.98266	2302.14374	966.52527

4.3

Number of Computers

Response: 1084

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The University has a Board of Studies for each of the programs, which consists of senior faculty, external academicians, and Industry experts from concerned specialization. The Board of Studies traditionally has the responsibility to amend the curriculum considering the changes in technological advancement. The said process is executed once every four years and four years is termed as a "Scheme? in the case of UG and two years in the case of PG. The Board of studies prepares the draft syllabus and is widely circulated to affiliated institutions for taking suggestions/feedback and after considering the feedback, necessary changes are incorporated. The recommended syllabus from all programs is reviewed by the joint Board of Studies and later notified to the colleges after approval by the Academic Senate and the Executive Council of the University. As many stakeholders are involved in the process, this process almost ensures that the curriculum released will be meeting the industry expectation at that time. However, in some programs, due to rapid technological advances, certain gaps may exist which need to be taken care of.

The curriculum during the assessment period consists of four different schemes, The 15 scheme, 16 Scheme, 17scheme, and 18scheme as per VTU. The distributions of various courses are Basic sciences (BS), Engineering Sciences (ES), Humanities and Social sciences (HS), Professional Core (PC), Professional elective (PE), Project (Pro) and Seminar (Sem) in 2015 Scheme and the later schemes Open Elective (OE), Internship (INT) were added to the existing courses.

The department coordinator in consultation with the Head of the department allocates the course coordinator for all courses. The allocation is based on the specialization of the faculty. The department coordinator facilitates the collection of inputs from the course coordinators who are handling the courses and prepares the Program Articulation Matrix (which is a CO – PO and CO-PSO matrix for all courses) as follows.

a. Course coordinator along with other faculty members who are handling the same course will define the course outcomes based on Bloom's taxonomy.

b. The course coordinator pens down the course outcomes and the mapping of those with program outcomes and Program Specific Outcomes coined by the department based on graduate attribute rubrics.

c. The Course Outcomes (COs) and mapping with POs and PSOs prepared by the course coordinator and faculty members who are handling the course are reviewed by the criterion coordinator in consultation with the NAAC coordinator. If some contents to attain POs & PSOs are not included in the curriculum by the affiliated university then the department in consultation with the institution makes additional efforts to impart such information by covering aspects through other activities. Methods opted to strengthen POs & PSOs which are

· Seminars/conferences/workshops/ vocational courses

 · Internships

· Guest Lectures

· Company projects

· Student forums

 · Industrial visits

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The Institute prepares its own Academic Calendar well in advance before the start of the semesters, considering Govt./University holidays, specific dates for conduction of Internal Assessments (IA). The Academic Calendar is circulated to all departments to add department-specific activities.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	
Details of participation of teachers in various bodies/activities provided as a response to the metric	
Any additional information	

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 55.56

1.2.1.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 10

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	
Institutional data in prescribed format	

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 57

1.2.2.1 **How many Add on /Certificate programs are added within the last 5 years.**

2019-20	2018-19	2017-18	2016-17	2015-16
17	14	9	9	8

File Description	Document
List of Add on /Certificate programs	
Brochure or any other document relating to Add on /Certificate programs	
Any additional information	

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

Response: 52.91

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

2019-20	2018-19	2017-18	2016-17	2015-16
1945	1688	1317	1374	1126

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

The institution takes proactive measures that help in creating social awareness on issues relevant to gender, environment and sustainability, human values, and professional ethics through the following activities:

1 Gender

Students: The committees that are constituted at the college level and department level ensure proper representation of males and females to have adequate gender balance. For example, cultural, sports, and other committees, Entrepreneurship and development-Cell, NSS, and SwachhBharat Mission Cell, etc. shall have mandatorily male and female students adequately. The institute has about 40% female students in the overall student population.

Faculty: Various committees are headed/membered by women faculty, for example, the college council, welfare association, Alumni committee, ISTE, Library, Training and Placement, and Function Committee, and other statutory and college-level committees.

Celebrations: Various activities are conducted regularly by the students as well as faculty without any gender discrimination. For example, women's day celebration, national festivals are celebrated by one and all.

2. **Environment and Sustainability**

All the students of engineering study Environmental Science (15CIV18/28, 17CIV18/28, 18CIV18/28) in the first year where they are made to understand the importance of environment, ecological balance, sustainability, and applicable laws, and rules. Besides, events like Swachha MIT Mysore, NSS activities are carried out. Apart from this villages have been adopted under the NSS and Unnatha Shikshana Abhiyan Mission banner, in which several activities related to environmental awareness are carried out.

3. Human Values and Professional Ethics

All the students of engineering study Constitution of India, Professional Ethics and Human rights

(18CPH39/49) in the second year where they are taught about human values, ethics, and their responsibility towards society. Students also undergo a three-day induction program at the beginning of the first year make them understand the importance of human values.

4. NSS activities

NSS and Red cross youth wing organize a variety of activities with societal concerns such as Blood donation camp, Voting awareness camp, Eye checkup camp, Swachha Mysore, etc.

Entrepreneurship and development (E and D)Cell:

Entrepreneurship and development cell was established in 2018 in Maharaja Institute of Technology Mysore. Over the years, the Entrepreneurship and development cell has grown rapidly to become one of the popular clubs in the college. Entrepreneurship and development cell has trained hundreds of students on the various aspects of entrepreneurship not only within the institute but outside too. E and D cell provides students a platform to present their entrepreneurial ideas, hone them, and take them to the next level.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	[View Document](#)

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 3.13

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
13	13	13	13	13

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)

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

Response: 24.42

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

Response: 690

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: A. All of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Response: C. Feedback collected and analysed

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 96.47

2.1.1.1 **Number of students admitted year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
793	795	817	944	862

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

2019-20	2018-19	2017-18	2016-17	2015-16
873	873	873	873	873

File Description	Document
Institutional data in prescribed format	[View Document]

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 28.28

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

2019-20	2018-19	2017-18	2016-17	2015-16
79	42	71	87	87

File Description	Document
Average percentage of seats filled against seats reserved	[View Document]

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The faculties of the department under the chairmanship of the head of the department meet at the break of the academic year to identify the bright and weak students as well to discuss the probable measures in enhancing the overall performance of the students. The process to support weak students & encourage bright students is described in the following sections.

i. Encouraging Bright students: The advanced learners are identified from their participation in classroom discussion, performance in the various assessment tests and participation in classroom seminars and questioning ability and University result analysis, etc. a) The advanced learners are put more challenges in an academic sense that potentially upgrades their knowledge, critical thinking, problem-solving skills and adaptation to newer complex problems and technical scenarios. b) The advanced learners are encouraged to participate in symposia, workshops, and seminars to gain knowledge on the latest developments c) The students are encouraged to take up mini projects in the advanced topics under the guidance of the faculty members Academic Result Analysis Feedback from Course Coordinator and Course instructors HoD Conducts SPA Meeting Segregation of Bright and Weak Students of the different year of study Measures to upgrade the performance of Weak Students are earmarked d) Advanced learners are encouraged to lead the students? association team which organizes various activities viz. paper presentation, poster presentation, lecture series, etc**.**

ii. Supporting weak students: The slow learners are identified from their participation in classroom discussion, performance in the Internal Assessment, Semester End Examinations, etc. a) Remedial classes for theory courses and extra laboratory classes are conducted. b) Parents are informed about the performance of the students during the parents-teachers meeting and personal mentoring and counseling is extended intensively by respective faculty members. c) Comfort level and confidence of the students are enhanced by gradually exposing them to various difficulty levels in the courses the student perceives to be more difficult. d) Specially developed question banks and assignments are given.

File Description	Document
Upload any additional information	[View Document](#)

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 18:1

2.3 Teaching- Learning Process

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

Response:

To provide outcome-based education, several student-centric methods are adopted and they are explained below.

1.In addition to traditional teaching-learning methodologies, the Faculty members adopt a group discussions, relevant videos, seminars, mini projects, case studies, PPTs, real-time examples,

simulations, quizzes, depending on the course that creates the best student-centric learning environment.

2.Appropriate industry visits are planned and organized to facilitate proper understanding of concepts.

3.An innovative teaching-learning club in the college facilitates to experiment with various creative techniques of the teaching-learning process.

4.Apart from providing pedagogical training from experts to the faculty members for improving traditional blackboard teaching, faculty are given laptops by the institute to promote usage of PowerPoint presentations and animations, referring to online resources such as NPTEL, VTU e-learning, and other e-learning resources.

5.Faculty and students are also encouraged to do courses on MOOCs/Swayam.

6.Each lab/workshop with an appropriate layout is designed & maintained as per AICTE norms concerning carpet area, lighting, ventilation & furniture to have a conducive ambiance.

7.Laboratories are well equipped with an adequate number of experimental set-ups, computers & peripherals. Qualified lab instructor/Mechanic is allotted for all the batches of labs for its smooth functioning.

8.Special care is taken to ensure that the students conduct all the experiments as per the University syllabus. A few experiments beyond the curriculum are also conducted.

9.The instructions related to the conduction of the experiment and a demo session are given by the faculty in-charge. Students are allowed additional hands-on experiments related to their subjects.

10.Students write the experiment/program in their observation book and record the result. They are required to analyze and comment on the results of the experiment. The conducted experiment/program, theory related to the experiments, and results are documented in the Record Book.

11.Standard and probable Viva questions for all the experiments are prepared and maintained in the course file as well as provided in the manual.

12.Assessment is done by considering the procedure followed to conduct the experiment, safety precautions followed if applicable, record writing, observation, and viva-voce.

13.Distinguished lectures from industry experts are conducted regularly to keep the students abreast of the latest developments and also to inspire them.

14.Hands-on workshops are conducted by professional trainers on the latest technologies.

15. Students are sent to the industry for visits and to undergo internships to understand how the industry functions and its requirements.

16. Students are encouraged to participate in state and national technical competitions like Go-Kart, Robotics, Hackathons, etc.

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

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Information and Communication Technology [ICT]:

The new developments in information technologies have opened up a fresh perspective in teaching and learning. At the department, we make use of various ICT tools to improve instruction methods.

Use of ICT as classroom technology:

Use of ICT as classroom technology includes information presentation through overhead/ LCD projectors and Television etc. Projectors in the classrooms are used to teach the students using PowerPoint presentations. Also, students use PowerPoint to present their technical seminars; projects, etc. Smartboards are also helped to improve the teaching-learning process.

The innovations in teaching-learning are available on the institute website http://mitmysore.in/. The websites contain the best teaching and learning practices in the department. Some of the teaching-learning practices are given below:

Use of ICT tools to enhance the teaching-learning process

- Use of ICT as classroom technology
- ICT implementation in online learning

Instructional methods

- Lecturing
- Demonstrating
- Collaboration
- Classroom discussion

The faculty and the student have given the awareness to access the website and make use of the information available. The website also gives information about the laboratory facilities at the department, Information regarding industrial visits, Workshops conducted at the department, Publication details, Sample schemes for the internal assessment, and a newsletter summarizing the extra and co-curricular

activities for the previous year.

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	[View Document](#)

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 19:1

2.3.3.1 Number of mentors

Response: 148

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
mentor/mentee ratio	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)

2.4 Teacher Profile and Quality

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

Response: 110.97

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

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 11.88

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. /***

D.Litt. year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
23	19	16	17	18

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 7.52

2.4.3.1 **Total experience of full-time teachers**

Response: 1196.1

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Each program conducts three internal assessment tests per semester as per the calendar of events. All three tests are mandatory to be considered for declaring the final internal assessment marks. The components of the internal assessment are tests and assignments or mini-projects. Tests are conducted for 30 marks each and the final average of tests is calculated as the sum of marks scored in three tests divided by three expressed on a scale of 30. The assignments/mini projects are evaluated for 10 marks. The final internal assessment on a scale of 40 is the sum of the test average and assignment/ mini-projects. The above mentioned is as per the guidelines of the university.

The institute has prepared standard formats for IA test QP depending upon the type of the subject to have better control to review the distribution of questions based on COs.

While setting the questions, previous years' university exam questions are referred along with spread/coverage over the defined syllabus. Question paper is set as per the standard format. The assignments / mini projects are received from students and evaluated as per COs. The concerned course instructors prepare the question paper, the scheme of evaluation indicating the distribution of marks, and also CO which is addressed.

The Course coordinators shall seek the approval for the scheme of evaluation from the Head of the department and then notify the same on departmental notice boards as well in the institute's website. The Course Instructors evaluate the IA books within a week from the date of conduct of the test. Then the scheme of evaluation of the IA questions is shared with students while distributing the IA books and also discussed to clarify doubts if any. The entire process is illustrated in figure 2.2.2.a.Finally, the average of all three tests and assignments are summated for the award of internal assessment marks.
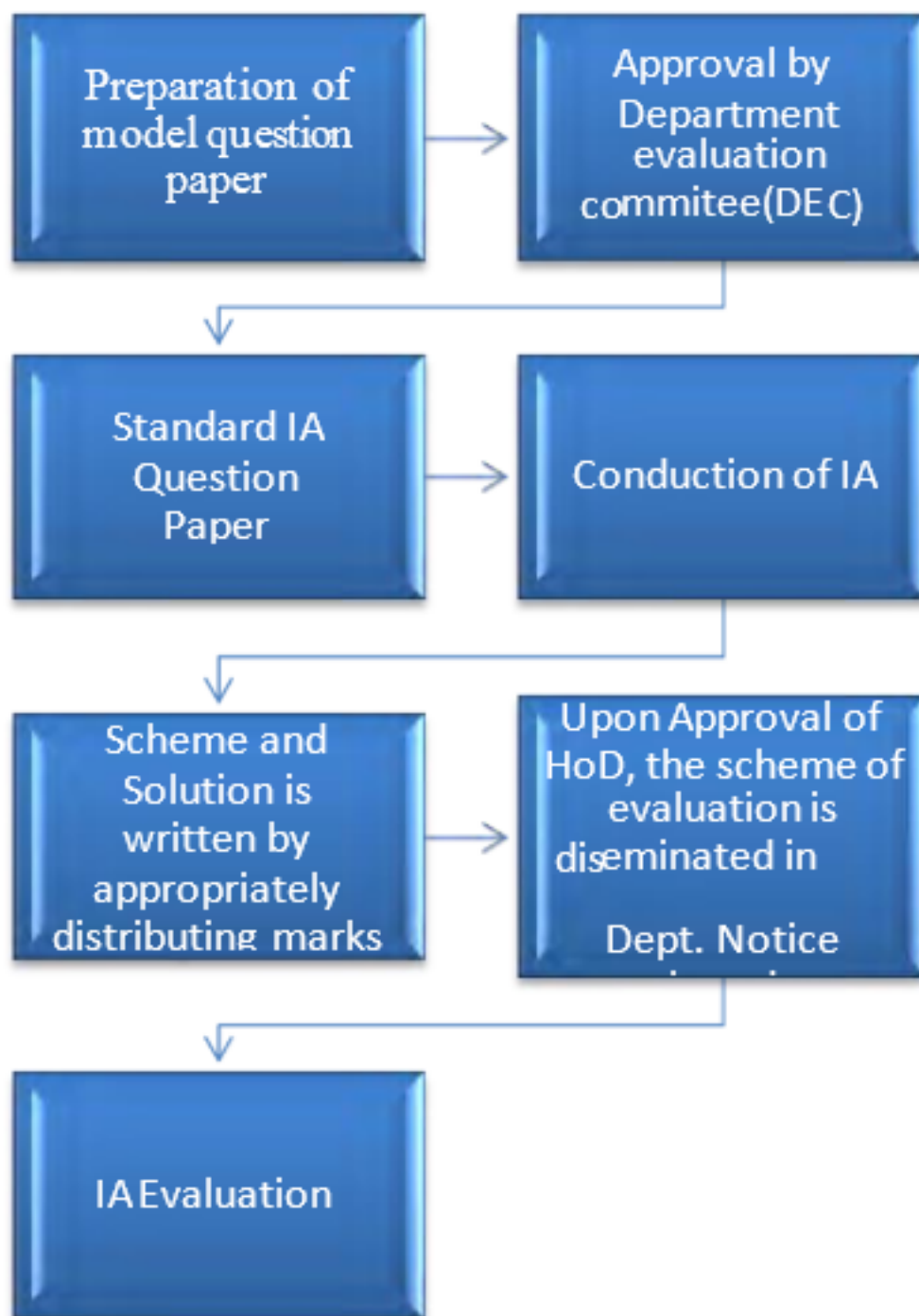
```
┌─────────────────────┐        ┌─────────────────────┐
│   Preparation of    │───────▶│    Approval by      │
│   model question    │        │    Department       │
│       paper         │        │    evaluation       │
│                     │        │   commitee(DEC)     │
└─────────────────────┘        └─────────────────────┘
           │                              │
           ▼                              ▼
┌─────────────────────┐        ┌─────────────────────┐
│    Standard IA      │───────▶│   Conduction of IA  │
│     Question        │        │                     │
│       Paper         │        │                     │
└─────────────────────┘        └─────────────────────┘
           │                              │
           ▼                              ▼
┌─────────────────────┐        ┌─────────────────────┐
│    Scheme and       │───────▶│  Upon Approval of   │
│   Solution is       │        │  HoD, the scheme of │
│   written by        │        │   evaluation is     │
│   appropriately     │        │   diseminated in    │
│  distributing marks │        │                     │
│                     │        │    Dept. Notice     │
└─────────────────────┘        └─────────────────────┘
           │
           ▼
┌─────────────────────┐
│    IA Evaluation    │
│                     │
│                     │
└─────────────────────┘
```

Figure2.2.2.a: Internal Assessment Process

The process to ensure questions from an outcomes perspective

The institute has prepared standard formats for IA test QP depending upon the type of the subject to have better control to review the distribution of questions based on Cos. Questions set are to be mapped to course outcomes at the highest possible level in Blooms Taxonomy. Evaluation Committee checks the quality of model question papers concerning learning levels and coverage of COs in the IA test. The Course coordinating team prepares the question paper as per the approved model question paper.

Evidence of CO coverage in Class Test

The internal documentation is maintained where the CO mapping to individual questions is mentioned in the IA question paper itself and the sample CIE paper is as shown in figure 2.2.2.b. Evaluation Committee checks the quality of question papers and ensures coverage of all the COs in the IA tests.

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

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

The Institute prepares its own Academic Calendar well in advance before the start of the semester, considering the Govt./University holidays. It includes specific dates for syllabus coverage, the conduct of theory & lab Internal Assessments (IA), co-curricular & extracurricular activities.

1.Question paper format The institute has prepared standard formats for CIE Question Paper depending upon the type of the subject to review the distribution of questions based on Course Outcomes (COs). While setting the questions, previous years' university exam questions are referred along with spread/coverage of the defined syllabus. The question paper is set as per the standard format.

2. Question paper format compliance Faculty members are trained periodically on fairness and transparency to be maintained concerning the evaluation process. The concerned faculty prepares the question paper, the scheme of evaluation indicating the distribution of marks, and also COs addressed. The set questions are to be mapped to course outcomes based on Bloom's Taxonomy. Program Assessment Committee checks the quality of question papers concerning learning levels & coverage of COs in the IA.

3. Evaluation

The Course Instructors evaluate the test books within one week from the date of conduct of the test. The scheme of evaluation of the CIE questions is shared with students while distributing the blue books and also discussed to clarify doubts if any. The internal documentation is maintained where the CO mapping to individual questions is mentioned in the question paper itself. Program Assessment Committee evaluates the quality of question papers & coverage of all the COs in the CIE. The internal examination committee and the internal squad are constituted at the beginning of the academic year to ensure fair and transparent conduct of all the IA's. A committee is constituted to determine if a replacement test is to be given for the students who were absent for the IA on genuine reasons like participation in sports, medical illness, accidents, and so on. The IQAC team checks the process of conduct of the entire evaluation process and provides its recommendations for improvement continually.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The details of Program Outcomes, Program Specific Outcomes and Course Outcomes for all the programs and the mechanism of communication are explained hereunder.

1. Program Outcomes (POs) as given by the NBA are displayed in prominent places in all the departments and also on the website.

2. Program Specific Outcomes (PSOs) are written for each program after thorough discussions & deliberations with stakeholders. The PSOs are also displayed in prominent places in all the respective departments & also on the website.

3. Course Outcomes (COs) are written for each course in every program after discussion amongst the course instructors & course coordinator. The COs are kept in the course file & uploaded to the respective department website. The COs form the basis for achieving the POs/PSOs and Mission and Vision of the Institute, hence a brief description of writing a CO is given below.

1. Course instructor defines the course outcomes using Bloom's Taxonomy and discusses with the course coordinator.

2. The Department Accreditation Committee reviews the Course Outcomes (COs). The COs are

agreed upon by the faculty of the program and should drive towards the POs and PSOs.

3. Each Course Outcome is mapped to Program Outcomes in terms of relevance based on graduate attribute rubrics. Three levels of relevance based on the degree of correlation are used. The levels of correlation are 1 for low, 2 for medium, and 3 for high correlation.

4. The contribution of the course to each PO is expressed in terms of the average relevance of COs mapped to that particular PO. Similarly, the value computed for all the courses including first-year courses shall be entered for the corresponding PO and PSOs.

4. Awareness about POs/PSOs & COs is made to students by faculty at the beginning of the semester besides displaying them in the respective departments and on the college website.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The following methodology is used to measure the attainment of course outcomes. The attainment levels for courses are set based on the previous performance. Each course may have different targets & attainment levels set by the respective course instructors. Setting the three attainment levels will help to determine the extent of attainment of each course outcome against the set target. The attainment is measured in terms of the actual percentage of students getting the set percentage of marks or more.

Target & Attainment Levels:

- The Course Outcomes attainment levels are set based on the performances of students in the preceding year?s university examination and internal assessment tests.

- The sample of defined levels is as follows:

Table 3.9: Sample of Set attainment levels for Course Outcomes

% of Students	TARGET LEVELS FOR IA	
	Grading Scale in percentage	Level
60	Less than(marks) 55	1
60	Greater than L1 and less than (Marks) 60	2
60	Greater than (Marks) 60	3

% of Students	TARGET LEVELS FOR SEE	
	Grading Scale in percentage	Level
60	Less than (marks) 55	1
60	Greater than L1 and less than (Marks) 60	2
60	Greater than (Marks) 60	3

- The marks obtained by the students concerning each of the Course outcomes are recorded in the MS Excel Spreadsheet. The attainment of Program Outcomes and Program Specific Outcomes are measured using direct and indirect assessment methods.

Direct Assessment Methods:

The direct assessment of each course includes internal assessments and semester-end examinations. The Weightage for the Semester End Examinations (SEE) and Internal Assessment (IA) Tests are given to be 40% and 60% respectively in the direct program outcomes attainment as per the approval from the department advisory committee.

The contribution of each course for direct attainment of POs and PSOs are calculated at the end of every semester as follows.

1. For each PO and PSO, the attainment value of a course that contributes to that PO or PSO is computed as follows.

$$\frac{(Average\ CO\ to\ PO\ Relevance\ value)}{3(maximum\ value)} \times Direct\ attainment\ level$$

1. Step i is repeated for all the courses to determine the attainment value of a course that contributes to that PO or PSO.
2. For a given PO or PSO, all the non-zero values are added and an average is computed to obtain the direct attainment of the program outcomes.

Indirect Assessment method:

1. The indirect assessment tool used to measure the attainment of program outcomes and program-specific outcomes is the Program exit survey.
2. The responses from this survey are obtained with the relevance of 1 to 5 and are later customized to 1 for Low, 2 for Moderate, and 3 for Substantial.
3. The attainment value for a PO/PSO from a survey is obtained from the average of responses given by the population of the survey.

Overall attainment

1. The Weightage for the direct attainment and indirect attainment in Overall attainment of Program Outcomes and Program Specific Outcomes are 80% and 20%, as per the approval from the department advisory committee.
2. The overall/final attainment of POs and PSOs are computed using the following relation

$$Final\ PO\ Attainment = (0.8 \times Direct\ attainment) + (0.2 \times Indirect\ attainment)$$

File Description	Document
Upload any additional information	[View Document](#)

2.6.3 Average pass percentage of Students during last five years

Response: 92.4

2.6.3.1 **Number of final year students who passed the university examination year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
746	680	641	684	641

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

2019-20	2018-19	2017-18	2016-17	2015-16
771	723	701	752	722

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students (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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 46.54

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.55	0.185	45.80	0	0

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 11.32

3.1.2.1 **Number of teachers recognized as research guides**

Response: 18

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

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 30

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1	6	2	1	2

3.1.3.2 **Number of departments offering academic programes**

2019-20	2018-19	2017-18	2016-17	2015-16
8	8	8	8	8

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The Institution has proactively initiated many measures to create an eco-system for the creation and transfer of knowledge, which are explained as below:

1.Incubation Centre: The institution has set up an incubation facility in the PG block to provide opportunities for young entrepreneurs to incubate their ideas. This facility is given free of cost to the students of MIT Mysore. A couple of students have set up companies to incubate their ideas.

2.E and D-Cell: Entrepreneurship and Development cell was established in 2018 in the institute. Over the years, the cell has grown rapidly to become one of the popular clubs in the institute.

3.MOUs and Centres of Excellence:

MOUs are signed between the Institute/Programs and the related industries/research organizations for effective transfer of technical knowledge to the students and to relate the theoretical knowledge to relevant applications. More than 25 MOUs are signed with various industries for sharing academia and industry exchange of knowledge and providing opportunities to the students.

4. Research centers

To promote research culture and to conduct research in frontier areas of technology research centers affiliated to VTU as well as the University of Mysore have been set up. The research center offers MSc

(Engineering) and Ph.D. programs. Over 50 research scholars are pursuing research activities on the campus.

5. Distinguished lectures and Industry visits

The institution has a good network of industries that play an important role in the growth of the institution. Experts from the industry are invited regularly to deliver lectures on various topics of relevance which not only enhances the knowledge of students but inspires them to have greater goals. Industry visits are regularly organized to understand the practical applications of theory. There are two buses exclusively to take the students to industries.

6. Student Chapters

Various technical student chapters such as IEEE, IE, ISTE, ISHRAE, CSI, etc., is active in the college for student-centric technical knowledge exchange. Further, students are involved in various activities of the club such as a hackathon, technical talks, paper presentations, etc.

7. Clubs and Association

The college encourages and promotes the setting up of various clubs/associations such as FORCE, EMITERS, MECHISMOS, TEAMCASAL, etc., both at the college level and the department level to achieve the specific objectives. Several activities are regularly organized under the aforementioned clubs/associations.

File Description	Document
Paste link for additional information	[View Document](#)

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

Response: 10

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	2	1	0	0

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during last 5 years	[View Document](#)

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 5.18

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

Response: 57

3.3.1.2 **Number of teachers recognized as guides during the last five years**

Response: 11

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

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

Response: 1.96

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
133	57	50	35	31

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.3.3 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: 0.37

3.3.3.1 **Total number of books and chapters in edited volumes/books published and papers in**

national/ international conference proceedings year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
9	10	10	13	16

File Description	Document
List books and chapters edited volumes/ books published	[View Document](#)

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The institute organizes several co-curricular and extracurricular activities to sensitize students on social issues and for holistic development. Some of the activities that were conducted and being conducted are listed below.

1. Two Weeks induction program for the first-year students
2. Voluntary Blood Donation Camp
3. Eye Check-up Camp
4. Swachh Bharat Abhiyaan
5. Walkathon
6. Green initiatives
7. COVID Relief activities.
8. Flood relief activities.
9. Cauvery river cleaning (Paschimavahini).
10. ChintanaManthana.

Five villages in the neighborhood of the college have been adopted under the NSS and Unnatha Shikshana Abhiyan Mission banner, in which several activities related to environmental awareness, socio-economic issues, and help related are carried out.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 2

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 158

3.4.3.1 **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
42	47	38	12	19

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 1.13

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration**

with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
42	47	38	12	19

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

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 108

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	107	0	0	1

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 31

3.5.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
22	4	3	1	1

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The institution has state-of-the-art facilities for the teaching-learning process which are highlighted below.

A. Classrooms

1. Each classroom is designed and maintained as per AICTE norms concerning carpet area, lighting, ventilation, and furniture to have a conducive ambiance.
2. All the classrooms are provided with LCD projectors and a campus-wide Wi-Fi facility.
3. The institution has spacious seminar halls and an auditorium with state-of-the-art facilities.
4. The institution has set up six state-of-the-art studios for recording lectures which will be uploaded in the College YouTube Official Channel. This helps slow learners to understand the difficult concepts at their own pace.

B. Laboratories

1. Each lab/workshop with an appropriate layout is designed and maintained as per AICTE norms concerning carpet area, lighting, ventilation, and furniture to have a conducive ambiance and practical exposure.
2. Laboratories are well equipped with an adequate number of experimental set-ups, computers, and peripherals. A qualified lab instructor/Mechanic is allotted for all the lab batches for their smooth functioning.
3. Special care is taken to ensure that the students conduct all the experiments as per the University syllabus. A few experiments beyond the curriculum are also conducted.
4. More than 25 MOUs are signed with various organizations as a consequence, many centers of excellence have been set up *viz., Center of Excellence for Mechatronics Training and Engineering research, TEXAS Instruments Innovation Lab w*ith appropriate equipment help to carry out research activities to a greater extent.

C. Computing

1. There are over 1149 computers, 27 laptops, 49 printers, 7 print-scanners photocopier machines, and one web server in the institution for computation and related purposes.
2. There are 18 uninterrupted power supply (UPS) and three diesel generators with a total capacity of 450 kVA for power back-up power supply so that the students and staff can access the computers without any interruption.
3. Students can borrow laptops from the library.
4. The Institute provides internet connectivity of bandwidth 100 Mbps with 15 access points for both students and faculties.

File Description	Document
Upload any additional information	[View Document](#)

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

Response:

The institution has facilities to promote extracurricular activities like sports and cultural events, as mentioned below.

1. **Facilities for Sports and Cultural activities:**

The college provides facilities to conduct indoor and outdoor sports, games, and cultural events. It facilitates the training of the students and encourages them to participate in the inter-collegiate, University, and state-level competitions. In addition to the playground, the college has the following facilities.

Indoor Sports Facilities

- Chess
- Carrom
- Table Tennis

Outdoor Sports facilities

- Basketball
- Volleyball
- Kabaddi
- Kho kho
- Badminton
- Cricket
- Football
- Throwball

The students have represented the university at the national level in various sports activities and several of them have secured medals. As well one student has secured third place in the international kickboxing championship in the last five years.

2. Facilities for Cultural activities

Many cultural and literary events like Short movie-making, Fashion Designing, Computer Gaming, Mime Competition, General and Technical Quiz, Solo Singing, Mad Ads, Face Painting, Juke Box, Instrumental Music, etc., are organized in the college at both state and national level. College annual event viz., Mahadasara is organized grandly for one week which includes sports, cultural and techno-management events to showcase the talents of the students.

Infrastructure for Cultural activities

- Indoor Auditorium
- Outdoor Auditorium
- Amphi Theater

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 68

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 10.62

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
254.63	303.55	153.13	154.16	112.30

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	[View Document](#)
Upload audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

Library uses Easylib-Integrated Library integrated management Software, which supports in-house operations of the library such as acquisition, cataloging, circulation, serials control, and OPAC. The database is updated daily up to date.

The smart circulation system is used successfully via Bar-code technology for library transactions.

Features of Easy-Lib Automated Software includes

- Physical library management
- Student CommunicationI Management
- Barcode and Spine Label Printing
- ID card Printing
- Speed Cataloguing
- Custom Reports
- Custom Statistics
- OPAC : Online Public Access Catalogue allows the users to search the library holding such as books and other materials. It will help principally to locate books and other material available in the library. The library catalogue is searched by author, title, and keyword.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 19.29

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
25.23	28.06	23.84	15.16	4.17

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document](#)
Audited statements of accounts	[View Document](#)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 2.55

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 76

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution constantly updates its IT infrastructure to sync with current needs and trends. The IT infrastructure of the institute is efficiently maintained by trained and experienced professionals. The objective of the institute is to provide state-of-the-art IT infrastructure for effective teaching, learning, and research. Furthermore, the IT infrastructure helps in the smooth functioning of the academic, administrative, examinations, and other related activities.

The institution is equipped with surveillance cameras that are installed at strategic locations of the campus for safety and security purposes. There is a Language lab with audio-video tools to develop communications skills among students. The institution is equipped with a free Wi-Fi facility along with wired fiber networking for proving internet to staff and students. There are state of the art Lecture Video Capturing facilities at 8 locations to facilitate online learning through the youtube platform.

The Computer laboratories are being upgraded with the latest hardware and software from time to time to provide the best computational infrastructure to the students, staff, and research scholars. Furthermore, computer laboratories are equipped with a local area network for data transfer. The classrooms are equipped with ICT facilities for enhancing teaching and learning. Auditoriums are equipped with public address systems and projectors. Staff attendance is being captured using face-recognizing biometric systems. The college is managed using Master Soft ERP software. The Library has the facility for remote access to e-resources.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 3:1

File Description	Document
Student – computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 5.91

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)**

2019-20	2018-19	2017-18	2016-17	2015-16
161.54	142.42	129.92	55.64	55.17

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	[View Document](#)
Audited statements of accounts	[View Document](#)

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

Response:

The physical, academic, and support facilities like classrooms, labs, seminar halls, library, auditorium, computer center, buses, etc., are well maintained and used based on the requirement as per the standard procedure described below.

1. Once the Calendar of Events is prepared at the beginning of the semester, the time-table for each section of every semester is prepared to allot the classrooms and the laboratories. This facilitates the optimum usage of resources.
2. Do's and Don'ts are displayed in each laboratory.
3. Laboratories are managed by qualified technical staff.
4. Calibration and periodic servicing of equipment/instruments are carried out.
5. Safety precautions like first aid kits, Fire extinguishers are kept in place.
6. Major repair of equipment/instruments is outsourced as per the Institute norms.
7. Appropriate and relevant equipment/instruments are procured as and when the scheme changes if required.
8. Obsolete equipment/instruments are replaced to ensure the smooth conduct of laboratory
9. Laboratory manuals are maintained in the laboratory to ensure uniformity in conducting

experiments for all the batches.

1. Logbooks are maintained in the laboratory to know the effective usage of the laboratory.

2. Consumables in sufficient quantity are maintained in the inventory.
3. All the requirements of the departments are sent to the principal for inclusion in the purchase committee.
4. The purchase committee meets often, discusses the requirements, gets the quotations, makes the comparative statements, and procures them considering the price, quality, and service.
5. Facilities like seminar halls, auditorium, computer center, etc. are reserved well in advance through proper channels for their optimum usage.
6. There are more than XX buses in the institution and the Fleet Manager along with AO manages the operations of the transportation services.
7. The details of the bus routes are displayed on the website as well as in the main areas of the college.
8. A site engineer takes care of general building maintenance and upkeep of the campus.
9. Gardeners and housekeeping staff ensure the gardening and cleanliness of the campus.
10. The storekeeper maintains the inventory of all essential items and their replenishments from time to time.

Adequate facilities are available to cater to the needs of physically challenged people in line with the recommendation of the AICTE norms. Some of the basic infrastructure facilities available for the differently-abled are:

1. Elevators in every block
2. Ramps with handrails at the entrance of the buildings.
3. Special toilet room for the differently-abled.

Besides, the IQAC team visits all the departments for the periodic checks. Based on the recommendations of the IQAC, areas for improvement for each facility are considered and appropriate actions are initiated.

File Description	Document
Upload any additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 52.64

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

2019-20	2018-19	2017-18	2016-17	2015-16
1713	1641	1554	1283	1212

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

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 8.34

5.1.2.1 **Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
138	149	193	388	314

File Description	Document
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the

following

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
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 3.78

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

2019-20	2018-19	2017-18	2016-17	2015-16
298	178	53	0	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

---

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	
Details of student grievances including sexual harassment and ragging cases	

5.2 Student Progression

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

Response: 15.48

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

2019-20	2018-19	2017-18	2016-17	2015-16
253	178	53	67	17

File Description	Document
Self attested list of students placed	
Details of student placement during the last five years (Data Template)	

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 25.84

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 201

File Description	Document
Upload supporting data for student/alumni	
Details of student progression to higher education (Data Template)	

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/

Civil Services/State government examinations, etc.)

Response: 60

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	1	1	0

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	1	1	0

File Description	Document
Upload supporting data for the same	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	[View Document](#)

5.3 Student Participation and Activities

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

Response: 37

5.3.1.1 **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) year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
8	9	4	8	8

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

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

Students constitute a major stakeholder in the growth of the institution. The institute maintains an excellent rapport with the student community. The opinions and views of the students are taken seriously by the institute authorities. Some of the bodies/committees that have student representation are as follows.

1. Anti-ragging committee
2. Anti-sexual harassment committee
3. Class representatives committee
4. Industry academia board
5. Alumni committee
6. Sports committee
7. Cultural committee
8. Department association
9. E-cell committee
10. NSS committee and various clubs

The student representatives in the above committees play an important role by actively participating and providing suggestions for the overall improvement of the academic ambiance and building the culture of excellence. To cite an example, Continuous Assessment Meeting (CAM) explains how a student body helps in improving the teaching-learning process

Process:

The Department conducts student performance analysis meetings twice a semester to assess academic performance. This meeting is held between the Head of Department, and Faculties. Student performance analysis meetings (SPA) are held to identify any shortcomings in a particular course/semester and to take appropriate measures to overcome the same almost immediately.

Implementation

Issues such as course difficulty, performance in the internals, facilities in the department are discussed and suitable actions are taken. Some of the actions are Repetition of difficult concepts Conduction of remedial classes providing suitable classroom and laboratory ambiance

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 6.6

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
10	11	1	5	6

File Description	Document
Report of the event	[View Document](#)
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[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 Institute has a strong alumni association which organizes a meeting regularly. The major agenda is to initiate activities, the scope for placement through references, and other matters about academics. In every alumni meet a lot of suggestions are given by the alumni for the overall improvement of the programs and the institute which were later implemented by the institute.

The alumni association helps in building a network of alumni and helps in being in touch with the corporate world. The association helps in holding interactive sessions to motivate current students about employability and educational opportunities abroad. They share their opinions on social networks, blogs, and forums. The Alumni provide feedback on competencies gained during their course and provide valuable information to improve the curriculum continually. The alumni are also on the board of certain committees like IAB and help the Institute in defining Vision, Mission, PEOs, and PSOs as they are one of the important stakeholders.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Vision and Mission of the institute are prepared taking into consideration the views of all the

stakeholders namely management, faculty, students, parents, alumni, and industry persons. The Institute strongly believes in transparency, participative leadership, and delegation of powers at various levels.

The vision of the Institute is as follows:

"To be recognized as a premier technical and management institution promoting extensive education fostering research, innovation, and entrepreneurial attitude"

The Institute achieves its vision through the following mission statements:

? To empower students with indispensable knowledge through dedicated teaching and collaborative learning.

? To advance extensive research in science, engineering, and management disciplines.

? To facilitate entrepreneurial skills through effective institute-industry collaboration and interaction with alumni.

? To instill the need to uphold ethics in every aspect.

? To mould holistic individuals capable of contributing to the advancement of society.

The Board of Governors (Governing Council) of the institute is constituted as per the guidelines of AICTE.

It consists of members from Management, Academic Institutions, Industry, Statutory bodies, and

representatives from faculty with the Principal as member secretary. All the academic and administrative issues like budget, recruitment, purchases, admissions, promotions, conferences, variation in intake, etc., are discussed, approved, and implemented.

The council of HODs meets at regular intervals where all the academic issues are discussed, appropriate decisions are taken and communicated to the staff through circulars and meetings. Besides, members of management, the Principal, and HODs conduct conclaves once in a semester to take stock of the progress and deliberate on challenges and also give proper direction to the institute in line with the Vision and Mission. Also, meetings are held in every department once in a semester to discuss the progress made, set targets, and plan of action. The recruitment committee consists of members of management, external expert, Principal, and concerned HOD recruits staff following standard procedure in a free and fair manner.

Similarly, all the purchases are made by the purchase committee that has a faculty representation.

The council of HODs constitutes the following important committees for smooth, transparent, and effective functioning of the institute like Anti-ragging, Accreditation, IQAC, Research, Test and Examination, Women Safety and Grievance Redressal Committee/ College Internal Complaint Committee (CICC) and soon.

The institution adopts a mechanism of self-appraisal of teachers and comprehensive evaluation of teachers by the Head of the department and the students. Student's feedback about the faculties is taken twice a semester. All the faculties are briefed about the appraisal criteria and the corresponding weightage at the beginning of the academic year.

The students are taken into confidence before implementing any policy. Similarly, faculty interaction meetings are held once a month to discuss academic issues, obtain feedback, and take everyone into confidence in all the important academic decisions. The institute follows very effective, transparent, and participative governance for the effective growth of the Institute.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

The Institute practices decentralization of powers and participative management in letter and spirit.

1.**Decentralization in Working**

The institute functions with decentralized administration that has complete transparency in the decision-making process. The BOG has delegated powers to the Principal to conduct the Academics, institutional development, curricular and extra-curricular activities. The Principal in turn has delegated certain powers to the HODs and office staff. The council of Deans and HODs with the Principal as its chairman meets on a regular basis to discuss academic and administrative issues and to make appropriate decisions from time to time. The Principal, Deans, and HODs are delegated adequate powers for the smooth functioning of the Institute.

The council of HODs has constituted around 17 committees to decentralize the activities and for the smooth functioning of the Institute. Each committee consists of members from all departments who meet regularly to carry out the duties and functions of the committee effectively. The coordinator of the committee briefs the principal on important decisions taken and the progress of their implementation.

2. **Participative management**

The institute practices participative management at all levels. Whenever the management takes important decisions it ensures that such issues are discussed in the conclave (general staff meeting) and the GC meetings, then only they are implemented. The principal always discusses all important issues in the College Council meetings for their suggestions and opinions. In the monthly faculty meeting all academic issues, innovations, requirements are discussed and opinions are sought. Suggestions from stakeholders are considered, discussed and if found suitable implemented following transparency and fairness.

All the academic and administrative issues like budget, recruitment, purchases, admissions, promotions, conferences, variation in intake, etc., are discussed transparently considering the joint consensus of all the concerned, and decisions are taken for implementation

Case study

Conclave is one of the case studies to illustrate the decentralization and participative management being practiced in the institute. The objective of the conclave is to take stock of the present status and deliberate on strategies, requirements and decide on the road map to achieve the vision of the institute. The conclave committee consists of members of management (President, Secretary, Treasurer) Principal, Deans, and Heads of departments. In the conclave, all the members present their views freely on various issues concerning the institute. All important issues on all aspects of the Institute are discussed and decisions are taken considering the interest of the institute at the center. The institute has made remarkable progress in the last 5 years as most of the decisions that were taken in the conclave have been implemented successfully after consulting faculty and students wherever required. Some of them are

1. Establishment of Research center
2. Upgradation of labs
3. NBA accreditation
4. Improvements in the teaching-learning process reflected in the feedback
5. MOUs, IAB
6. Center of Excellence

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The institute has successfully implemented a couple of strategic plans in the recent past. One of the strategic plans implemented successfully is to go for the NBA accreditation for undergraduate programs. A central NBA committee is constituted with HODs and a few senior faculty members as members and the Principal as the chairperson. It also has NBA coordinators to take the plan forward. The central NBA

committee went through all the ten NBA criteria meticulously. The coordinators of the NBA gave a presentation to all the HODs, members of management, and staff to create awareness about NBA guidelines and the formats.

Simultaneously, a few NBA experts were invited to conduct workshops on the NBA process for all the staff members. The members of the NBA committee also visited accredited institutes to have first-hand information and also to get their doubts clarified. A timeline was created for each NBA criteria/activities and informed to the concerned to comply with the timelines. The students were also trained about the NBA process and its advantages to the institute and the students. Besides, the external stakeholders (Industry, parents, and alumni) meetings were held to elicit their opinions about the institute and their expectations from the institute. The central NBA committee met every week to review the progress, review timelines, and clarify doubts if any. Meantime, the management was requested to fulfill the additional requirements such as lecture capture solution, R and D policy, setting up of an Industry-Academia Board, incentives to staff, etc., which the management fulfilled. These activities are being completed in a phased manner.

In April 2019 pre-qualifier along with Self-Assessment Report (SAR) was prepared to evaluate the status of the institute concerning NBA guidelines. After satisfactory findings in the self-evaluation report, it was decided to apply for a pre-qualifier in November 2019. The SAR was prepared meticulously after several rounds of discussions with all concerned and submitted to NBA successfully in November 2019.

This demonstrates the implementation of the strategic plan successfully by the institute.

File Description	Document
strategic Plan and deployment documents on the website	[View Document](#)
Paste link for additional information	[View Document](#)

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

The organizational structure of the institute is described below:

A. Administrative Bodies:

The Institute, established by Maharaja Education Trust has functioned with the decentralized administrative setup as follows

1. Management Committee of Maharaja Education Trust
2. Board of Governors of MITM, with Principal as member secretary
3. Principal
4. Dean(Academics) and Dean(R and D)
5. Council of HODs

B. The constitution, membership, functions, and responsibilities of the above bodies:

1. Management Committee of Maharaja Education Trust **:**

The Maharaja Education Trust Management Committee consists of 16 members to manage the educational Institutions. The office bearers namely the President, Vice-President, Secretary, and Treasurer of the management committee render their services on an honorary basis.

The BOG of the Institute is constituted as per AICTE guidelines and its functions are as follows:

1. To meet regularly and conduct at least two meetings per year.
2. To frame, amend and approve directive principles and policies of the Institute from time to time.
3. To approve the Institute budget and monitor financial status regularly.
4. To review and approve starting of new courses, variation in intake considering the growth of the technical education and Institution.
5. To approve the creation and abolition of posts and recruitment of staff from time to time.
6. To review the academic progress and recommend appropriate action.
7. To approve the procurement of equipment, building plans, and any other requirements for

Institutional developments.

1. To constitute sub-committees like Purchase committee, Recruitment committee, and other committees required for effective functioning and overall development of the Institute.

Functions of Principal, HOD, Deans, and Staff are documented in the Service Rule Book of the institute. Further, the rules for recruitment, promotional policies are also clearly documented in the service rule book and disseminated among stakeholders.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

MITM is managed by the Maharaja Education Trust which is registered under the Societies Act, it is a public organization that is accountable for its transparent functioning. The Institute has in place well-established Rules, Regulations, grievance redressal mechanisms, public/student-friendly Information Desk, and a Governance structure that brings complete transparency to the administration.

The management of the institute provides a conducive ambiance for the staff. A lot of welfare measures are implemented for the benefit of the staff. The important staff welfare measures are listed below.

1. Staff is given Provident Fund, ESI, and Group Medical Insurance and Gratuity facility.
2. CL, Maternity Leave, and Special Causal Leave facilities are given.
3. Faculty and technical staff who present papers /attend Conferences/Workshops/seminars within India are given the registration fee, TA, and DA.
4. Faculty members presenting papers /abroad are given financial incentives.
5. Faculty publishing books and papers in refereed journals (unpaid) are given financial incentives.
6. Faculty getting research funds are given financial incentives.
7. The co-operative society is managed by the staff on the campus and the institute has provided the required facilities of finance and housing.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 3.05

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**

2019-20	2018-19	2017-18	2016-17	2015-16
6	10	5	3	0

File Description	Document
Upload any additional information	
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	

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

Response: 1

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	4	0	0	0

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 43.21

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
90	158	52	14	26

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	[View Document](#)
IQAC report summary	[View Document](#)
Details of teachers attending professional development programmes during the last five years	[View Document](#)

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The institution has set up a system of Performance Appraisal for both teaching and non-teaching staff. Self-appraisal of teaching staff, non-teaching staff, and HOD are undertaken once a year to assess the performance. The teaching staff is evaluated based on various parameters such as additional training undertaken, teaching and learning related assessment, activities involved in student development, professional related contribution, etc. Furthermore, a confidential report indicating the overall performance of the staff is submitted by the HOD to the Principal. Similarly, the non-teaching staff is evaluated based on performance in technical work and administration related activities, co-curricular, professional, development-related activities, academic contributions, general conduct, and qualities. The head of the department is evaluated by Department faculty members through a systematic report and submitted to the Principal. The Principal communicates the summary, including goals established for the coming year that is available for inspection by the authority.

The Principal evaluates the faculty members and staff by merit rating based on their performance during the period of evaluation. They are recognized and awarded for academic performances, research proposals, consultancy, patents, and publication. Besides, the salary revisions periodically are based on the performances of the staff. This system of performance appraisal has contributed to the upliftment of the staff's overall progress

File Description	Document
Upload any additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institute has an effective mechanism for internal and external financial audits.

Internal Audit

1. The principal informs all the HODs before March of every financial year to submit budget requirements for the next financial year under the specified head of accounts. Principal reviews the previous year's budget actual expenses and requirements of all the departments in consultation with management accounts officer and concerned HODs (if required) and prepares a consolidated college budget.
2. The consolidated budget is submitted to the Management for review and suggestions.
3. The fine-tuned budget for the next financial year is placed before the BOG for discussion and approval.
4. The approved budget is notified before March 31st of every year and funds are released as and when required.
5. The principal in consultation with the management reviews the financial status periodically to ensure that the expenses are within the budget allocated and also the amount is utilized at the end of the financial year for the purpose it is allocated.
6. Re-appropriation of the budget is carried out in September to ensure that unspent money could be spent where it is required.

External Audit

All the financial transactions of the institute are audited by an external agency. The external audit is carried out by the auditors as per the provisions of the Government rules and regulations. The Institute has maintained the highest level of transparency in all financial transactions. It may be seen from the audited reports that all the financial transactions are carried out as per the standard norms. The audited reports are uploaded to the college website as per AICTE norms.

File Description	Document
Paste link for additional information	[View Document](#)

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	[View Document](#)

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

Response:

Mobilization of resources

MITM is a self-financing Institute. It mobilizes funds through tuition fees and college fees. The total intake of the institute at the UG level is split into three categories as per the government policy from time to time. At present, the admission quota in each program is 45% CET, 30% COMED-K, and 25% Management quota.

Utilisation of resources

The financial resources of the Institute are sufficient. Considering inputs from the

Department Heads, members of BOG, and the management, the budget is prepared, funds are allocated and utilized as per the budget. Any over/under utilisations of funds are looked into and appropriate measures are taken to rectify the same by reallocation.

The details of the budget and actual expenses are shown in the table below for the financial year 2019-20.

Budget Proposal Report (2015 - 16)			
PARTICULARS	**AMOUNT**	**AMOUNT**	**AMOUNT**
Infrastructure Built Up :			
Building & Others		12,000,000	12,000,000
Library :			
Library Books		300,000	300,000
Laboratory Equipment:			
Lab Equipment, Computers, Printers, Electricals. etc		18,500,000	18,500,000
Laboratory Consumables:			
Computer, Printer & UPS Maintenance	500,000		
Departmental Expenses	1,000,000	1,500,000	1,500,000
Teaching & Non-Teching Salary :		100,000,000	100,000,000

Repair and Maintenance Expenses :			
Builiding & Others	1,200,000		
Generator & Vehicles	1,500,000	2,700,000	2,700,000
Training &Travel :			
Student Related Expenses -Placement\Seminar\Fest\ Sports.etc	3,500,000		
Bus Hire Charges	26,000,000		
Travelling & Conyance Expenses	500,000	30,000,000	30,000,000
Miscellaneous Expenses(Insititute) :			
Internal Contribution to Trust	30,000,000		
Other Expenses (Fee Concession/Dep./other Etc.)	10,000,000	40,000,000	40,000,000
Others:-			
Academic Expenses :			
Registration Fee for VTU\Comed-K. etc		4,000,000	
Administrative & General Expenses :			
Advertisement & Sponsorship	400,000		
Annual Maintenance Charges	100,000		
Electricity charges	1,500,000		
Telephone Charges	400,000		
Internet Charges	450,000		
Printing & Stationery Charges	800,000		
Other Expenses	2,000,000	5,650,000	
Financial Expenses :			
Bank Charges	50,000		
Interest On Loan	300,000	350,000	10,000,000
			215,000,000
Utilization Report (2015 - 16)			
PARTICULARS	**AMOUNT**	**AMOUNT**	**AMOUNT**
Received From Students (Tuition fee\Transportation\Etc)	253,525,525		

Other Income	4,924,402	258,449,927	258,449,927
			258,449,927
PARTICULARS	**AMOUNT**	**AMOUNT**	**AMOUNT**
Expenditure:-			
Infrastructure Built Up :			
Building & Others		11,230,912	11,230,912
Library :			
Library Books		129,856	129,856
Laboratory Equipment:			
Lab Equipment, Computers, Printers, Electricals, etc		14,454,281	14,454,281
Laboratory Consumables:			
Computer, Printer & UPS Maintenance	123,271		
Departmental Expenses	876,893	1,000,164	1,000,164
Teaching & Non-Teching Salary :		92,010,669	92,010,669
Repair and Maintenance Expenses :			
Builiding & Others	961,781		
Generator & Vehicles	1,008,117	1,969,898	1,969,898
Training &Travel :			
Student Related Expenses -Placement\Seminar\Fest\ Sports.etc	2,847,440		
Bus Hire Charges	24,331,767		
Travelling & Conyance Expenses	464,923	27,644,130	27,644,130
Miscellaneous Expenses(Insititute) :			
Internal Contribution to Trust	18,076,980		
Other Expenses (Fee Concession/Dep./other Etc.)	13,923,459	32,000,439	32,000,439
Others:-			
Academic Expenses :			
Registration Fee for VTU\Comed-K. etc		3,547,498	
Administrative & General Expenses :			

Advertisement & Sponsorship	250,126		
Annual Maintenance Charges	40,000		
Electricity charges	1,033,528		
Telephone Charges	461,524		
Internet Charges	391,989		
Printing & Stationery Charges	637,230		
Other Expenses	1,508,517	4,322,914	
Financial Expenses :			
Bank Charges	118,733		
Interest On Loan	233,702	352,435	8,222,847
			188,663,196

File Description	Document
Upload any additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Internal Quality Assurance Cell (IQAC) plays a major role in inculcating quality culture in the institute. One such example is the Academic Assessment Audit which is carried out by Internal Quality AssuranceCell (IQAC) in the institute. The objectives of IQAC are to develop a system for pragmatic and consistent action to improve and sustain the academic and administrative performance of the Institution. IQAC also recommends measures for institutional functioning towards quality improvement through internalization of quality culture and institutionalization of best practices.

An academic Audit is conducted by IQAC twice a year. The IQAC committee is constituted with members drawn from all the departments.

Based on the recommendations of the IQAC, the merits and areas of improvement for each program are highlighted for further action. IQAC considers the following criteria for the academic audit of each program.

There are four distinct formats to evaluate and are as follows:

1. Quality Assurance Report
2. QAR I: Theory Course File

3. QAR II : Lab Course File
4. QAR III: Technical Staff File
5. QAR IV: Personal File
6. QAR V: Department file

IQAC ensures that faculties are fully briefed to carry out their roles appropriately. They ensure that records of each semester are kept accurately and securely and provide feedback to faculty members to implement suggestions within agreed timescales.

File Description	Document
Upload any additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

The Institute reviews its teaching-learning process, structures, and methodologies of operations and learning outcomes once in a semester through IQAC. Besides, the teaching-learning process is reviewed in the meetings of HODs, Department faculty meetings, CAMs, monthly faculty interaction meetings, and appropriate measures are taken at regular intervals of time.

Some of the examples of teaching-learning reforms through Institutional reviews and successful implementation are as follows:

Ascertaining Quality of Teaching

The Institute takes feedback from the students at the end of the semester on the teaching-learning process. The feedback form contains questions and students rate them on a five-point rating scale. The online feedback is computed and analyzed to determine the areas in which faculty are strong and areas to be improved.

In one of the reviews, it was decided to record the lectures and allow faculty to view their lectures to identify their strengths and areas for improvement. This shall be done periodically to check the progress and take appropriate corrective measures by each faculty. This facility has been appreciated by both students and faculty.

In the next phase flipped classroom teaching is being introduced.

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: A. All of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

A.   Security & Safety

B.   Counseling

C.   Common Room

Response: The Institute gives the highest priority to the safety & security of staff & students. It also provides facilities like common room and counseling services as it believes supportive, safe, and conducive environments are critical to one's growth.

A. Security & Safety: The institute has taken the following safety & security measures

·   Statutory committees like the Anti-ragging committee, Grievance Redressal Cell, and Anti Sexual Harassment Committee are constituted as per the university guidelines and are functioning effectively.

·   Adequate security forces are maintained round the clock on the campus and also in the hostel premises. The security forces go round the campus at regular intervals of time. Students shall always wear ID cards for easy identification by the security forces.

·   Safety precautions like First Aid kit, Fire extinguisher are kept in place in every laboratory and other places where it is required. There are 40 fire extinguishers and 244 Cameras (CCTV) to prevent any untoward incidences.

·   Emergency numbers of hospitals, nearest Police station, Fire station, and Ambulance are displayed at important locations.

·   Do's and Don'ts are displayed in each laboratory and students are briefed on safety precautions to prevent any incidence of accidents.

·   Awareness programs on safety & security like self-defense programs for girls are also conducted.

 B. Counselling: The Institution has a well-defined student mentoring system for all the programs starting from the first semester. The main objective of mentoring is to help each student in taking the right decisions for their academic and personal growth. Besides, mentoring will help to boost student's morale and improve their learning abilities. In mentoring sessions, students discuss their problems regarding academics, general issues, and lack of facilities in the college with their respective mentors.

The faculty who mentors the student tries to help the individual regarding their academic and personal issues. A faculty is assigned a total of 15 to 20 students to monitor once a month and record their progress.

Proctors forms of the students containing attendance, examination marks, and personal details are maintained. The same form is maintained & updated till the student completes his/her graduation. Below average performing students are given suggestions to improve their performance.

A.   Common Room: There are two separate common rooms(per floor) in the Institute one for the boys and the other for the girls. All the required facilities to relax are provided in the common rooms. In the girl's common room, sanitary napkins disposal system and incinerator are provided.

File Description	Document
Link for annual gender sensitization action plan	View Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Solid Waste Management: The solid waste generated on the campus is segregated into wet waste and dry waste. The wet waste is then utilized as organic manure and used on the campus for growing vegetables, plants, and ornamental plants. The dry waste collected is sold to the recycler. The institution strongly promotes green initiates through various committees such as Swachha Bharat, NSS, etc.

Liquid Waste Management and Waste Water Recycling: The institution manages liquid waste through the wastewater recycling unit system. All the wastewater is recycled and used for gardening. There is a rainwater harvesting system which is used for the non-drinking purpose and used as an alternative supply of water in the campus.

E-waste Management: The institution has planned to dispose of the electronic waste generated through SOGO Ltd. an e-waste management company. Currently, all e-waste has been segregated in a separate room safely.

Bio-Medical Waste Management: The bio-medical waste such as used sanitary pads is disposed of scientifically using an incinerator.

Hazardous Waste Disposal management: The chemical waste from the Chemistry Department is disposed of safely upon usage which is no longer in dangerous form. Hazardous chemicals are kept in a safety fuming chamber with all measures.

File Description	Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Link for Geotagged photographs of the facilities	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Any other relevant information	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	[View Document]()
Any other relevant documents	[View Document]()

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	[View Document]()
Certification by the auditing agency	[View Document]()

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Disabled-friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

To promote social harmony, tolerance, cultural, religious, linguistic communal, social-economy and other diversity by organizing several national, religious, and state-level festivals. To commemorate the contribution of national leaders and to instill patriotism among the stakeholders birth and death anniversaries of freedom fighters and national leaders. Staff and Students participate actively in the celebration of national festivals Republic Day, Independence Day, and state festivals such as Karnataka Rajyothsava, Dasara, etc. Important Indian festivals such as Deepavali, Onam, Ramzan, Dasara, etc. are also celebrated in the institution by organizing events.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The College organizes several national, and state-level festivals to commemorate the contribution of national leaders and to instill patriotism among the stakeholders. We organize Republic Day, Independence Day, Teachers' Day, Karnataka Rajyothsava, Engineer's Day, Nativity festival to ensure unity in diversity. It practices a pluralistic approach towards all religious functions and encourages the students and faculty to showcase the same. Death anniversaries of persons of national importance are marked by paying homage and recalling their contribution to the nation. Special prayers are arranged on all these occasions in the college chapel to honor the leaders by paying tributes to them.

Furthermore, there is a separate course titled Constitution of India Professional Ethics Human Rights Cyberlaw (18CPC39/49) for all the UG students which sensitizes students of the institution to the

constitutional obligations such as values, fundamental rights, fundamental duties, and fundamental responsibilities of citizens. Further, Professional Ethics is promoted by conducting various intra-collegiate and intercollegiate competitions.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: B. 3 of the above

File Description	Document
Code of ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The Institute celebrates national festivals with splendor & enthusiasm, namely Republic day, Independence Day, Teachers day, Engineers day, etc. Besides, the birthdays of great scientists & Personalities are celebrated. Each Department celebrates the birthdays of Scientists related to that Department. These celebrations help students to understand and appreciate the achievements of great Scientists and Engineers and their contribution to society. This also inspires the younger generation to have greater goals in life.

File Description	Document
Link for Geotagged photographs of some of the events	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document
Link for any other relevant 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:

Title: Professional Counseling for Faculties

Context:

The institute has been at the forefront of engineering education from the day of its inception. Through a lot of good measures and honest/ diligent efforts the devised strategies have been able to bear good fruits in garnering acceptance and accolades from the public at large. In the last few years, the trend has been unsettling in terms of not being able to stand up to the competitors on the same level let alone setting a benchmark. The measure of how effective the strategies could reverse this trend depends on how each individual of the institute contributes/gears up for challenges ahead. In this regard session of counseling to all teaching staff is engaged periodically to ensure that all have the same intentions of overseeing the growth of the institute is the need. The said activity could ease out differences of opinion that may in the longer run dampen the overall growth of the institute.

Objectives:

- To diagnose and console the key issues associated with the faculty.
- To improve the overall development of an individual faculty in all aspects of teaching.

The Practice:

Professional Counseling is done as per the following Process:

1. Tier 1 Counseling: Head of Department by the Principal

The principal will get the information from the HoD by asking specific queries mentioned in the predefined questionnaire which include general queries, department related queries, faculty, and student-related queries, measures taken for improvement, etc. Further, the Principal will suggest the HoD for improvements and key areas to focus on.

2. Tier 2 Counseling: Faculty of the Department by the Respective HoD

HoD will get the information from the faculty by asking specific queries mentioned in the predefined questionnaire which include general queries, department related queries, personal growth and contribution, and student-related queries, peer relationship queries, etc.

After getting the information from the faculty, the HoD will categorize the faculty into one of the following:

- Category A: Very productive to the institute

- Category B: Productive to the institute
- Category C: Less productive to the institute

The faculties in category B will be further counseled by the Principal for improvement. And the faculties in category C will be counseled by the Management for remedial measures and further action.

Obstacles faced if any and strategies adopted to overcome them:

Validation of answers or the responses is uncertain although there is professional accountability for the practice.

Impact of the practice:

The professional counseling practice has considerably improved the professional and personal development of the staff. This has led to the improvement in an individual's profile as well as the department's profile. Faculty performance has shown improvement by attending additional courses to upgrade qualification/skills, taken suitable measures to improve the academic results, enhance the knowledge by research and publications. Furthermore, faculty follows protocol laid by the institute, gets involved in activities for creating awareness of the institute among the general public, maintaining professional and healthy relationships among colleagues. It has motivated the faculties to carry out quality work/research, it becomes easier to identify and prioritize the staffs' developmental needs.

Title: Fee Waive off for meritorious students

Context:

In the present context, the fees paid for engineering education is significantly higher than the regular degree course. This makes it difficult for financially disadvantaged students to pursue mainstream engineering education. In this context, the 50% Fee Waiver scheme for meritorious students is designed to encourage the students for academic excellence. This financial support is awarded to the students annually, based on the merit criteria defined by the institute. The students make use of this facility and thereby help to less burden the financial pressure on their parents.

Objectives:

- To encourage a spirit of achieving academic excellence among students.
- To support the deserving students financially.

The Practice:

The students securing more than 85% average of both the semesters (Academic Year) and having successfully passed in all the subjects in the academic year is entitled to receive a 50% waive off tuition fees. This scheme applies to all the students in the institute until the course duration.

Impact of the practice:

The practice has benefited many students of the institute. It has been seen as prestigious among students and helped students to reduce their financial burden.

File Description	Document
Link for Best practices in the Institutional web site	[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:

Response: The distinctive performance of the Institute which is aligned with the vision of the institute is the teaching-learning process and Research as the Institute would like to recognize as a premier technical and management institution in engineering and management education as enumerated in the Vision statement. Teaching - Learning process and Research are the main thrust areas to fostering extensive education research and innovation attitude among stakeholders.

The salient features about the teaching-learning process which is considered a priority and thrust area are described below:

· The Institute is well known in the region for best practices in teaching-learning. It prepares Academic Calendar well in advance before the start of the semester, considering the Govt./University holidays. It includes specific dates for conduction of three Internal Assessments (IA), laboratory IA, co-curricular & extra-curricular activities, student counseling, and schedule for unit-wise completion of syllabus and Students Performance Analysis (SPA) meetings

· Subjects are allotted to the faculty members for the forthcoming semester immediately after the end of the previous semester looking into the faculty specialization, experience, and workload.

· It is ensured that the minimum contact hours for theory & laboratory as per the university scheme is maintained despite unforeseen unscheduled holidays.

· Faculty members who are new to teaching undergo training on pedagogical methods of teaching in addition to in-house Faculty Development Programs. Faculty members are trained to effectively to utilize the allotted lecture duration.

· In addition to traditional teaching-learning methodologies, the Faculty members adopt group discussions, relevant videos, seminars, mini projects, case studies, PPTs, real-time examples, simulations, Quizzes, depending on the course and the situation create the best learning environment for the students to make them think critically.

· Each classroom is designed & maintained as per AICTE norms concerning carpet area, lighting, ventilation, LCD projectors, & furniture to have a favorable ambiance. The seminar halls and an auditorium with state-of-the-art facilities have been provided to aid the teaching-learning process.

·.An excellent library and digital library facility are made available.

· Internet connectivity of bandwidth 100 Mbps (1:1), with 17 access points to provide Wi-Fi facility all over the campus.

· Career Guidance training programs are conducted for students to help them explore various career options.

Research

The Institution is creating a very amicable atmosphere for the faculty members to involve themselves in research activities to face the challenges of the modern world. The Institution has established Maharaja Research Foundation (MRF) to promote research attitude among faculty and students with the following activities.

· MET Shodhana research scheme is extended to the research scholars for financial assistance.

· The incentives scheme for publishing technical papers

· During 2015-2020, 7 faculties completed their research program, 48 have registered themselves for doctoral programs. Some of them are almost on the verge of completing their Ph.D.

· Recognized Research Centre for CV, ME, ECE, CSE, MBA, Physics, Chemistry & Mathematics departments, Inspiring them to attend seminars, workshops, refresher courses, and International/ National Conferences Publication of papers in national and international journals. The facility of the VTU Consortium for the subscription of online journals has also been provided.

File Description	Document
Link for appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

- In the year 2019, MIT Mysore was awarded B++ Category and ranked 81st in the All India Engineering College Survey conducted by Chronicle.
- Management members of Maharaja Education Trust have been awarded many distinguished awards, some of them are:
    - Dakshina Kesari, Sahithya Parishat, Software Rathnakara, Karnataka Rajothsava District award, IEEE Best Researcher Award to Dr. S Murali, President, MET.
    - Karnataka Rajyothsava Award to Dr. Ananth R Koppar, Trustee, MET.
    - Young Scientist Award to Dr. D S Guru, Treasurer, MET.
- The faculty of the institution has also been recognized with many awards and active members of professional academic bodies, some of them are:
    - Best NSS Programme Officer, Taluk Kannada Rajoythsava Award, Siri Gandha Award, State Level Best Actor Award, Yuva Rathna Award to Mr. Kiran Kumar L, NSS Officer.
    - Adarsh Vidya Saraswathi Rashtriya Award-2018 (Global Management Council, Ahamadabad), Bharath Vikas Award-2018 (Institute of Self Reliance, Orissa), Emerging Leader-2019 (Venus International, Chennai), Research Excellence Award -2020 (Institute of Scholars), Education Excellence In Computer Science Engineering-2020 (Time CyberMedia) to Dr. Deepu R, Professor, Dept. of Computer Science and Engineering.
    - Recognition for editing book titled " Commerce and Management" 2021, Asia Boom of Records 2021 in recognition to contribution for a book on COVID-19 and its Impact, Dr. Radhakrishna Award-2020 in Global Educational Award, Excellent Teacher Icon Award-2019 by Uttar Pradesh Book of Records, Outstanding Teacher Award -2019 by Innovation Society India, Excellence in Best Practices-2019 in International Award Convention by Research Foundation of India to Dr. Manoj Kumar N V, Associate Professor, Dept. of MBA.
- Faculties and students are constantly upgrading knowledge and skills through NPTEL, SWAYAM, etc., platforms and ensured the structured implementation of Outcome-Based Education.
- The Institution has an active EDC which supports faculties and students for entrepreneurship avenues.
- NSS unit is recognized for its services and awarded with Best NSS Unit under VTU in the year 2018-19. Also, our NSS unit has been recognized as the Best NSS Unit in Karnataka State in the year 2018-19.

Concluding Remarks :

MIT Mysore has grown in an incremental manner in 14 years and proved to be one of the best colleges for technical education in the region. The institution is committed to providing value-based technical education in accordance with its vision and mission. MIT Mysore is also committed to nation-building and aspires to engage in the overall development of students through theoretical, experiential learning experiences, providing opportunities for research, innovation, and entrepreneurship, thereby contributing to the growth of the nation and the society. The experienced and dedicated staff, state-of-the-art infrastructure, amenities, and other support services provided on the campus has nurtured the student growth as well as the learning process. With the support of visionary management MIT Mysore has significantly improved to provide a quality education through a well-defined quality policy. MIT Mysore believes in the role of research, industry-academia interaction, extension, and outreach programs in the overall development of students and staff. The institution is

aware of its social responsibility and is engaged with local communities and marginal sections of society for capacity building to bring into the mainstream. "Quality as a culture" is followed in all the activities of MIT Mysore and the institute believes in institutional and or program accreditation by National Accreditation agencies such as NAAC, NBA as key for reaching academic excellence.