



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

VIVEKANANDA INSTITUTE OF TECHNOLOGY

VIVEKANANDA INSTITUTE OF TECHNOLOGY, GUDIMAVU,
KUMBALAGODU POST, KENGERI HOBLI

560074

www.vitb.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vivekananda Institute of Technology (VKIT), a premier institute established in the year 1997 by Janatha Education Society®, Rajajinagar, Bengaluru, Karnataka. VKIT offers quality education in the area of Engineering and Technology, which is affiliated to Visvesvaraya Technological University, Belagavi, Karnataka, recognized by All India Council of Technical Education, New Delhi and Government of Karnataka. VKIT offers six full time undergraduate courses - AI and ML, CV, CSE, ECE, ISE, ME and five Ph.D programs – ECE, CSE, ME, Mathematics, Chemistry. VKIT has established Institute Innovation Council (IIC), accredited by National Cyber Defence Resource Center and is an institutional member of ISTE. The academic excellence (teaching and learning process) of more than 950 students to meet the changing needs of the society by well experienced faculty and staffs.

VKIT is located in a pollution free environment surrounded by lush greenery in a sprawling 23 acres 6 guntas of land at Gudimavu, Kumbalagodu (P), Kengeri (H), Bengaluru – 560074. The campus is at a distance of 65km from Kempegowda International Airport, 23 km from Bangalore Central Railway and Kempegowda Bus Stand, 9.3km from Challaghatta Metro Station, 9.4km from Kengeri Railway Station and hospitals are located in and around 6kms. The campus houses state of laboratories, excellent infrastructure with all basic amenities including internet and Wi-Fi, well stacked central library with national, international journals, e-books through e-consortium, e-learning facility, separate hostels for boys and girls, mess, cafeteria, smart classrooms, seminar hall, multi gym, indoor stadium, football, Tennis, Basket ball Courts. The college bus flees connecting residential locality in Bengaluru and free transport is provided to students from Kengeri metro station. The sense of safety and security is provided by implementing CCTV surveillance.

Quality education is provided based on the institution Vision and Mission statements. The academic and administrative activities of the institution are taken care by experienced competent faculty members under the supervision of heads of the department, Principal and Director, Placements are taken care by Placement Officer in Career Counseling and Placement Cell. VKIT has MoUs with industry. Alumni association functions in accordance with its byelaws.

Vision

To become an outstanding Knowledge dissemination center at the cutting edge of Engineering and Technology to produce globally acceptable competent professionals who will be in the forefront of technological innovation for the benefit of mankind.

Mission

- To provide an excellent infrastructure and conducive ambiance in the Institute.
- To impart quality technical education combined with ethical values.
- To produce world class professionals to take up challenging assignments of latest advancement in technology and engineering.
- To inculcate attitudes for research and developmental activities.

- To leave a legacy for development of next level engineers and technologists.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Located in the pollution free area in the state capital.
- Institution provides engineering under graduate and research programmes.
- Admission process is transparent and complies with the regulatory guidelines.
- The continuous improvement in the teaching learning process is achieved through feedback system in all departments.
- The curriculum gap between Industry and Institute are enabled through orientation classes and bridge courses.
- Institution is equipped with state of art lecture halls, seminar hall, well-equipped laboratories and digital library.
- Wi-Fi-enabled campus with high-speed Internet.
- Scholarships are provided for meritorious students.
- Qualified and committed faculty.
- Value added information are catered by organizing seminars, workshops, webinars.
- Excellent facilities are provided for sports, cultural and co-curricular activities.
- Decentralized governance, Internal Quality Assurance Cell (IQAC) are established for quality improvement through feedback mechanism.

Institutional Weakness

- Lack of autonomy to introduce new courses.
- Limited number of sponsored research projects, patents and consultancy.

Institutional Opportunity

- Work towards accreditation and ranking.
- Autonomous status for better academic freedom and flexibility.
- Implementation of NEP 2020 policy.
- Increase number of skill development, training and certification programs for better placements.
- Collaborate with industries through MoUs.
- Encouraging faculty for major research-funded projects in emerging areas.

Institutional Challenge

- To build a strong Alumni to provide internship, placements and peer-to-peer learning.
- Improve the communication skills of students since maximum students are from rural areas.
- Attraction towards deemed, state/private universities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

VKIT being an affiliated Institute follows the curriculum designed and developed by Visveswaraya Technological University, Belgavi, Karnataka. The Academic committee, made up of the principal and heads of the departments, jointly plans the requirements, infrastructure, and facilities necessary for the effective delivery of curriculum and decides on the academic calendar.

The institution prepares action plans to ensure efficient implementation of the curriculum, and academics are given the highest priority. The institution consistently makes efforts to supplement the University curriculum by organizing activities that focus on integrating academic and general development of students. Each student is guided towards achieving their desired skill/CO/PO/SPO by the faculty members who carefully design and deliver their courses. The institution's teachers are involved in designing and developing curriculum, setting question papers, and evaluating processes. The Institution's programs are all governed by the Choice Based Credit System (CBCS). The institution strongly believes in integrating cross-cutting issues related to professional ethics, gender sensitization, human values, and environmental sustainability with a view to ensure holistic development of the students through experiential learning, fieldwork, internships, project work, etc., students' knowledge is enhanced.

A curriculum enrichment program offers students the chance to take value-added courses. The value added courses are also made available to the students as a parts of curriculum enrichment program. The Subjects that are not taught in the syllabus are identified and each department is encouraged to conduct certification courses for the same. Many of the students have obtained certificates relating to value added courses like NPTEL. Using this value added courses, the institution aims to bridge the gap in between industry and academia. Feedback of the curriculum is collected from various stakeholders like students, teachers, employer and alumni of the institution. Further the feedback has been analyzed and action has been taken. For the effectiveness of the curriculum delivered and suggestions.

Teaching-learning and Evaluation

VKIT admits eligible students according to regulatory body's guidelines. The Karnataka Examination Authority Conducts Common Entrance Tests and allows 45% of intake through counseling of students strictly following the reservation policy of the Government. COMED-K allots 30% of the intake, 25% of the intake is the management share. The management gives wide publicity about the courses offered, unique features of the institute, scholarship for meritorious students, economically backward class etc, through media, newspaper, institution website, prospectus, handouts etc, highlighting the objective of the trust "**Quality Education at Affordable Cost**". The meritorious students allotted from KEA, COMED-K belonging to various categories and geographical areas on admission become VKITians.

To bring oneness among students the college conducts induction programme, orientation classes and bridge courses. Sessions guiding the students about importance of CBCS grading system, internal continuous evaluation, University Examination, etc., are conducted for the students.

The teaching and learning process practiced across the departments are student-centric. The college has well-qualified, committed and experienced Teaching and Non - Teaching Staff, contributing to the growth of the institute. The teaching methods employed are didactic lectures, practical classes, working with internet/Wi-Fi, experimental and participative learning. Usage of e-learning resources like NPTEL, EDUSAT and workshops/seminar/industrial visit/internship/mini project/project etc, enriches the learning experience. The experienced dedicated mentors, guides, evaluate and encourage the students in their holistic development. The overall development and progress of the student is monitored by an effective mentoring system and on average, for every 15 students, one faculty is allotted as a mentor.

Institute has a centralized internal assessment conduction process. The students are aware of the internal assessment system and is transparent. VKIT puts its best efforts to have transparency in the internal assessment marks and same is displayed to the students. The examination and evaluation system with a mechanism to address the academic growth with well-defined course/ programme objectives immensely contributes to the effective delivery of the course and attain best teaching practices. The Program and Coarse outcomes are disseminated to students through college website. The Institute has team of senior faculty members along with teaching and non-teaching staff members to handle SEE.

Research, Innovations and Extension

Vivekananda Institute of Technology promotes Research, Innovation and Extension activities among faculty members and students of the institution. Five departments of the institution are recognized as research centers and affiliated to Visvesvaraya Technological University, Belagavi. Faculties are motivated and supported to submit their research proposals and approach funding agencies for mobilizing resources. Vivekananda Institute of Technology has received funds from various Govt. and Non-Govt. agencies. Seven professors of the institution are recognized as research guides by Visvesvaraya Technological University, Belagavi and Currently 13 Research Scholars are pursuing their Ph.D's and 11 have been awarded doctoral degree.

The institute has established Institution Innovation Council (IIC) under Ministry of Human Research Development (MHRD). Various activities like workshop/seminars related to IPR/Research/Innovation/Entrepreneurship are being conducted. The institution has received Rs. 1,00,000 from Entrepreneurship Development Institute of India to conduct the Entrepreneurship Camp, Rs. 12,000 for conducting Impact Lecturers and NIPAM conducted IPR activity.

The institution strongly promotes faculty to write book chapters, publications, & articles. The institution also encourages staff's to organize seminars, conferences & workshops. Faculties of VKIT have published books, research papers and book chapters published by repeated publishers.

Various clubs provide opportunities/platforms for students to extend to extend their activities to sensitize them about social issues and contexts imparting useful knowledge and also to serve the community along with NSS unit of the institution. The institution has active functional MOU's with various organizations to support student projects internship and employability industrial visits.

Infrastructure and Learning Resources

Vivekananda Institute of Technology (VKIT) is distinguished by its outstanding infrastructure, meticulously designed to cultivate an effective teaching-learning milieu aligned with AICTE norms. The institution's physical setup encompasses well-ventilated classrooms, state-of-the-art laboratories, a seminar hall, and an auditorium, complemented by academic and administrative spaces. Modern educational technology is seamlessly integrated, with E-classrooms featuring ICT facilities and computer laboratories housing a blend of licensed and open-source software, ensuring compliance with AICTE guidelines.

The institution's library, spanning an impressive 1318 square meters, employs an Integrated Library Management System since 2004, offering high-tech services and a comprehensive collection of physical and e-resources. The library's digital hub facilitates online access to e-resources, VTU-NDL-NPTEL projects, and memberships with major publishers and technology platforms. VKIT places a strong emphasis on resource-rich learning, offering extensive library facilities and encouraging the use of online e-resources.

VKIT's dedication to Information Technology (IT) facilities is evident through the integration of advanced resources into the teaching-learning environment. The robust IT infrastructure, featuring Intel i5 and i7 processor configurations, high-speed internet connectivity, and hands-on training workshops, exemplifies VKIT's commitment to empowering both faculty and students. Security and surveillance measures, including strategically placed CCTV cameras, underscore VKIT's dedication to providing a safe and secure learning environment. In essence, VKIT stands as a beacon of excellence, committed to academic, research, and holistic development within a technologically advanced and secure campus.

The institution's commitment to environmental sustainability is reflected in its lush campus adorned with trees, energy-efficient LED lights, and a focus on carbon neutrality.

The sports arena at VKIT is comprehensive, catering to various indoor and outdoor games, emphasizing holistic development. Cultural activities, including the annual fest VIBHIN and participation in technical competitions, showcase VKIT's commitment to fostering diverse talents. The institution also prioritizes physical wellness, featuring a dedicated gymnasium and yoga center equipped with modern amenities.

VKIT extends its commitment to transportation services with a dedicated fleet of 11 vehicles, including buses, cars, and electric autos. Maintenance facilities covering civil, electrical, water, gardening, and housekeeping ensure the seamless functioning of the campus, coupled with 24-hour power supply.

Student Support and Progression

The scholarship section of the institution guides and helps economically, socially backward students to obtain scholarships from various government, non-government and institutional scholarship. The Career Counselling and Placement Cell (CCPC) conducts pre-placement training in soft skills, communication skills, personality development and technical skills for the students.

The CCPC conducts seminars, webinars to bring awareness of higher studies from professional agencies. Students are placed through on-campus, off-campus, pool campus and by references. Few of the students have opted for higher studies. The institution has well established grievance redressal committee, anti-ragging committee and squad, college internal complaint committee. These committee addresses various problems of the students. The institutional adequate infrastructure encourages active participation of the students in social, cultural and sports activities. Annual College fest VIBHIN and sports meet-AKHADA were conducted. The students are encouraged to participate in various cultural and sports activities, conducted in the institution and

national level competition. VKIT students have participated in the VTU Youth festival in 2018 and 2019 and intercollege sports events conducted by VTU. VKIT has a registered Alumni association that renders support to the institution. The institution nurtures the alumni association to facilitate them to contribute significantly to the development of the institution.

Governance, Leadership and Management

VKIT has a transparent governance system that follows the Vision and Mission of the institution. The management of JES have given full autonomy to the Governing Council of VKIT. The Governing Council comprises of nominated trust members, expert members representing all the stakeholders, faculty representatives, academicians and Principal of the institution as Member Secretary, headed by the Chairman-VKIT. The Governing Council, sets the policies and goals for the smooth functioning of academic and administrative activities of the institution. The governing council has empowered the Principal with fair financial autonomy, complete academic and administrative autonomy. Further, the Principal, Senior Professors, Heads of the Department collectively participate in the decision-making process to achieve the Vision, Mission and Goals of the institution. It also takes decision in building the organizational culture, arranging formal/informal activities, coordinating the academic and administrative planning and its implementation.

The approval is taken for starting of new courses, expansion of infrastructure, financial budget, increments for both teaching and nonteaching are taken in the GC meeting. The policies of the institution are provided in the service rules. The management has given financial dissemination of power for individual like Principal, Vice Principal, Professor, Associate Professor and Assistant Professor.

Principal heads various committees and plans human resources including recruitment, performance appraisal, professional development programmes, obtaining appropriate feedback, make analysis of responses and ensure that they form the basis for future planning, arranges for improvement of the professional competence of the staff, evaluates the regular performance appraisal of staff and faculty, manages the budget, utilization and mobilization of finance plans and allocates the financial resources, arranges for regular internal and external audit. The IQAC head takes the responsibility of continuous improvement of quality and strives to achieve academic excellence.

Institutional Values and Best Practices

In this criterion, Vivekananda Institute of Technology is organized several gender equity programmes in terms of economic, social, health, cultural and political developments. VKIT shows gender sensitivity through various initiatives and actions for creating safe, secure and healthy atmosphere in the campus. Specific initiatives with respect to gender sensitization are as follows. 1. Safety and Security 2 Common rooms 3. CCTV surveillance 4. Visitor register 5. Female Warden staff 6. Hostel leave form facility 7. Medical facility 8. Anti-sexual harassment committee 9. Antiragging committee 10. Internet facility (Wi-Fi)

VKIT has taken the measures for the alternative sources of energy and energy conservation by installing solar water heating panels in the Boys and Girls hostels. In addition to this, a solar panel is also installed in Mechanical Department to reduce conventional electricity use. The institution is regularly replacing tube lights with LED bulbs. Institution has rain water harvesting system technology that collects and stores rainwater for

human use. The stored water is used for gardening and raw use. Institution has bore well and open well to collect and storage the rainwater for reuse on-site rather than allowing it as run off. In order to treat the domestic and other waste water. VKIT has always taken a green agenda for developing a lush green campus and shown remarkable awareness in maintaining an ecofriendly campus and green environment conducive for teaching- learning process. Following are the institutional initiatives for green campus.

1. Restricted entry for automobiles
2. Battery powered vehicles
3. Pedestrian friendly pathways
4. Landscaping with trees and plants .and this initiative is confirmed through the green/environment/energy audits.

VKIT has adopted the best practice system in the campus.

1. Mentor System Mechanism (MSM) :MSM helps in the overall development of the student during his/her stay in the college. The system also aims to keep the Parents/Guardians informed about the academic progress of their ward.
2. Institute Innovative council (IIC) : This system is to streamline and strengthen the innovation and start-up ecosystem in the campus. So that the students can develop the skill set which enables critical thinking, design thinking and innovative thought process.

VKIT's distinctive in biodiversity and carbon sink and the 1270 individual trees that make up the 61 species of trees on the VKIT campus. By absorbing extra carbon dioxide from the atmosphere, carbon sequestration prevents the occurrence of climate change, which centers around the institution and features distinct buildings for each department, as well as its beautiful green surroundings, showcase the institution's individuality.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | VIVEKANANDA INSTITUTE OF TECHNOLOGY |
| Address | Vivekananda Institute of Technology, Gudimavu, Kumbalagodu Post, Kengeri Hobli |
| City | BENGALURU |
| State | Karnataka |
| Pin | 560074 |
| Website | www.vitb.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|-------------------|-------------------------|------------|--------------|-------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | K M Ravikumar | 080-28437036 | 7625013435 | 080-28437944 | vkitprincipal@gmail.com |
| IQAC / CIQA coordinator | D V Chandrashekar | 080-28437696 | 7625013637 | 080-28437944 | dvchandru@gmail.com |

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

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

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

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

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

| Details of UGC recognition | | |
|----------------------------|------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 25-08-2020 | View Document |
| 12B of UGC | | |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|--------------------------------|--------------------|-----------------------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| AICTE | View Document | 16-06-2023 | 12 | Extension of Approval |

| 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 | Vivekananda Institute of Technology, Gudimavu, Kumbalagodu Post, Kengeri Hobli | Urban | 23.6 | 25386 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|--|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BE,Information Science And Engineering,Information Science and Engineering | 48 | PUC | English | 60 | 60 |
| UG | BE,Computer Science And Engineering,Computer Science and Engineering | 48 | PUC | English | 90 | 90 |
| UG | BE,Electronics And Communication Engineering,Electronics and Communication Engineering | 48 | PUC | English | 60 | 59 |
| UG | BE,Mechanical Engineering,Mechanical Engineering | 48 | PUC | English | 30 | 6 |
| UG | BE,Civil Engineering,Civil Engineering | 48 | PUC | English | 60 | 0 |
| UG | BE,Artificial Intelligence And Machine Learning,Artificial Intelligence and Machine Learning | 48 | PUC | English | 60 | 45 |
| Doctoral | PhD or DPhil | 72 | M.Tech or | English | 12 | 3 |

| | | | | | | |
|-----------------|--|----|---------------|---------|----|---|
| (Ph.D) | ,Computer Science And Engineering, | | M.E | | | |
| Doctoral (Ph.D) | PhD or DPhil ,Electronics And Communication Engineering, | 72 | M.Tech or M.E | English | 16 | 3 |
| Doctoral (Ph.D) | PhD or DPhil ,Mechanical Engineering, | 72 | M.Tech or M.E | English | 8 | 1 |
| Doctoral (Ph.D) | PhD or DPhil ,Chemistry, | 72 | M.Sc | English | 8 | 0 |
| Doctoral (Ph.D) | PhD or DPhil ,Mathematics , | 72 | M.Sc | English | 8 | 1 |

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 | 8 | | | | 1 | | | | 38 | | | |
| Recruited | 4 | 4 | 0 | 8 | 1 | 0 | 0 | 1 | 15 | 23 | 0 | 38 |
| 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 | | | | 35 |
| Recruited | 28 | 7 | 0 | 35 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 21 |
| Recruited | 18 | 3 | 0 | 21 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 4 | 4 | 0 | 1 | 0 | 0 | 3 | 2 | 0 | 14 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 21 | 0 | 33 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 4 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Details of Visting/Guest Faculties | | | | | |
|---|-------------|---|---------------|---|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | 0 | 0 | 0 | 0 | |
| | 0 | 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 |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| UG | Male | 430 | 17 | 0 | 0 | 447 |
| | Female | 338 | 1 | 0 | 0 | 339 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 1 | 0 | 0 | 0 | 1 |
| | Female | 3 | 0 | 0 | 0 | 3 |
| | Others | 0 | 0 | 0 | 0 | 0 |

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

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|----------|--------|--------|--------|--------|--------|
| SC | Male | 37 | 29 | 24 | 29 |
| | Female | 8 | 10 | 18 | 19 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 4 | 4 | 7 | 7 |
| | Female | 1 | 2 | 1 | 3 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 95 | 66 | 81 | 72 |
| | Female | 60 | 43 | 61 | 67 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 339 | 306 | 270 | 246 |
| | Female | 260 | 203 | 186 | 178 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 5 | 6 | 6 | 5 |
| | Female | 3 | 3 | 7 | 8 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 812 | 672 | 661 | 634 |

Institutional preparedness for NEP

| | |
|--|---|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>Vivekananda Institute of Technology (VKIT) started in the year 1997 and is affiliated to Visvesvaraya Technological University (VTU), Belagavi. The curriculum is designed by the university inline with the National Education Policy – 2020, from 2021 scheme onwards. VKIT adheres to the VTU curriculum and ensures a holistic, multi-disciplinary approach, to disseminate knowledge. The new curriculum focuses on enhancing the Skill set of the students. It provides flexibility in Multidisciplinary and Interdisciplinary subjects emphasising on Creativity, Innovation, Project based learning and Experiential Learning, so as to become self employable. The students are given an opportunity to</p> |
|--|---|

select electives based on their interest in both professional and open electives. The curriculum from 2021 includes IT branch subjects for core branches like Electronics and Communication, Mechanical and Civil Engineering from first year. 2022 scheme includes Engineering Science/Engineering Technology/Programme and few common courses. It provides the flexibility for obtaining degrees along with Honors degree. To facilitate flexible learning within the stipulated period multiple entry and multiple options are offered to UG students as per VTU guidelines. The VTU syllabus integrates humanities and science with STEM courses that includes: Ability Enhancement Courses, Universal Human Values, Constitution of India, Professional Ethics, Indian Knowledge System like Kannada Literature, National Social Service (NSS), Sports, Yoga, Fine Arts, Environmental Studies, Social Connect and Responsibilities, Biology for Engineers. The institution encourages faculties to teach interdisciplinary subjects. The AICTE activity programmes are conducted so as to bring awareness and societal commitment to students about real-life challenges, to gather information and analyze, propose solutions and implement.

2. Academic bank of credits (ABC):

Vivekananda Institute of Technology is registered under Academic Bank of Credit (ABC). VKIT adheres to the rules and regulations of VTU curriculum. During the induction program, the students are explained about Academic Bank of Credits (ABC). The concept, purpose and structure of ABC were explained, emphasising its role in promoting credit transfer and accumulation. ABC provides easy transfer of credits among HEIs since it digitally stores the academic credits earned by the students from various recognized HEIs and the University can award the degree considering the credit points earned by each students. Since VKIT is affiliated to VTU, the institution encourages the faculties and students to enrol for SWAYAM/NPTEL/MOOCs courses offered by premium institutions of the country for enhancing their technical skills and earning credits. The credit point for assignment is considered if the student clears the SWAYAM/NPTEL/MOOCs courses.

3. Skill development:

As per NEP 2020 life skill includes vocational education and soft skills. Soft skills comprises of

| | |
|---|---|
| | <p>various components such as communication, cooperation, teamwork, leadership, empathy and resilience. In order to make the students understand, curriculum fundamental duties and Constitutional values are included. Few of the faculty members are trained on “Universal Human Values”, a program conducted by AICTE. Skill development is an integrated process, where the interest of students are mapped and aptitudes of students are to be developed with industry and market demand. So, VKIT has signed an MoU and provided training to students with Skill development institutions. The professional bodies focus in organising various activities (workshops, seminars, paper presentation, webinars), so the Institution has started the ISTE Student Chapter. Various activities are conducted to faculty and students in Institute Innovation Council (IIC).</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>India has a rich heritage and traditional knowledge in the field of Arts, Literature, Agriculture, Mathematics, Astronomy, Numerology, Medicine, Architecture, Economics, different regional languages, music, dance, Engineering and Technology, so on. The Ministry of Education (MoE) at AICTE has started innovative cell known as Indian Knowledge Systems (IKS) to promote interdisciplinary research in all aspects of IKS. In order, to preserve the Indian ancient traditional knowledge, Arts, Culture, tradition are included as mandatory credit course such as Social Connect and Responsibilities, NSS and language such as Samskrutika Kannada for students who speak, read and write Kannada Samskrutika and Balake Kannada for non-Kannada speaking, reading and writing students in the VTU curriculum. The faculty members are encouraged to handle these subjects so as to cater the knowledge of Indian culture through participative learning. The visit to Janapadha Loka, Crafts work at Channapatna, Agriculture and waste management at Bidadi, Nandini Milk production unit at Kumbalagodu and Environmental awareness activity at campus were conducted.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>The institution strictly follows the curriculum, guidelines and regulations of the VTU to award the degree in UG based on the Outcome-Based Education and Choice Based Credit System (CBCS). Assessment of course outcomes are the key aspects of Outcome-Based Education (OBE), where changes in</p> |

| | |
|---|--|
| | <p>curriculum can be changed often based on the requirements of different stakeholders like Students, Parents and Recruiters. The four levels of OBE are: Program Outcomes (POs), Course Outcomes (COs), Program Educational Objectives (PEOs) and Program Specific Outcomes (PSOs). Course Outcomes, Program Outcomes and Program Specific Outcomes relate to the knowledge (cognitive), skills (psychomotor), and behavior (affective) that the student acquires through the programme. The courses are designed with outcomes centered on cognitive abilities namely, remembering, understanding, applying, analyzing, evaluating and creating.</p> |
| 6. Distance education/online education: | <p>The online classes were conducted during COVID-19 pandemic. Students and Faculty members of VKIT are encouraged for self-learning and using online resources such as SWAYAM, NPTEL and MOOCs. The students and faculties undergo regular training programmes, webinars, FDPs through online mode.</p> |

Institutional Initiatives for Electoral Literacy

| | |
|--|--|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | <p>Yes, Vivekananda Institute of Technology has setup an Electoral Literacy Club (ELC) to bring awareness about 'Right to Vote' among students, faculties and people residing in the nearby village.</p> |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | <p>Yes, the institute has appointed the student and faculty members as co-ordinators for the ELC. ELC is functional and encourages every student to enrol and participate in ethical voting process.</p> |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | <p>The ELC conducted voter awareness camp in the college and in the nearby village. The students were encouraged to enrol for the electoral roll.</p> |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research | <p>No</p> |

| | |
|--|--|
| <p>projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>Voter registration drive was conducted in the Institution for students above 18 yrs of age.</p> |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 812 | 672 | 661 | 634 | 791 |

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

2 Teachers

2.1

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

Response: 102

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

2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 37 | 29 | 49 | 54 | 73 |

3 Institution

3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 359.27 | 288.46 | 312.32 | 421.87 | 463.41 |

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Vivekananda Institute of Technology (VKIT) is affiliated to Visvesvaraya Technological University (VTU), Belagavi, Karnataka. VKIT has a well-defined planning and implementation process for the effective delivery of the curriculum framed by Visvesvaraya Technological University (VTU), Belagavi. The Board of Studies (BOS) of VTU has framed the scheme and syllabus for each program and Calendar of Events (COE) to execute the academic activities. VKIT abides by the academic rules & regulations of VTU and in turn frames the institute COE. Based on VTU, IQAC-VKIT had prepared the academic calendar for every semester in accordance with the university academic schedule, which comprised the duration, internal assessments for theory and lab courses, flagship events such as Annual Day, Sports day, National Festivals Days. Further, every department prepared its calendar of events in line with the institute academic calendar and same was circulated among stakeholders.

Regular departmental meetings were conducted every semesters and the courses were (theory and laboratories) allotted to faculty members before the commencement of the semester. The work allotment with respect to preparation of time table, calendar of events, remedial classes, Industrial visits, curricular and co-curricular activities were discussed among the faculty members in the meeting . The course coordinators prepare a comprehensive lesson plan and study materials such as Lecture notes, Question Bank, PowerPoint presentation and Laboratory Manuals.

The institute follows teaching learning process using chalk and talk method/PowerPoint presentation. Every faculty maintains the work done statement in the teacher's diary. The institute adheres to the VTU regulations for assessment process of Continuous Internal Evaluation (CIE) and Semester End Examination (SEE). The CIE was conducted through Internal Assessment, assignments/quiz/field visits etc. The internal assessment question papers, scheme and solutions were prepared by the respective course coordinators. Performance of the students was discussed during Parent Teachers Meeting (PTM). The institute organizes Workshops, Seminars, Expert Lectures, Invited Talks and Industrial visits during every semester. The Skill development and Placement Training were provided to up skill the students. The HoD, faculties interact with the students to review the effectiveness of the course delivery at regular intervals.

The Bridge Courses/ Value added courses were conducted as part of curriculum enrichment program. The courses with recent trends and technology were identified and each department was encouraged to conduct certification courses for the same. The students obtained certificates related to value added courses from MOOCs/SWAYAM /NPTEL etc. The Feedback of the stakeholders on the academic performance and infrastructure of the institution were collected and analysed for the effectiveness of the curriculum delivered as per the suggestions given.

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

1.2 Academic Flexibility

1.2.1

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

Response: 11

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 1.18

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

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

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institute follows curriculum prescribed by VTU and integrates cross-cutting issues relevant to Professional Ethics, Human Values, Gender, Environment, etc., across UG programs. Human values and professional ethics were addressed through the courses "Constitution of India and Professional Ethics and Cyber Law" included in the I/II/III/IV semester of Engineering Programme. The primary objective of these courses is to ensure that the students have knowledge of the constitution, fundamental duties and rights of citizens, professional ethics and the responsibilities as engineers. The Universal Human Values (UHV) and Social Connect and Responsibilities (SCR) were made as compulsory courses in the VTU Curriculum. As per the VTU syllabus the students are expected to become more aware of themselves and their soundings (Family, Society, and Nature). The students become more responsible in life and handles problems with sustainable solutions keeping human relationships and nature in mind.

The Students of First Year UG program undergo Student Induction Program (SIP) in cross-cutting issues. The Institute celebrates National and International festival days such as Republic day, Independence Day, Women's day, Teacher's day, International Yoga Day etc. This celebration enriches the moral, ethical and social values in the students.

Gender Sensitization and Gender Equity

The institute has Internal Complaint Committee (CICC) and Grievance Redressal Cell as per VTU/AICTE to provide counseling to the students and promote gender equity among students. It also deals with issues like safety and security for female students and staffs. The campus is secured with Surveillance and Vigilance system. The Boys & Girls hostels are provided (In-campus) for the safe environment to all students.

Institute has initiated promising measures to sensitize and promote gender equity amongst the stakeholders through curricular, co-curricular and sports activities. To promote gender equity the institute supports equal representation of both genders in the leadership positions of class and institute level

committees including curricular/co-curricular and extracurricular activities. The institute makes concentrated efforts to create a congenial environment free from gender discrimination through mutual respect.

The institute also provides a platform for NSS Wing. The students are engaged in planning and conducting programs related to health, spirituality, career, cleanliness, women empowerment, yoga, gender issues, environment and mental health.

Environment and Sustainability

The issues of Environment and Sustainability were addressed through the course "Environmental Studies" offered to engineering students as a compulsory course. The “Energy and Environment”, “Traffic Engineering”, “Environmental Protection and Management”, “Non Conventional Energy Sources”, were offered to students as an open elective during VI/VII semester. The students were sensitized to ecological and environmental issues connected with land, air, and water, with awareness on sustainable development.

Apart from the above, the institute organizes various awareness programs and activities on cross-cutting issues with the support of external organizations and experts to meet AICTE activity points. The blood donation camp conducted by various organizations play a vital role in promoting inclusive environment towards regional and socio-economic diversities among students making a positive difference and shaping them into Professionals.

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

1.3.2

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

Response: 62.68

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

Response: 509

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 45.19

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 251 | 192 | 183 | 109 | 119 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 390 | 390 | 390 | 330 | 390 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 25.45

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 82 | 57 | 13 | 33 | 57 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 196 | 196 | 196 | 166 | 197 |

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 21.95

2.3 Teaching- Learning Process

2.3.1

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

Response:

The learning is being made student centric by supporting the students at various levels. VKIT adheres to VTU practices related to student centric methods, in turn prioritizing the needs and interest of students. Individual students are encouraged to involve in various academic activities to develop the skills and knowledge required to compete in the global market. The students are engaged in learning environment that fosters creativity, innovation and critical thinking. Student centric teaching methods include project work, survey camps, industry visits, guest lectures, seminar, quiz, team work etc. These methodologies transform students from the role of passive to active learning mode boosting their confidence and encouraging individuality.

The institution identifies and responds to special educational / learning needs of students by suggesting various project activities (Mini and Major projects), Internships as per affiliating University (VTU) curriculum to acquire deeper understanding, both theoretical and practical.

The students are encouraged and guided to participate at national level competitions. The institution responds to learning needs by organizing expert’s lectures from renowned speakers. Apart from classroom interactions, the students visit industries, survey camps, field visit and faculty members provide them guidance in all such activities so that the class room learning is effectively and innovatively supplemented.

In the laboratory oriented courses, students conduct experiments in batches, to strengthen the theoretical concepts that were taught in the class room, under the supervision and guidance of the faculty members. Analysis and design carried out by the students help to focus their ideas and thereby developing problem solving capabilities. Student seminars and quiz components as defined by VTU have been introduced in which students are exposed to self-thinking and presentation skills. Student Development Programs were organized to impart knowledge on concepts apart from curriculum. Students have undergone certification courses to gain additional knowledge. Students are also facilitated with opportunities to participate in various co-curricular activities such as NSS,village adoption, tree plantation, Swachh Bharat and health awareness camp.

Students are fortified to participate in computational thinking activities such as hackathon, annual intra college tech fest (Scimagination).

PowerPoint Presentations and demonstrations (ICT) were also incorporated in teaching methodology. Online sessions of the subjects were made available in YouTube channel for the students to have an opportunity to refer to it any number of times to learn the concept. During Covid-19, classes were engaged using online platforms. Variety of software tools, systems with internet facility are made available to the faculty to enable them to teach certain topics. In order to impart state of art technology in learning, webinars were conducted for the students.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 63.52

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 78 | 78 | 78 | 68 | 79 |

File Description

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

Document

[View Document](#)

2.4.2

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

Response: 24.38

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14 | 14 | 11 | 09 | 11 |

File Description

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

Document

[View Document](#)

Institution data in the prescribed format

[View Document](#)

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

[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

During the induction program the first year students and parents are made aware of the teaching, Internal Assessment (IA) and evaluation procedure defined by VTU. The internal assessment dates are announced well in advance prior to the commencement of the semester in the academic calendar of events of the institution that is prepared in accordance with the university calendar.

The institute conducts Continuous Internal Evaluation (CIE) for all the branches in a centralized manner as per the academic calendar. If the CIE gets cancelled due to any unforeseen incidents, arrangements are made to conduct the internal exams on an alternate date and the same is intimated to all concerned.

The faculty co-coordinators identified at the department levels collect the internal assessment question papers and ensures timely delivery of question papers after printing the required numbers of copies ensuring confidentiality. Pattern of question papers for internal assessment are the same as that of the University Examinations. Revised Blooms taxonomy is followed while setting the question paper and the questions are mapped with their relevant course outcomes. The answer scripts for each internal assessment are issued to the students by the institution and later handed over to the concerned faculty for evaluation process. The record of the status of attendance in each IA is maintained by the internal coordinators. The IA schemes of evaluation with solutions are given to the students. As per the University regulations, weightage is given to student performance in IA, assignments while finalizing internal marks. The weightage of marks is as per the scheme of study prescribed by the University. Parents are informed about the internal assessment performance during parents teachers meet.

The Institute has a team of senior faculty members, teaching and non-teaching staff members to handle the examination work as per University norms.

Grievance redressal at College

1. At the end of each Internal Assessment Test, students have the opportunity to discuss the evaluation of his/her answers with the concerned subject teacher and get redressal for any of their grievances.
2. During Semester End Examination(SEE), if there are questions from 'out of syllabus', or if there is any error in the question paper, students can report their grievance to the invigilator who in turn informs the Deputy Chief Superintendent (internal). The same is brought to the notice of Chief Superintendent or DCS (external), who takes care of the problems faced during the examination, communicating to the Registrar (Evaluation).
3. Students can apply for reevaluation of their Semester End Examination answer scripts for theory courses within the time schedule specified by VTU, if they are not satisfied with the first evaluation.
4. Students can also apply for the photocopy of their answer scripts and discuss with their respective course coordinator.
5. If the answer script deserves more marks than the awarded marks in the first evaluation, students

can apply for review.

6. As per University norms revaluation is not permitted for practical courses and project work.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Course and Program outcomes are the fundamental parameters in evaluation of efficacy of educational programs. At Vivekananda Institute of Technology, a guarantee of brilliance is exposed in our program outcomes and course objectives. These outcomes assist as guiding principles, to ensure that our students gain the necessary skills, knowledge, and competencies for success in their respective fields. By transparently displaying these outcomes on our website, the college aims to allow students, faculty members, and other stakeholders with a widespread understanding of the expected learning outcomes from the programs and courses. This transparency brings in for liability, providing continuous improvement, and enables informed decision-making among all members of our educational community.

The affiliating university – Visvesvaraya Technological University specifies the Course Outcomes (COs) in the syllabus assigned to each course and the same is followed. The Program and Course outcomes are well structured and defined by the university to meet both academic as well as industry standards. Both these outcomes are synchronized with the contents and requirements of the individual course and serve as measuring parameter in assessing overall progress of the students. All the courses are mapped as per the Program outcomes on a scale of the high, medium, and low.

The Program outcomes and course outcomes for all the programs are displayed in the institution website and also communicated to the students. Most of these are common across departments and a few of these are program specific. These outcomes are also widely publicized through

1. Display boards in various departments and corridors
2. Department notice boards/Lab Manuals/Department newsletters, student Blue Books.
3. IQAC also creates awareness periodically.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Vivekananda Institute of Technology practices outcome based education. The course outcomes for each course is defined by the affiliating University – Visvesvaraya Technological University and the same is followed. Each Course Outcome of individual courses is assessed with respect to the attainment level. The attainment level is judged based on the students average performance in the CIE and SEE reflected in the result analysis. Attainment is measured in terms of actual percentage of students scoring a set percentage of marks. Keeping in view the teaching and learning facilities and intake of students, the attainment targets are fixed in the beginning of the semester for each of the courses. If targets are achieved, then all the course outcomes are attained for that year and the program is expected to set higher targets for the following years as a part of continuous improvement. If targets are not achieved, then appropriate action plan is initiated by the faculties in consultation with the HOD's to attain the target in subsequent years.

Course outcomes are measured based on the individual marks obtained by the students against the maximum marks. Every course coordinator sets a target to achieve. If entire class crosses this target, the particular CO is attained. This process is carried out for the entire class and final CO (Course Outcome) attainment will be calculated for the particular IA. To calculate the CO attainment for a course in the semester end examination, the actual total marks scored by the students are used for evaluating the course attainments as the university does not provide question wise marks scored by an individual student. Hence, it is assumed that the attainment calculated from the total marks is constant for all the course outcomes of a particular course. The attainment from CIE and SEE are added to get the total CO attainment and compared with the targets fixed.

The courses are also mapped with their relevant Program Outcomes (PO) and PSO (Program Specific Outcome) and their attainment is also calculated. However, the final PO and PSO attainments depend on the exit survey results from the outgoing students, employer feedback reports and parent's feedback reports.

CO-PO Mapping Process:

Step1: Perform the Course Outcomes mapping with Program Outcome's for a particular subject.

Step2: Fill the marks of internal assessment question wise.

Step3: Then take sum and average column wise.

Step4: Normalized value is calculated as

$$(\text{Normalized value} = \text{Average}/\text{Max Marks})$$

Step5: Calculate Course Outcome's by taking average of individual Course Outcome's.

Step6: For SEE marks Course Outcome's attainment calculation, Course Outcome is calculated for SEE marks and that Course Outcome scored is equally distributed among all Course Outcome's.

Step7: Now take 50% of CIE and 50% of SEE attainments.

Step8: Take indirect assessment by course end survey and find the normalized values.

Step9: Now add 80% of Direct assessment and 20% of Indirect assessment.

Step10: Fill the final Course Outcome's attainment in Program Outcome's table and find average of particular Program Outcome's.

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

2.6.3

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

Response: 74.07

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 97 | 91 | 150 | 133 | 183 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 133 | 123 | 202 | 179 | 246 |

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.69

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 6.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.05 | 0.63 | 1.06 | 1.16 | 3.2 |

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Innovation- Vivekananda Institute of Technology has established Institution Innovation Council (VKIT-IIC-IC201912167) in the year 2019 under AICTE, approved by the Ministry of Education (MoE). VKIT has organized Workshops/Seminars/Webinars/Technical Talk on Innovation and Entrepreneurship, making the students community more passionate towards Entrepreneurial activities. To encourage the students to come up with creative and innovative ideas, VTU has incorporated courses on Innovation and Design Thinking in first year. Since VKIT adheres to VTU syllabus, the students learnt the concept of design thinking for product and service development, fundamentals of innovation and design thinking including the methods of implementing the same in the real world. VKIT has taken various initiatives for creation and transfer of knowledge to the students by organizing Field Trips, Industrial Visits in order to give them practical knowledge. VKIT encouraged students to take Research oriented projects under the guidance of faculty in order to cultivate innovative skills. These projects have been funded by KSCST, VTU and NIRDPR. Project Exhibition and Hackathon programs were conducted regularly so as to

encourage the creativity of the student leading to Innovation.

Indian Knowledge System- India has a rich heritage and traditional knowledge in the field of Arts, Literature, Agriculture, Mathematics, Astronomy, Numerology, Medicine, Architecture, Economics, different regional languages, music, dance, Engineering and Technology and so on. In order to preserve the Indian ancient traditional knowledge , VTU has mandated credit courses in the curriculum such as Social Connect and Responsibilities, NSS, Samskrutika Kannada for students who speak, read and write Kannada and Balake Kannada for non-Kannada speaking, reading and writing students. The faculty members are encouraged to handle these subjects so as to cater the knowledge of Indian culture through participative learning. Mathrubhasha Diwas was conducted at VKIT campus to promote the awareness of linguistics and cultural diversity among students and faculties.

IPR- VKIT has organized workshops/Seminars/Webinars related to IPR, Entrepreneurship etc. to transfer the knowledge among the students and faculties through Institution Innovation Council. The institution has received grant of Rs. 100000 from Entrepreneur Development Institute of India towards the conduction of Entrepreneurs awareness camp so as to motivate the students to become young Entrepreneurs. VKIT also received grant of Rs. 12000 from IIC to conduct impact lecture series related to IPR, Start-up and Entrepreneurship.

Incubation Cell-The Institution has established the incubation center at VKIT campus to encourage the Innovative idea of each VKITian. The students of VKIT were trained in the incubation centre. The trained students participated in RISC 2019 conducted by National Institute of Rural Development and Panchayati Raj and two projects received cash prize of Rs.7500 each. The trained student has participated in Innovation Challenges Competition organized by Research Designs and Standard Organization and received cash prize of Rs. 300000. The students of VKIT participated in business plan presentation competition organized by FKCCI, MANTHAN and won the cash prize of Rs.5000. VKIT celebrated MSME day to bring the awareness about the various benefits provided by MSME among students.

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

3.2.2

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

Response: 40

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 18 | 4 | 7 | 10 | 1 |

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.06

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

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

| File Description | Document |
|---|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | View Document |
| Link to re-directing to journal source-cite website in case of digital journals | View Document |
| Links to the papers published in journals listed in UGC CARE list or | View Document |
| Institutional data in the prescribed format | View Document |

3.3.2

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

Response: 0.32

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 17 | 5 | 9 |

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

3.4 Extension Activities

3.4.1

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

Response:

The greatest strength of VKIT is its ability to ensure holistic growth of rural students to make them enlightened highly responsible citizens in the society. VKIT aspires to preserve modern viewpoint with trendy developments without negotiating moral values to provide knowledge and quality-based education to the students by employing state of the art technologies. It aims to track superiority towards creating man power with high degree of academic, specialized and culture development to meet national and global challenges. The institute is conscious of its role in campus community connection and wellbeing of its neighborhood and has initiated a number of community development activities.

Vivekananda Institute of Technology has initiated various extension and outreach programs among students and staffs to motivate them to understand social issues. VKIT has established NSS unit in the year 2018 under which various extension activities and outreach programs were conducted to sensitize the students to social issues for their holistic development. Few of the outreach programs addressed were visiting old-age Home, Swachh Bharath Abhiyan, Road Safety Program, Health and Hygiene Program, Anti-tobacco Program, Say No to Plastic, Voting Awareness Program, Beti Bachao, Beti Padhao, Temple Cleaning Program, Plantation Program, Importance of Sustainable Water Management System etc., The students of VKIT actively participated in the above programs under NSS that helped our VKIT students to realize the importance of Cleanliness, Road Safety, Health and Hygiene, Pollution Control, Plantation, Saving of Water etc.

VKIT-NSS team conducted the awareness programs about the spread of Corona Virus, Vaccination Awareness Program and Vaccination Drives. These programs motivated our students to educate the public as well as their family with respect to the spread of Corona Virus and importance of Vaccination.

VKIT-NSS team regularly visits nearby Government Schools to provide awareness to the local students about Road Safety, health, recent technologies, importance of Education/Higher Education/Vocational Education for safe and bright future.

Orientation programs were conducted regularly for the newly admitted VKIT students during which NSS volunteers presented information about the importance and scope of extension activities.

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

3.4.2

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

Response:

Vivekananda Institute of Technology, Bengaluru conducts the extension activities regularly to sensitize the students about the social issues. In connection to this, VKIT has received awards and recognitions from various prestigious bodies and some of the awards and recognitions received are listed below:

1. Certificate of Appreciation from K Gollahalli Gram Panchayat for conducting temple cleaning activity during the year 2022-23
2. Certificate of Appreciation from Government School, K Gollahalli for conducting Campus Cleaning Drive during the year 2022-23.
3. Certificate of Appreciation from Karnataka Blood Bank for organizing voluntary Blood Donation Camp at VKIT Campus during the year 2022-23.
4. Certificate of Appreciation from Institution's Innovation Council for conducting various activities prescribed by innovation Cell, Ministry of Education, Government of India to promote Innovation and Start-up in campus during the year 2022-23.
5. Certificate of Appreciation from Government School, K Gollahalli for conducting Career Awareness Program for School Children's during the year 2021-22.
6. Certificate of Appreciation from Government School, K Gollahalli for conducting Higher Education Awareness Program for School Children's during the year 2021-22.
7. Certificate of Appreciation from Institution's Innovation Council for conducting various activities prescribed by innovation Cell, Ministry of Education, Government of India to promote Innovation and Start-up in campus during the year 2021-22.
8. Certificate of Appreciation from Institution's Innovation Council for conducting various activities prescribed by innovation Cell, Ministry of Education, Government of India to promote

- Innovation and Start-up in campus during the year 2020-21.
9. Certificate of Appreciation from Government School, K Gollahalli for conducting Education for Bright Future Program for School Children's during the year 2019-20.
 10. Certificate of Appreciation from Institution's Innovation Council for conducting various activities prescribed by innovation Cell, Ministry of Education, Government of India to promote Innovation and Start-up in campus during the year 2019-20.
 11. Certificate of Appreciation from Lions Blood Bank for organizing voluntary Blood Donation Camp at VKIT Campus during the year 2018-19.
 12. Certificate of Appreciation from Mediscope Blood Bank for organizing voluntary Blood Donation Camp at VKIT Campus during the year 2018-19.

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

3.4.3

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

Response: 34

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 09 | 08 | 04 | 07 | 06 |

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

3.5 Collaboration

3.5.1

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

Response: 6

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Vivekananda Institute of Technology (VKIT), in alignment with VTU and AICTE standards, offers a robust infrastructure supporting effective teaching-learning process. Well-designed classrooms, modern laboratories, seminar hall and an auditorium complement academic and administrative spaces. Ventilated rooms, ample lighting, and technology integration, including portable projectors and internet connectivity enhance the learning environment.

VKIT's laboratories are well-equipped, providing students and faculty with hands-on experience, while research laboratories stimulate a culture of curiosity, encouraging both students and faculty to undertake research projects. The institution places a strong emphasis on resource-rich learning, offering students access to an extensive collection of books in the library and encourages the use of online e-resources, including digital libraries.

The institution has embraced modern educational technology with e-classrooms featuring ICT facilities viz., portable projector, internet connectivity. Computer laboratories houses a combination of licensed and open-source Softwares, adhering to VTU and AICTE guidelines on maintaining optimal student-computer ratios. Connectivity is ensured through Wi-Fi and robust internet capabilities with a bandwidth of 100 Mbps.

VKIT adeptly employed open-source ICT tools like Zoom, Google Meet and Google Classroom, alongside the purchased software Quiklrn, to seamlessly facilitate the teaching-learning process during the COVID-19 pandemic.

VKIT ensures a secure and favourable living environment for residential students by providing separate accommodation for boys and girls in the campus. Solar heaters in hostels ensure sustainable water heating. The campus promotes environmental consciousness through abundant trees, fostering carbon neutrality. Additionally, energy-efficient LED lights demonstrate VKIT's commitment to conserve electric energy.

The VKIT sports arena epitomizes holistic development. The 450 sq. mt Indoor sports complex launched in 2008, designed for students, offer a dedicated space for indoor games and practice. The outdoor sports facilities, established in 1998, span an extensive 16,187 sq. mt, featuring with cricket ground, football field, badminton court, basketball court, kho-kho, kabaddi court, as well as volleyball and throw ball

courts. Tailored for passionate sports enthusiasts, these state-of-the-art facilities showcase VKIT's commitment to nurturing excellence in diverse athletic pursuits, providing students with the ideal platform to pursue and succeed in their chosen field of interest.

In addition to physical wellness, VKIT prioritizes cultural activities that is evident in the annual cultural fest VIBHIN. The students participate in intercollegiate technical competitions and the Youth Festival hosted by Visvesvaraya Technological University. The institution recognizes the importance of fitness, boasting a dedicated gymnasium established in 2010 and a yoga center established in 2018, equipped with modern amenities to meet students' fitness needs.

Committed to conveyance facilities, VKIT offers a dedicated transport service with 11 vehicles, including buses, car and electric auto. The campus features a separate parking area, ensuring organized vehicle placement and restricted movement, enhancing both student and faculty commuting experience.

VKIT has diverse maintenance facilities encompassing civil, electrical, water, gardening and housekeeping. The maintenance of the entire campus is through dedicated department employees. Adequate water facilities are available year-round and the campus enjoys 24-hour power supply with generators ensuring uninterrupted power supply throughout the academic sessions.

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

4.1.2

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

Response: 6.67

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 58.77 | 2.65 | 0 | 27.07 | 34.59 |

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The VKIT library has fully embraced with Integrated Library Management System, leveraging open-source software e-Granthalaya version 3 since 2004. This advanced system offers high-tech services, including automated and bar-coded book transactions, online book reservations and the maintenance of WEBOPAC by the librarian for the benefit of students and staff. The library not only caters to traditional resources but also integrates e-resources such as NPTEL, EDUSAT, E-Learning, etc.

Encompassing an expansive 1318 square meters built-up area, VKIT's library offers a pleasant and comfortable ambiance, accommodating up to 175 individuals. The facility includes dedicated spaces for newspapers, magazines, digital library, reference section, book circulation area and reprographic center. Internet services are readily available for both students and staff. The library managed by qualified personnel ensures secure and enriching environment. Robust security measures, including CC cameras and fire extinguishers, are in place to safeguard the valuable resources and maintain a conducive learning atmosphere, emphasizing VKIT's dedication to providing a comprehensive and secure library experience for its academic community.

At VKIT, the library is a robust knowledge repository with 26,967 volumes spanning 6,435 titles. Tailored for competitive exam preparation, it grants access to resources, including GATE materials. Embracing the digital era, the library facilitates online e-resource access for VTU E-Consortium members, enabling VKIT faculty and students to download over 100 articles daily, augmenting their academic endeavours with up-to-date and relevant content.

The library is a hub for VTU-NDL-NPTEL projects, housing 5TB of offline video lectures, along with 1500 CDs and DVDs. With 24,175 e-books and 5589 e-journals covering diverse engineering, science and technology fields. Additionally, individual department libraries enhance immediate reference, contributing to VKIT's commitment to fostering a well-defined academic experience.

Furthermore, the library holds membership with the National Digital Library of India (NDL) from 2021, providing access to extensive e-resources. Internet facilities are available for accessing e-resources, VTU,

NPTEL lecture videos and PDFs within the campus. VKIT is an esteemed member of the VTU e-resource Consortia, offering e-books and e-journals from major publishers such as Elsevier, IEEE Proceedings Order Plan (POP), Springer, Taylor and Francis, Emerald (management), ProQuest, McGraw Hill, New Age International, Packt and technology platforms like Knimbus, Drill bit, and NetAnalytik.

At VKIT, the library is a meticulously curated hub of knowledge, documenting offline book accession data from students and staff in the stack room and reference section, complemented by online usage records. Recognizing the diverse needs of its community, the reading room extends its services beyond regular hours, from 4:30 pm to 7:30 pm, especially catering to hostel students.

Ensuring inclusivity, the library is equipped with a ramp at the entrance for physically challenged students, facilitating ease of access. Beyond its academic role, the library actively contributes to the institution’s vibrant culture through special events, including the Annual Library Day. These events not only celebrate the wealth of resources available but also foster a sense of community, enriching the academic experience at VKIT.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Vivekananda Institute of Technology (VKIT) stands dedicated to provide state-of-the-art Information Technology (IT) facilities, a commitment aimed at enhancing the academic and research capabilities of both faculty and students. The integration of advanced IT resources into the teaching-learning environment signifies VKIT’s aspiration to empower faculty in their pedagogical approaches and equip students with access to resources beyond traditional textbooks, ensuring they stay abreast of rapidly evolving information crucial for their careers.

At the core of VKIT’s IT infrastructure is a robust network, upgraded from 32 Mbps to a 100 Mbps internet leased line, seamlessly interconnecting the entire campus through optic fiber technology. The campus-wide network, regularly updated to align with the latest configurations, features a comprehensive CAT 6 connectivity framework. Indoor dual-band wireless access points ensure optimal performance and

provide a comprehensive solution for seamless connectivity throughout the campus.

Adhering to VTU and AICTE guidelines, VKIT consistently enhances its IT infrastructure for optimal teaching-learning experiences. Computer labs feature Intel i5 and i7 configurations, fostering an environment for academic and research pursuits. Intel i3 configurations support specific areas like accounts and admissions. High-speed internet, printers and scanners complement computers in various sections. An interconnected network operates at 100Mbps. Open-source software is strategically employed for hands-on training, enriching student knowledge. Employees benefit from desktop computers supporting academic, administrative and research activities, demonstrating VKIT’s commitment to cutting-edge technology in alignment with industry standards.

The computer laboratories features 24-port switches with 100/1000 D connectivity and Wi-Fi routers. Configured in a ring topology design, these switches enhance bandwidth to 100 Mbps, facilitating efficient data flow. Wi-Fi facilities are available across the college and hostel premises, enabling students to leverage internet connectivity on personal devices, including laptops and mobiles, thereby promoting accessibility.

VKIT demonstrates a commitment to experiential learning through hands-on training workshops on open-source software for students and faculty. This leverages the ICT tools for skill enrichment. Amid the COVID-19 pandemic, the institution seamlessly transitioned to open source online platforms like Zoom, Webex, Google Classroom, and Google Meet for effective teaching and learning. Quiklrn LMS software played a pivotal role in providing course study materials and conducting internal assessment tests, ensuring a robust educational experience that aligns with contemporary needs and challenges.

At VKIT, a diverse array of open-source software, including MATLAB, Xilinx, Turbo C/C++, Keil 5, PSpice, Multisim, Proteus, AutoCAD 2007 Student Version, Solid Edge Student Version, ANSYS Student Version, CNC simulator, Ubuntu, Oracle 11g, Android Studio, Eclipse, Mathematica, and ChemDraw, fosters a dynamic learning environment. Licensed software such as Cadence tool, Simplex, and Staad Pro V8i further enrich the academic experience, empowering students with cutting-edge tools and technologies for comprehensive skill development in various fields.

In line with VKIT’s commitment to security and surveillance, strategically placed CCTV cameras across key areas such as the Administrative block, Laboratories, Examination Halls, Boys Hostel and Girls Hostel ensure a safe and secure environment for all stakeholders.

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

4.3.2

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

Response: 2.63

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

Response: 309

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 33.19

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 116 | 81.92 | 106.55 | 153.19 | 154.87 |

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 37.06

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 289 | 278 | 248 | 226 | 282 |

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 53.61

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 516 | 445 | 210 | 613 | 130 |

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

5.1.4

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

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance | View Document |
| Proof related to Mechanisms for submission of online/offline students' grievances | View Document |
| Proof for Implementation of guidelines of statutory/regulatory bodies | View Document |
| Details of statutory/regulatory Committees (to be notified in institutional website also) | View Document |
| Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances | View Document |

5.2 Student Progression

5.2.1

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

Response: 27.68

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 32 | 59 | 79 | 51 | 14 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 124 | 119 | 195 | 174 | 237 |

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

5.2.2

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

Response: 1.14

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 1 | 1 | 4 |

| File Description | Document |
|--|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.3 Student Participation and Activities

5.3.1

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

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

Response: 0

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

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

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| list and links to e-copies of award letters and certificates | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.3.2

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

Response: 6.6

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8 | 7 | 0 | 8 | 10 |

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

5.4 Alumni Engagement

5.4.1

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

Response:

Vivekananda Institute of Technology (VKIT), Alumni Association was inaugurated on 28th April 2007. The association was registered under the Karnataka Society Registration Act 21 of 1960 section 17 on 12th January 2011 bearing registration number SOR/BLU/DR/1173/10-11. The VKIT Alumni association. The Association functions with a predefined rules and regulations that have been registered in the byelaws.

Objectives:

- To develop network among alumnus by providing a common platform.
- To provide link between the existing students, alumni and the college.
- To provide opportunities to their juniors regarding the industries, research areas and in conducting various technical activities.
- To be an active member of IQAC and support for the growth of the institution.

The Alumni association office bearers and Alumni meet is conducted once in a year to share their sweet and bitter experiences. The alumnus contributes in conducting various technical events like seminar, student development program, webinars, seminars, placement opportunities to students. Few of our Alumni's have been the speakers. To name a few : Ms. Smrutha Ramesh, Director of Paramount Consulting Group - Webinar on "Career Counselling and Study in UK", Mr. Pramod Nataraj, Disha Foundation conducted Yoga Classes, Mr. Dhiraj A Rao, Managing Director, AANS Technologies delivered a talk on "Inculcating Positive Attitude for Excellence through Critical Thinking"

Some of our Alumni's are holding various positions in reputed organisations. Few distinguished Alumni's, are in various positions: Mr. Puneeth Gowda - Associate Procurement Engineer at Boeing Pvt. Ltd. Mr. Jitin Gowda - Daimler & Benz India Pvt. Ltd. B. Muqthar Ahmed - Director Engineering at Avalara Technologies Pvt. Ltd, Pune. Shobhitha - KAS Officer Govt. of Karnataka. Karthik - Associate Software Engineer at Toshiba Software India Pvt. Ltd. Prashanth - Senior Executive (Cybersecurity Engineer) at Vodafone Intelligent Solutions. SmruthiJadhav - Automation Test Engineer at TechMahindra Pvt. Ltd. Geetanjali A N - Application Developer (Mainframes) at IBM India Pvt Ltd. Saujanya Umarji - Sunplus Software Technology Pvt. Ltd. Ashveen A - Merck as Java Developer. Praveen K S - Software Developer at Teligenz Tech Solutions Pvt. Ltd. Manoj N - D.M.R. Constructions and Shivraj Anand Batwal at Wall B Architects. Swathi S Prabhu - Amazon Development Centre. Janhavi D Jadav - Assistant System Engineer at Tata Consultancy Services Ltd. Tanushreekundu - Accenture. Milana Nagaraj - Cine Actress. Jagan Babu - Senior Advisory Engineer at IBM Cloud Storage Development. Mr Karthik C - Associate Software Engineer TCS Pvt limited. Sunaina Firdose - Process Associate in Hewlett-Packard. Rachana A of - Programmer Analyst Trainee in Cognizant

Technologies Solution. Himashree H S - graduate Engineer Trainee in HCL Technologies. Gunashree K S - Analyst at Capgemini India Pvt. Ltd., Sonal V Kulkarni, Associate Consultant, Evora It Solutions Private Limited.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vivekananda Institute of Technology (VKIT) is committed to a vision that envisions its role as an outstanding knowledge dissemination centre at the cutting edge of Engineering and Technology. The predominant goal is to produce globally acceptable and competent professionals who will lead technological innovations for the benefit of mankind. This vision sets a high standard, and the institution's governance and leadership are structured to align with this vision, ensuring its realization through various institutional practices.

VISION

To become an outstanding Knowledge dissemination centre at the cutting edge of Engineering and Technology to produce globally acceptable competent professionals who will be in the forefront of technological innovations for the benefit of mankind.

MISSION

- To provide an excellent infrastructure and conducive ambiance in the Institute.
- To impart quality technical education combined with ethical values.
- To produce world class professionals to take up challenging assignments of latest advancement in technology and engineering.
- To inculcate attitudes for research and developmental activities.
- To leave a legacy for development of next level engineers and technologists.

The institute has lush green environment with state of art infrastructure, high quality learning resources for knowledge dissemination. Faculties are well qualified and competent to deliver the technological advances to the students to produce a competent professional who can pursue their careers in industry and academia (research). VKIT's commitment to staying at the forefront of educational advancements is evident through the implementation of the National Educational Policy (NEP) as specified by the Visvesvaraya Technological University. Students enrolled in the latest curriculum, have a range of choices through open electives. To enhance their global competitiveness, ability enhancement courses have been incorporated. In addition to these academic components, students actively participate in various program and engage in Social Connect & Responsibilities, as outlined by the VTU, aligning with the implementation of the National Education Policy (NEP).

The leadership at VKIT recognizes that sustained institutional growth is imperative for achieving its vision. This growth may manifest in various ways, such as improved enrolment, expansion of academic

programs, good faculty, and enhancement of infrastructural facilities. The institution's commitment to growth is an evidence to its forward-looking approach.

Decentralization in institutional governance is a key aspect of VKIT's strategy. By distributing decision-making authority across various levels, the institution ensures a more responsive and efficient governance structure. This decentralization is aligned with the vision of producing professionals who can adapt to diverse challenges in a rapidly changing technological landscape. The active participation of all levels of employees in institutional governance is a hallmark of Institutes leadership approach. Involvement from various stakeholders, including faculty, staff, and students, ensures a collaborative decision-making process. This inclusive governance structure reflects a commitment to transparency, fairness, and collective responsibility.

VKIT leadership recognizes the importance of strategic planning. The development and adherence to short-term and long-term Institutional Perspective Plans ensure that the institution moves progressively towards its vision. These plans are dynamic, adapting to changes in the educational landscape and industry demands, while keeping the overarching vision intact.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

In pursuit of academic excellence, our institute has meticulously designed and implemented an institutional strategic plan that reflects a commitment to efficiency and effectiveness in various facets of its operations. This strategic plan is deeply intertwined with the teaching and learning process, demonstrating a holistic approach to education. The success of this plan is evident in the seamless integration of policies, administrative structures, appointments, service rules, and procedures. The strategic plan is monitored and deployed by Academic committee, Student welfare and disciplinary committee, grievance committee, career guidance committee, Sports committee, cultural committee and other monitoring committees. The core of our institutional strategic plan is a well-crafted academic plan. The Principal, at the beginning of each academic year, disseminates a comprehensive academic calendar. This calendar serves as a guiding framework for the entire institute, outlining the schedule for classes, Internal Assessment, workshops, parent-teacher meetings, college-level activities, and semester-end evaluations. Each department further refines this plan to align with its unique academic requirements.

To foster student development, various workshops and expert lectures are conducted throughout the semester. Additionally, faculty members actively engage in continuous professional development through frequent workshops. The institution places a strong emphasis on digital resources, with an online access to e-journals and e-books through the digital library, providing students with diverse learning materials.

The teaching and evaluation plan is a dynamic process that ensures a structured approach to learning. Faculty members prepare lecture plans at the start of each semester, incorporating innovative teaching methods such as PowerPoint presentations and video lectures. The institute promotes transparency by allowing students to view their answer scripts, and faculty evaluations are conducted through student feedback. The feedback is analysed by department heads and the principal, leading to necessary counselling and improvements.

In line with modern educational approaches, the institute encourages participatory learning activities. This includes regular student seminar presentations, technical paper presentations, research projects, internships, and mandatory student projects in collaboration with industry experts. The quality of these projects is assessed by internal faculty teams and external experts, with many outputs being published in national and international journals and conferences.

The institute employs several mechanisms to monitor and enhance the teaching and learning process. These include a student feedback system, regular department academic committee meetings, and self-appraisal by teachers. These mechanisms contribute to a continuous improvement cycle, ensuring that the quality of education is consistently elevated.

Our faculty employs a variety of teaching methods, ranging from traditional chalk-and-board approaches to modern tools like LCD projectors. Emphasis is placed on linking theoretical knowledge to real-world applications, and teachers actively guide students toward external sources of information, fostering a holistic understanding of the subject matter. The institute has embraced outcome-based education, with faculty members aligning their teaching strategies with program objectives and outcomes. Lesson plans, course files, and assessments are meticulously maintained, and an Internal Quality Assurance Cell (IQAC) has been established to monitor and report on various aspects affecting student performance.

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

6.2.2

Institution implements e-governance in its operations

1. Administration

2. Finance and Accounts

3.Student Admission and Support

4.Examination

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

VKIT recognizes the pivotal role that faculty members play in shaping the learning environment. To ensure the continuous enhancement of teaching quality, we have implemented a multifaceted performance appraisal system. This system is a combination of self-appraisal, student feedback, and a Faculty Performance Index (FPI).

Faculty members engage in an annual self-appraisal process. This reflective exercise encourages educators to assess their own performance, set goals, and identify areas for improvement. The performance of faculty members is evaluated comprehensively by the Head of the Department (HoD) and the Principal. Their insights, based on observations and interactions throughout the academic year, contribute to a well-rounded assessment of each faculty member's contributions and areas for growth.

Student opinions are valued as an integral part of the appraisal process. Feedback from students is collected twice a semester, providing valuable insights into the effectiveness of teaching methods, communication skills, and overall engagement. The student feedback is integrated with the assessments made by the HoD and the Principal.

The institution employs a quantitative measure, the Faculty Performance Index, to objectively evaluate faculty members. A dedicated committee at the college level assesses faculty performance based on predefined parameters, contributing to a fair and transparent evaluation process.

As part of the appraisal system, faculty members are encouraged to publish at least one research paper per semester. This not only promotes a culture of research and innovation but also contributes to the professional growth and academic reputation of the faculty. The management plays a proactive role in reviewing the performance appraisal outcomes. This includes identifying areas of excellence, suggesting improvements, and initiating remedial actions when necessary. Decisions related to regularizing staff after the probation period, determining regular increments, and considering promotions are made with a focus on recognizing and rewarding merit.

Institute has implemented effective welfare measures for both teaching and non-teaching staff. Staff members are provided with opportunities for skill enhancement, participation in workshops and conferences, and pursuing advanced degrees.

Our institute has implemented following welfare measures for all eligible staff:

Maternity Leave: Recognizing the importance of work-life balance, both teaching and non-teaching staff are entitled to maternity leave with full salary for a period of three months.

Provident Fund Scheme: To secure the financial future of our employees, a Provident Fund scheme is provided for all eligible staff members. **Transportation Facility:** In an effort to alleviate commuting challenges, employees are offered transportation facilities at concessional rates.

Staff Quarters: The institution provides staff quarters within the vicinity of the campus, ensuring convenient accommodation for both teaching and non-teaching staff.

Professional Development: Support for teaching staff to attend training programs, such as Faculty Development Programs (FDPs), is actively encouraged.

Gratuity: Gratuity is provided as a financial benefit to employees, serving as a form of recognition for their dedicated service to the institution.

Vacation /Leave Policies: Teaching faculty is granted vacation during every semester, providing much-needed breaks to recharge. Various leave policies, including Casual Leave (CL), Earned Leave (EL), are in place for the convenience of teaching and non-teaching staff.

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6.3.2

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

Response: 2.89

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3 | 1 | 1 | 01 | 01 |

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

6.3.3

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

Response: 6.87

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14 | 07 | 07 | 10 | 04 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 63 | 67 | 72 | 83 | 84 |

| File Description | Document |
|--|-------------------------------|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of the certificates of the program attended by teachers. | View Document |
| Annual reports highlighting the programmes undertaken by the teachers | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

In the pursuit of educational excellence, VKIT has developed robust strategies for the mobilization and optimal utilization of financial resources from various sources, including government and non-government organizations. These strategies are underpinned by a commitment to transparency, efficiency, and accountability.

Financial Mobilization: The primary source of financial resources for our institution is the tuition fees and other facilities fees collected from students. Additionally, a portion of the Exam/Revaluation application fee payable to VTU (Visvesvaraya Technological University) is retained as per VTU norms. While the examination expenses and examiners' remunerations are covered by VTU, sports events conducted for VTU result in expenses reimbursed by the university.

The institution meticulously prepares its budget for each financial year based on estimates from the previous year, actual expenses, and the number of students eligible for the academic year. To ensure prudent financial management, the management committee closely monitors expenses on a monthly basis. All proposals for expenses are documented with supporting materials, and approvals are sought from the Janatha Education Society (JES) through the management committee's (Governing Council,

Managing Committee) monthly meetings. Major and annual recruitments are conducted through tender processes, approved by the purchase sub-committee of the Management Committee of JES.

Financial Utilization: A strategic approach is adopted in the allocation and utilization of funds. The institution ensures that every expenditure aligns with its academic and operational objectives. Stringent financial controls, monthly reviews, and approval processes contribute to the effective and optimal utilization of resources.

Auditing Process: Our institution places a strong emphasis on financial accountability through regular internal and external audits. A qualified auditor, appointed by the society(JES), conducts continuous audits and presents a final audit report. This report is then submitted for acceptance at the General Body Meeting held annually.

- **Internal Audit:** The internal audit process involves continuous scrutiny of financial transactions. This internal check helps identify any discrepancies, irregularities, or areas for improvement in financial management.
- **External Audit:** An external audit is conducted by a qualified firm of chartered accountants appointed by the society. This independent audit provides an unbiased evaluation of the institution's financial practices, ensuring adherence to accounting standards and regulations.
- **Fee Reconciliation Audit:** A firm of chartered accountants is specifically appointed to conduct a fee reconciliation audit in all JES institutions. This specialized audit focuses on ensuring accuracy and transparency in the fee reconciliation processes.

In conclusion, our institution's financial management strategies encompass a careful balance between resource mobilization, utilization, and rigorous auditing processes. The commitment to transparency and accountability ensures that financial resources are optimally used to support the institution's mission of providing quality education.

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6.5 Internal Quality Assurance System

6.5.1

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

Response:

Vivekananda Institute of Technology has established an Internal Quality Assurance Cell (IQAC) on 27th

October 2017 as per the guidelines of the National Assessment and Accreditation Council (NAAC). The main aim of IQAC is the realization of goals of quality enhancement and sustenance. This is achieved by developing a system for conscious, consistent, and catalytic improvement in the overall performance of the Institution.

The institution has a Strategic Development Plan (SDP) and is a continuous process with a specific focus on accomplishing Institutional strategic goals, and departmental long-term, and short-term goals in this dynamic environment. SDP analyses the current environment, and expected future scenarios and envisages the future direction of the institution. The IQAC uses this as a guide and has significantly contributed to improving:

- Curriculum
- Academic Excellence
- Teaching & Learning Process
- Evaluation Methods
- Research atmosphere in the institution
- Synchronization in various activities of the institution
- Institutional best practices.

Vision

To build and ensure a quality culture in the institution with conscious, reliable, and transparent efforts through a combination of self and external quality evaluation, promotion, and sustenance initiatives.

Mission

- To channelize and systematize the efforts and measures towards academic excellence through outcome-based education.
- To ensure a learner-centric environment equipped with the latest techniques and technologies of teaching, research and sharing knowledge.
- To encourage Departments to organize Seminars, Workshops, Orientation and Faculty Development Programs.
- To assess the annual progress of Departments through timely internal and external audit.

- To develop an Institutional data base and documentation of the various activities leading to quality improvement
- To facilitate feedback responses from stake holders on quality related institutional processes.
- To build association with stakeholders and to stimulate Social Responsibility.

Functions of IQAC

- Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution.
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty development to adopt the required knowledge and technology for participatory teaching and learning process.
- Arrangement for feedback response for quality-related institutional processes.
- Dissemination of information on various quality parameters to all the stake holders.

- Organization of inter and intra-institutional workshops, and quality seminars relate to themes and promotion of quality circles.
- Documentation of the various programmes/activities leading to quality improvement.
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including the adoption and dissemination of best practices.
- Development and maintenance of institutional database to maintain/enhance institutional quality.
- Conduct of academic and administrative audits along with their follow up actions.

Quality Initiatives

- To conduct a timely meeting of IQAC and follow up on actions taken on the resolutions of the meeting.

- To enhance the NIRF ranking.
- To recommend relevant training programs for the staff members related to academics,

research, and accreditation.

- To aim at good number of placement record. To promote the number of curricular and co-curricular activities in the institution.
- To encourage the faculty to increase the number of research publications and patents.
- To motivate the faculty to take up a consultancy to generate revenue for the institution.

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| Provide Link for Additional information | View Document |

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender Audit: Vivekananda Institute of Technology had conducted gender audit of the college, reflecting in 51.33% of female teaching faculties, 19.51% of female non-teaching staffs and 41.48% of girl's students in the college during the last five years. VKIT ensures gender equity in all curricular, co-curricular and extra-curricular activities. The gender action plan helps us to navigate and accelerate the gender equality journey at VKIT.

Gender Action Plan (GAP):

1. Induction program for students and orientation program for faculty members.
2. Regular meetings of College Internal Complaints Committee (CICC) for monitoring the gender equality in the college.
3. Organize seminars, workshops and conferences for students on gender equity as suggested by AICTE and UGC.
4. Encourages students to participate in sports and cultural events during annual sports and cultural meet.
5. Providing maternity leave for women staffs.
6. Encourages girl students to apply for scholarship schemes and funds for women provided through various schemes.

As a part of gender action plan, VKIT has provided 3 months maternity leave for women staff members with salary benefit. Institute has implemented Student Aid Fund of Rs.15000/- for single parent girl child based on academic and economic background. College has extended the free college transportation facility for girl students between Kengeri Metro station and VKIT. Institute has conducted several gender promotional activities in the last five years.

Institution shows gender sensitivity in providing facilities such as:

a) Safety and Security

The institution makes sincere efforts to empower women faculty and students. Several awareness programs like walkathon, free health check-up for ladies by Dr Shalini and team, Govt. Hospital, K Gollahalli was conducted. VKIT considers safety and security of the girl students as paramount interest and has initiated many fool-proof measures. CCTV cameras are installed in the girl's hostel building to monitor the movements. Further, the inward and outward movements of outsiders are recorded in the log book and monitored by professional security personnel. Apart from this, students are mandated to wear their IDs and monitored by the full time vigilant security personnel guarding the gates.

To facilitate a more secure environment, VKIT mandates and maintains timings for the student's entry into Hostel and attendance is taken every day. Security Guard watch the activities of the hostel 24/7.

CICC monitors and ensures that the campus and hostel are ragging-free. The Girl Hostel is monitored by Women Warden and staff. The entry register is maintained in all hostel blocks to monitor the movement of the students. The college has in place all necessary measures to ensure girl student safety.

b) Counselling

The women cell in VKIT interacts with girl students on various gender and personal problems, to solve their issues. CICC holds several interactions with the students and faculty with respect to academic and non-academic activities of the college. The issues addressed by CICC include poor adjustment in society, academic performance anxiety, decision making, under achievement, peer pressure, relationship handling, women issues, absenteeism, mal practice, low self-esteem and emotional instability etc.

c) Common Room

Every block has lady's common rooms with all the amenities. The sanitary napkin incinerators as well as sanitary napkin vending machines are installed for the health and hygiene of the girl students. Our institution provided furniture for sitting, lockers, mirrors and presence of women attendant and provide basic health care services.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance

and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The Institute provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities. The college hosts a variety of activities to encourage cultural, ethical, religious and spiritual values among staff and students. The feeling of oneness and social harmony among students and staff are brought about through the celebration of commemorative days like Gandhi Jayanthi, Republic Day, Independence Day, Yoga Day and Teacher’s Day. As a result, positive interactions between individuals from various racial and cultural origins are established. The institute has grievance redressal cell that handle complaints without discriminating with respect to race or cultural background of the parties involved. The staff, faculties and students are required to abide by different codes of ethics, regardless of their cultural, linguistic, communal, socio-economic or other differences.

Our college is implemented a number of initiatives, such as the Days of Eminent Personalities, National Festivals to create an inclusive atmosphere by uniting teachers and students from all backgrounds on one platform for establishing a conducive atmosphere. These roles support the growth of harmony and tolerance towards differences in language, culture, geography and society as well as in social and economic conditions within communities.

Sensitization of students and employees of the institution are addressed through curriculum as well as extra-curricular activities. Many of the subjects offered have topics which sensitize the students about the constitutional obligations. In order to achieve these objectives VTU has introduced mandatory courses like “Constitution of India and Professional Ethics” and Universal human values to all U.G students across disciplines.

VKIT staff and students are jointly celebrating the cultural and regional festivals like, Annual College Fest, Kannada Rajyotsava along with festivals like Ayudha Pooja and Dussehra celebration etc. In order to conduct various cultural, sports and other activities, the institute has well established sports and cultural committees. The infrastructure to conduct these activities include seminar hall, sports complex (indoor, outdoor, gymnasium. Transport facilities are provided to students who would like to participate in various events and also during practice time.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1:

Title of the Practice: Mentor System Mechanism (MSM)

1. Objectives

The objective of the mentor system is to implement a system that helps in the overall development of the student during his/her stay in the college. The system also aims to keep the parents/guardians informed about the academic progress of their children on a regular basis helping them to guide their wards in the right direction.

2. The Context

The mentor system requires continuous interaction of the student and the mentor. The mentor and student should meet at the beginning of the semester to discuss the goals for the semester and analyze the previous year performance. The meeting between the mentor and the student should happen before and after every internal assessment test to discuss his/her performance and any other issue he/she might be having during the semester.

? Every teaching faculty in the department will be a mentor.

? The teaching faculty has been assigned a group of 20 students as their mentor towards counselling.

? To empower student decision making and self-confidence beyond educational transitions and the curriculum.

3. The Practice

A faculty member is assigned as a mentor to every student as soon as he/she enters the campus. The mentor's role is to act as a guide, a mentor, a role model and a counselor for the student during his/her stay in the campus. The mentor happens to be the first point of contact for the student regarding any issues within the college that he/she has with respect to guidance and support. Numerous students from various parts of the country enrolled at the college forcing them to live away from home. The mentor can help such student in settling down in the campus by acting as a counselor and guiding them in the right direction. The parents who are too anxious at the beginning regarding their wards being away from home can interact with the mentors to find out the performance and well-being of their children. Once the student settles in the college he/she will have numerous decisions to take, like choosing the right elective, choosing the correct company for the placements, attending various extracurricular activities, during the course for all of which the mentor can act as a guide.

4. Evidence of Success

The mentors guide the students in the college, the feedback from parents and students have clearly shown that the guidance obtained by students by mentor system has helped them in completing the course successfully. The parents also have provided positive feedback on receiving regular updates about the performance of their children. The results of this approach include more regular attendance, better discipline on campus, respectful relationship between teachers and students, 8–10% increase in students' academic achievement and a decrease in dropout rates. This approach has enhanced the student's employability and enrollment in higher education.

5. Problems Encountered and Resources Required

MSM requires continuous updates of the activities of the students, their marks, attendance. Sometimes the students fail to communicate the problem. It takes lot of effort for the mentor to encourage and convince such students to open up and communicate. Still with all the efforts there are cases when the mentor system fails in its objectives and students either drop out of the college or fail in their examination. This clearly indicates that the system on the whole can be improved further to achieve greater results.

Best Practice 2:

Title of the Practice: INSTITUTE INNOVATION COUNCIL (VKIT-IIC)

1. Objectives

The main objective of this system is to streamline and strengthen the innovation and start up ecosystem in the campus, so that the students can develop the skill set which enables critical thinking, design thinking and innovative thought process.

2. The context

This IIC system is beneficial to the institute, faculty and students for the following reasons:

- Since IIC would leverage the local ecosystem already in place, no significant capital expenditure is needed to build it.
- Participate in various events and win exciting Prizes / Certificates.
- Opportunity to nurture and prototype new ideas.
- Mentoring and Guidance by Industry Professionals.
- Visit new places and learn a new culture.
- To establish a thriving ecosystem for local innovation.
- Start-up supporting mechanism in HEIs.
- Establish Function Ecosystem for Scouting Ideas and Pre-incubation of ideas.
- Develop better Cognitive Ability for Technology Students.

3. The Practice

The Ministry of Human Resource Development (MHRD), Government of India, and MHRD's Innovation Cell (MIC) recognised Vivekananda Institute of Technology to start the Institution's Innovation Council (IIC). MIC's primary objective is to assist young students throughout their formative years by giving them freedom to explore with new ideas and turn them into working prototypes. They are nourished, inspired, and encouraged.

4. Evidence of Success

It promotes innovation by encouraging students to take up innovative, interdisciplinary technical projects. IIC encourages the creative energy of our student population to work on new ideas and innovation and promote them to create start-ups and entrepreneurial ventures. Diksha Menda of 8 th semester ISE student has been rewarded a cash prize of Rs.3.3 lakhs in the event "Innovative Idea for Digital capabilities in Indian Railways" by IIC system.

5. Problems Encountered and Resources Required

Integrating innovation activities seamlessly with the academic curriculum can be a challenge. Limited budget, facilities or support for innovation initiatives are given. There is difficulty in getting active participation from students and industry partners.

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

Key Indicator - 7.3 Institutional Distinctiveness (20) (Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words)

Biodiversity Conservation & Carbon Sink

1. Background & Historical Interventions

Vivekananda Institute of Technology (VKIT) involves in the development of sub-urban physical, socio-cultural, environmental and economic dimensions of the region. Bangalore region was classified as dry deciduous forest to thorn scrub (Champion and Seth, 1968). VKIT is situated in the outskirts of Bangalore Metropolitan City was thorn scrub forest, enriched with sandalwood reserve historically and was used as an elephant corridor between Bannerghatta National Park and Savanadurga State Forest.

College Initiatives on Biodiversity Conservation

Vivekananda Institute of Technology (VKIT) has been considered as one of the oldest Engineering college affiliated to Visvesvaraya Technological University, Government of Karnataka. VKIT constructed several check dams and rain water harvesting structures, which helps in groundwater recharge and improved microclimate of the campus. With its wide range of biodiversity, VKIT houses diversity of plants, trees and herbs which has attracted a variety of birds, butterflies, reptiles etc. The rich ecological services and carbon sink provided by this urban forest has turned it into very good lung space for the students and staff of the college. Other than that, it also has a key role in carbon sequestration and regulate regional climate. Also, the green space of the college provides numerous ecological services to the local population. Other than that, it also has a key role in combating pollution and regulating local climatic conditions

2. Outcome of the conservation Initiatives

As per the records around 1270 trees belong to 61 plant species were planted and nurtured in the campus. Further Bamboo plantation were also developed in several locations of the college, which is a very good habitat for Avi-fauna. The overall goal of the forest is to improve the quality environment, clear air,

water and aesthetic values. In addition, the migration and breeding of birds and animals including insects and butterflies could be a strategic outcome of the programme.

VKIT trust has undertaken systematic afforestation in 23 acres of area by integrating the buildings and other infrastructure facility. The college authorities have appointed dedicated workers for nurturing the gardens.

3. Research Documentation by University students

Estimation of tree biomass can be done with the help of indirect non-destructive method using allometric equations with measurable parameters are used for quantifying the biomass of a tree. The method uses diameter at breast height (DBH) for the estimation of the aboveground, below ground biomass for its strong correlations with the tree diameter. Additionally, a simple model which needs only the diameter as input has also been accepted as an effective method for the purpose of determining above-ground biomass. The expert team has conducted a study on biodiversity and carbon stock of the college. Total carbon stock of vegetation for last five years is found to be 20963t in five blocks of 23 acres' area. The campus climate and soil condition supporting the regeneration of Santalum album and other medicinal plants, belong to endangered species. VKIT campus witnessing two type of termite mounds namely, cathedral and lenticular mounds with five termite species. Termites being the bioindicator of the ground water are the natural proof for the rich ground water table in the campus.

On the other hand, VKIT also has huge potential for Rainwater harvesting. The College is a part of Vrishabhavathi valley, playing important role in ground water recharge. Several check dams in college giving scope for harvesting surface water as well as groundwater. The abandoned bore well around the college were recharged .

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

5. CONCLUSION

Additional Information :

Vivekananda Institute of Technology run by Janatha Education Society provides Scholarship to academic and sports toppers financed by Late Sri B P Muniraju, Late Sri Chandrashekaraiyah and Late Sri Appa Reddy. The faculties are provided with maternity Leave, gratuity, group insurance to staffs.

Concluding Remarks :

Vivekananda Institute of Technology was established in the year 1997 at Gudimavu, Kumbalagodu, Bengaluru. The executive summary include the brief description on introduction of the institution, its location, vision, mission, type of institution, Strength, Weaknesses, Opportunities and Challenges (SWOC) with respect to our institution, followed by the Profile of the institution, Institutional preparedness, Electoral Literary club. The academic credit points are entered through Academic Bank of Credits (ABC). The details of the extended profile is entered and in Quality Indicator Framework details of each of the criteria Qlm and Qnm are provided.-

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|----|---|----|---|---|
| 1.2.1 | <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :11</p> <p>Remark : Although, figure has been revised by HEI, however, the duration of the few of the VACs is less than 30 hours, hence excluded.</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>251</td> <td>433</td> <td>168</td> <td>603</td> <td>368</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>1</td> <td>21</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Remark in 1.2.1 may be read again. Consequently, the documents suggest these figures, hence, adjusted.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 251 | 433 | 168 | 603 | 368 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 19 | 1 | 21 | 1 | 0 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 251 | 433 | 168 | 603 | 368 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 19 | 1 | 21 | 1 | 0 | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 734</p> <p>Answer after DVV Verification: 509</p> <p>Remark : Mini Project & Exhibition Activities have been excluded.</p> | | | | | | | | | | | | | | | | | | | | |
| 2.1.2 | <p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> | | | | | | | | | | | | | | | | | | | | |

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 91 | 57 | 13 | 33 | 57 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 82 | 57 | 13 | 33 | 57 |

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 17 | 19 | 12 | 10 | 12 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14 | 14 | 11 | 09 | 11 |

Remark : The values have been updated as per the revised Excel Sheet provided.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 124 | 119 | 195 | 174 | 237 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 97 | 91 | 150 | 133 | 183 |

2.6.3.2. Number of final year students who appeared for the university examination year-

wise during the last five years

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 133 | 123 | 202 | 179 | 246 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 133 | 123 | 202 | 179 | 246 |

Remark : It is readily discernible from the submitted result sheet gazette that a total of 23 students out of 87 have failed in CSE and ISE final semester, for the Academic Year 2022-2023. This discrepancy casts doubt upon the purported figure of 123 successful candidates out of a total cohort of 133. It is thus inferred that the aforementioned tally does not accurately reflect the true state of affairs. It is imperative to note that adjustments have been made to the data from other academic years on a pro rata basis percentage of 73.56% (, i.e. 64 students passed out of total 87.).

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.05 | 0.75 | 1.06 | 1.16 | 4.51268 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.05 | 0.63 | 1.06 | 1.16 | 3.2 |

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 26 | 6 | 9 | 13 | 1 |

Answer After DVV Verification :

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

| | | | | |
|----|---|---|----|---|
| 18 | 4 | 7 | 10 | 1 |
|----|---|---|----|---|

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 6 | 11 | 23 | 12 | 8 |

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 1 | 1 | 17 | 5 | 9 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 1 | 1 | 17 | 5 | 9 |

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 15 | 10 | 5 | 7 | 7 |

Answer After DVV Verification :

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

| | | | | |
|----|----|----|----|----|
| 09 | 08 | 04 | 07 | 06 |
|----|----|----|----|----|

Remark : Awareness, rallies and likewise activities have been excluded.

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

Answer before DVV Verification : 12

Answer After DVV Verification :6

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 58.83 | 0 | 0 | 28.73 | 35.94 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 58.77 | 2.65 | 0 | 27.07 | 34.59 |

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

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

Answer before DVV Verification : 309

Answer after DVV Verification: 309

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 131.96 | 86.97 | 116.35 | 167.42 | 168.61 |

Answer After DVV Verification :

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

| | | | | |
|-----|-------|--------|--------|--------|
| 116 | 81.92 | 106.55 | 153.19 | 154.87 |
|-----|-------|--------|--------|--------|

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 573 | 550 | 490 | 448 | 558 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 289 | 278 | 248 | 226 | 282 |

Remark : As per the asked documents for AY2022-23, 253 students have availed themselves of schemes provided by the Government of Karnataka, while an additional 36 have received non-governmental aid. Nonetheless, 289 cases remain under processing, rendering the aggregate figure of 573 students somewhat inflated. The remaining figures have been adjusted on a pro rata basis.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 32 | 59 | 79 | 51 | 17 |

Answer After DVV Verification :

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

| | | | | |
|----|----|----|----|----|
| 32 | 59 | 79 | 51 | 14 |
|----|----|----|----|----|

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 1 | 0 | 1 | 1 | 4 |

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 2 | 3 | 0 | 3 | 10 |

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

| | | | | |
|----|----|---|----|----|
| 10 | 14 | 0 | 10 | 21 |
|----|----|---|----|----|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 8 | 7 | 0 | 8 | 10 |

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 19 | 07 | 07 | 10 | 04 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 14 | 07 | 07 | 10 | 04 |

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

Answer before DVV Verification:

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

7.1.2 **The Institution has facilities and initiatives for**

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

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

Answer After DVV Verification: A. 4 or All of the above

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

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

Answer before DVV Verification : A. All of the above

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.1 | <p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 116 Answer after DVV Verification : 102</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2 | <p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>52</td> <td>56</td> <td>55</td> <td>64</td> <td>73</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>37</td> <td>29</td> <td>49</td> <td>54</td> <td>73</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 52 | 56 | 55 | 64 | 73 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 37 | 29 | 49 | 54 | 73 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 52 | 56 | 55 | 64 | 73 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 37 | 29 | 49 | 54 | 73 | | | | | | | | | | | | | | | | | |