



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**SHRI MADHWA VADIRAJA INSTITUTE OF
TECHNOLOGY AND MANAGEMENT**

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<https://sode-edu.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri Madhwa Vadiraja Institute of Technology & Management (SMVITM) was established in 2010 by Shri Shri Vishwavallabha Theertha Swamiji of Shri Sode Vadiraja Matha Udupi under the auspices of Shri Sode Vadiraja Mutt Education Trust®. Its sublime objective is to provide holistic and value-based higher education to the needy student community at affordable costs. The motto "Engineering your Career and Character with Care" reflects the institute's objectives and philosophy.

The college is situated in a lush green sprawling campus spread over 70 acres of sylvan land in a picturesque village called Vishwothama Nagar, Bantakal, near the world famous temple town Udupi.

The college is affiliated to Visvesvaraya Technological University, Belagavi; approved by the All India Council for Technical Education, New Delhi and recognized by the Government of Karnataka. The college offers PG programme Master of Business Administration and UG programmes Bachelor of Engineering in Artificial Intelligence & Data Science, Artificial Intelligence & Machine Learning, Civil Engineering, Computer Science & Engineering, Electronics & Communication Engineering and Mechanical Engineering. Currently, 1438 students are pursuing their engineering education and 19 students pursuing MBA at the institute.

With its highly motivated and qualified faculty, excellent infrastructure and distinctive learner-centric facilities, the institute has become the most sought-after engineering institute in the region. Adding a feather to its cap, the institute is accredited by NAAC with A-grade, and the UG programmes CSE and ECE are accredited by NBA, certifying the quality of education offered in the institute.

The institution has been ranked in the prestigious band 151-300 in the NIRF Innovation Ranking 2023.

The accomplishments of the students, faculty and staff are many and commendable. They have won prizes in the national level flagship events such as Hackathon, Mapathon, project competitions, University level sports and games etc.

The institute is growing fast, scaling greater heights by concentrating on excellence in education, research and promotion of placement & entrepreneurship through industry-academia tie-ups and value added programs.

The accomplishments of SMVITM have already garnered well-deserved recognition and widespread praise from eminent personalities across the spectrum.

Vision

To be recognized as an eminent center of education imparting holistic knowledge

Mission

Develop transformational leaders in technology, research, and innovation through integrated education to meet

societal needs.

Disseminate knowledge by providing a conducive academic ambiance at affordable costs.

Nurture all-around personality development and impart value-based education founded on the tenets of humanity, integrity, ethics, and sustainability.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Proactive and visionary management

Qualified, competent and dedicated enthusiastic faculty members

State of the art infrastructure

Active MoUs with reputed industries and institutes

Financial support by means of various scholarships

In-house developed office automation system to monitor and administer the academic and administration process

Effective teaching learning methodologies

Eco Friendly and vast biodiversity of environment

Support for research through Research Centres

Conduction of Value added, life skill and soft skill programs

Institutional Weakness

Limited research grants from funding agencies

Absence of PG programs in technical departments

Challenges in Placement in core companies

Lack of functional MoUs with foreign universities and organizations

Located in rural area, hence it is difficult to get associated with industries

Institutional Opportunity

Interdisciplinary research activities

Faculty exchange programs with international organizations

Establishments of Incubation centres

Revenue generation through consultancy and research projects

Improving NIRF ranking

Attaining Autonomous status by the University

Institutional Challenge

Varying trends in admission for technical education

Development of multi-disciplinary and interdisciplinary courses and programs

Fostering patents and establishing strong research teams in every department

Ensuring placement opportunities for every student

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Shri Madhwa Vadiraja Institute of Technology and Management (SMVITM) is affiliated to Visvesvaraya Technological University (VTU), Belagavi, and approved by AICTE, New Delhi.

Being an affiliated institution, the syllabus is prescribed by the affiliated university. However, the institution develops its own curriculum align with industry trends, and academic standards, and the requirements of the syllabus.

The curriculum follows a Choice Based Credit System (CBCS) and encompasses courses aimed at shaping students into not only proficient technocrats but also responsible citizens. This includes subjects covering constitutional studies, environmental science, ethics, human values, and communicative English. There is a strong emphasis on enhancing communication and interpersonal skills through activities such as internships, technical seminars, and project work.

SMVITM has well-defined plans for the effective implementation of its curriculum, aligning its academic calendar with that of the University and ensuring adherence to schedules. Each department prepares its own calendar, incorporating continuous internal assessments, technical events, and cultural activities.

In addition to the core curriculum, SMVITM offers various value-added courses to enhance students' technical

skills and promotes self-learning through Massive Open Online Courses (MOOCs) such as NPTEL, Coursera, and Spoken Tutorials.

The institution encourages participation in research projects, internships, workshops, and seminars, providing students with practical exposure and hands-on experience in their respective fields.

SMVITM values stakeholder feedback and actively solicits input through a robust feedback system, allowing stakeholders to express their opinions on the curriculum, teaching methodologies, and overall learning experience. This feedback is instrumental in continuously refining and enhancing the curriculum and teaching practices.

In conclusion, SMVITM's curriculum aspects reflects a dynamic and student-focused approach, preparing graduates to excel in their chosen fields while also contributing positively to society.

Teaching-learning and Evaluation

Shri Madhwa Vadiraja Institute of Technology and Management has adopted student-centric teaching-learning practice to impart quality education to students. The institute provides best infrastructure, ICT facilities, and well-equipped laboratories, along with systematic planning and execution of academic activities.

The institute has appointed qualified and experienced faculty members to meet the faculty: student ratio. The faculty members are very much dedicated and adopting several innovative teaching methods like, flipped classroom, think pair share, project-based learning, problem solving etc., promoting the active learning. The institute has achieved exceptional academic performance and excellent placement record due to the immense contribution by the dedicated team of faculty, proactive management and dynamic students. Various co-curricular and extra-curricular activities conducted by the institute and encouragement to participate in such activities outside the college also played a vital role to achieve excellence.

The institute has implemented Choice Based Credit System and Outcome Based Education (OBE) system. The institute could achieve the holistic development of students through well-defined OBE elements, engaging the students in many co-curricular activities, and community outreach programs.

The institute has formative and summative assessment system for measuring the learning outcomes of the students. The slow learners and advanced learners are identified through robust and transparent internal assessment mechanism. The mentor-mentee system adopted helping to understand the learning challenges of students and helps to address the same by conducting remedial classes, as an additional support. The advanced learners are encouraged to involve in various activities, self-learning programs like NPTEL, IITB Spoken tutorial courses Udemy etc., along with the guidance to participate in reputed technical competitions, conferences and publications.

The IQAC conducts quality audits of academic activities to ensure quality and competency.

University guidelines being followed in the institute to make the recruitment policy transparent, Care is taken to keep all staff positions filled as per the requirements of the University and AICTE.

Advanced pedagogical methods, timely execution of corrective measures based on students' results, feedback & grievances has resulted in progressive achievements leading the institute towards realization of its vision.

Research, Innovations and Extension

The Institution has prioritized the Research and Innovation activities as a key field. The focus is to create an ecosystem for developing research culture across and mainly to enable progression of students from rural back ground to get orient towards Innovative thinking and get involved in Research. The increase in the number of publications, funded projects, MoUs, and FDPs stands as testimony to the Institute's commitment to research .To enable this the departments has established VTU approved Research Centre to pursue Doctoral Program. About 20 research scholars are pursuing Doctoral Programs in the R&D centre. The Institution has received research funds of about Rs. 68.665 lakhs from various agencies like MSME, VGST, KSCST, KSTA and VTU etc., in the last five years and has contributed research publications of about 350 in reputed journals and published technical books. The Institution has 20 Patents in the stated period. Faculties are encouraged to publish papers in reputed journals and incentive for the same is provided based on the quality of the journals. Faculties are encouraged to attend conferences and workshops to enhance their research and technical skills. The Entrepreneur development cell along with IIC unit has involved in conducting awareness programs on IPR and Entrepreneurship, Ideathon, Hackathon, Internship Program and Extension activities. Ministry of Education has awarded 4 Star rating to IIC unit. For enabling the students to sensitize social problems, the NSS, NCC and Rotary Club units of the Institution are actively involved in conducting extension activities and have conducted about 80 programs. The institution has signed 32 MoUs in collaboration with various industries and corporate sectors to offer internships, in-plant training, and field trips for the upliftment of students' skills.

Infrastructure and Learning Resources

Shri Madhwa Vadiraja Institute of Technology and Management has excellent infrastructural facilities, spacious classrooms, laboratories, workshops, libraries, faculty rooms, seminar halls, hostels for boys and girls. The institution has augmented new infrastructure essential to maintain and renovate the existing facilities. SMVITM has developed excellent infrastructural facilities and an academic ambience to train the students to meet the challenges posed by rapidly changing techno-economic scenario.

The Institute is located on a 72 acres campus and it has 30 ICT enabled UG classrooms, 1 PG classrooms, 3 Seminar halls. It is also having well equipped laboratories, workshop and Computer Centre with latest configured systems for use by students, faculty and staff members.

The institute provides excellent IT facilities for the staff and students and an IT policy is in place to monitor the quality.

The IT infrastructure of the institute is capable of supporting professional requirements of higher education. The institute has always given priority for upgradation of IT facilities. Regular updation is done in facilities at institute level as well as in department level.

Entire campus has Wi-Fi facility & all systems are connected through LAN. Wi-Fi facility is made available throughout the campus by installing hotspots at key locations. The institute has 300 Mbps leased line internet connection.

IT infrastructure has become more robust across the campus as faculty have switched to hybrid mode of class delivery using Cisco-Webex, Google Meet, Microsoft teams and other platforms.

In the past 3 years, the institute has purchased 330 new computers; out of this, 242 with i5 configuration and 88 with i3 configuration.

The Library resources have been completely barcoded and automated using Easylib - Integrated Library Package which helps in transactions, OPAC (Online Public Access of Catalogues) and reservation of books etc, for the users.

The institution has spent INR 362.2574786 Lakhs towards infrastructure development and augmentation and INR 533.5539626 Lakhs towards Maintenance of physical and academic support facilities during last five years.

Student Support and Progression

SMVITM has a robust framework in place to support the holistic development of its students

Scholarships and Fee concessions ensure that students from deprived family backgrounds have access to good engineering education through the timely distribution of scholarships, free ships, fee concessions, and the facility to pay the fee in instalments.

Capability enhancement programs aim to improve students' personalities, ICT skills, and life skills, equipping them for both personal and professional success. The institute has taken every possible step to ensure a ragging-free campus. The anti-ragging committee and anti-sexual Harassment Committee will be addressing the incidence of sexual harassment or ragging cases if any. The Student Grievance Redressal Committee addresses the grievances of the students and the grievances are aptly dealt by the concerned authority.

Also creating ample opportunity in sports, co-curricular, and extra-curricular activities is very much required for all-round personality development. The various cells, clubs, and committees promoted student engagement in various activities. The achievements of students in various sports, cultural activities, projects, hackathons, social outreach programs ...etc are the indicatives of overall development.

The innumerable support from the Training and Placement cell has provided a field to enhance the career prospects. Apart from career opportunities, the students also received guidance on competitive exams to pursue better qualifications. The Training and Placement Cell also supports the students to fetch good internship opportunities where the students can gain practical experience.

The institute also supports the students to acquire essential life skills such as Yoga, Spiritual thoughts, and physical fitness by engaging the students in these areas as part of their holistic development.

The Alumni Association facilitates interaction between students and alumni, facilitating to understand the industry environment in advance, mentoring the students and networking opportunities for skill development and career advancement. The alumni of the college have been actively involved in various events of the college either as resource persons, judges, or facilitators for extra-curricular activities.

The institution's comprehensive approach to student development, coupled with its modern infrastructure and support systems, underscores its commitment to nurturing well-rounded individuals and promoting inclusive education.

Governance, Leadership and Management

The institute vision and mission are prepared after thorough deliberations with the stake holders. All the institute activities and decisions are aligned with the vision and mission. The Management is eager to impart holistic approach in academic and administrative processes and is devoted to producing globally competent graduates with strong ethical values at an affordable cost. The governing council of the institute comprises of renowned academicians and industry professionals who possess a great vision.

The governing council will prepare long term strategic plan. Based on this long term strategic plan, the IQAC will prepare the annual strategic plan before the commencement of every academic year; in turn it will be approved in the GC meeting. After the completion of every academic year, IQAC will prepare the annual strategic plan deployment and presented in the GC meeting.

The institute has well-structured e-governance policy. The institute has implemented e-governance in administration, financial management, student admission and examination management.

The institution has performance based appraisal policy. Based on the assessment scores, the faculty/staff members are provided with special incentives, annual increments, promotions, or confirmation of service.

SMVITM is committed to ensure the welfare of its faculty/staff members and taken number of initiatives in this regard. Also, the institute will provide financial support for attending conferences and Faculty Development Programs. The institute provides avenues for career development/progression for its faculty/staff members.

The institute has well defined finance policy for mobilization and optimal utilization of resources and funds from various sources. The budgeting and auditing are rigorous exercises at the institute for maintaining transparency.

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. IQAC will coordinate the academic and administrative audit. The institute has accredited by NAAC with 'A' grade in 2019. Also, ECE and CSE UG programs are accredited by NBA in 2021. The institute is participating in the NIRF ranking every year since 2018.

Institutional Values and Best Practices

SMVITM ensure a cordial learning environment. The excellent classroom interventions, green campus, programs instilling values to the education, student friendly approach for better learning are some of the major initiatives of the institute. The institute is organizing several outreach programs to inculcate social responsibility among the students. The programs on self-defense, gender sensitization and sensitivity of sexual abuse..etc helped the institute to empower the women and also to protect their rights.

The institute organizing regular health camps, blood donation and cleaning drives to educate the students on health, hygiene and social service. The sessions on drugs abuse and the road safety are conducted regularly to create awareness among the youths with the support of CICC, WEC, Counseling cell, and Anti-Ragging Committee of the institute. Special attention is given to differently abled students and the students from the

deprived families.

The institute adopted best practices to promote environmental sustainability and empower the technical skill sets of students. The institute has implemented a scheme called “Prakruthi – Sukruthi” meaning the environment–good achievement. The institute has initiated ecofriendly measures to reduce overall carbon footprint. The solar power plant generates 1,50,000 units electric power, 125 KLD STP reduce the consumption of 30% to 35% fresh water every day, rainwater harvesting reduce the dependency on underground source during monsoon, e-circulation of information helping to reduce the usage of paper, encouraging staff and students to use institute buses, mechanism initiated to collect and dispose E-waste, plastic waste..etc. The information is disseminated among stakeholders through boards and sessions.

Little mentoring is the other best practice of the institute, wherein the service of students utilized to inculcate the curiosity about Science, Technology, Engineering, and Mathematics (STEM) along with innovative thinking among the children in the age group of 12-15 years.

A distinctiveness of SMVITM is well reflected in the tag line “Career and Character with care”. The institute passionately believes in its principles of vision and mission and strives hard towards achieving its promise of providing holistic education. The institute involves the students in various programs on skill, knowledge, innovation, leadership, social responsibility, environmental consciousness and spirituality.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI MADHWA VADIRAJA INSTITUTE OF TECHNOLOGY AND MANAGEMENT
Address	Vishwothama Nagara Bantakal Udupi
City	Bantakal
State	Karnataka
Pin	574115
Website	https://sode-edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Thirumaleshwara Bhat	0820-2589183	9449330555	0820-2589184	principal@sode-edu.in
IQAC / CIQA coordinator	Sudarshan Rao K	0820-2589182	9448252890	0820-2589184	iqac@sode-edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Karnataka	Visvesvaraya Technological University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	04-05-2022	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	01-09-2023	12	Extension of Approval by AICTE
AICTE	View Document	01-09-2023	12	Extension of Approval by AICTE

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	Vishwothama Nagara Bantakal Udupi	Urban	10	28034

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Civil Engineering,	48	PUC	English	30	8
UG	BE,Computer Science And Engineering,	48	PUC	English	180	179
UG	BE,Electronics And Communication Engineering,	48	PUC	English	120	94
UG	BE,Mechanical Engineering,	48	PUC	English	30	25
UG	BE,Artificial Intelligence And Data Science,	48	PUC	English	60	59
UG	BE,Artificial Intelligence And Machine Learning,	48	PUC	English	60	57
PG	MBA,Master Of Business Administration,	24	UG	English	60	19
Doctoral (Ph.D)	PhD or DPhil,Civil Engineering,	48	PG	English	4	1
Doctoral (Ph.D)	PhD or DPhil ,Computer Science And Engineering,	48	PG	English	4	0
Doctoral (Ph.D)	PhD or DPhil ,Electronics And Communication	48	PG	English	4	3

	Engineering,					
Doctoral (Ph.D)	PhD or DPhil ,Mechanical Engineering,	48	PG	English	8	6
Doctoral (Ph.D)	PhD or DPhil,Physics,	48	PG	English	4	3
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,	48	PG	English	4	2
Doctoral (Ph.D)	PhD or DPhil ,Mathematics ,	48	PG	English	4	2

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	9				17				70			
Recruited	8	0	0	8	6	5	0	11	28	36	0	64
Yet to Recruit	1				6				6			

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				64
Recruited	45	19	0	64
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				36
Recruited	17	19	0	36
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.	6	0	0	5	5	0	5	2	0	23
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	2	0	0	1	0	0	23	34	0	60
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		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	240	2	0	0	242
	Female	199	3	1	0	203
	Others	0	0	0	0	0
PG	Male	4	0	0	0	4
	Female	14	1	0	0	15
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	4	12	3	1
	Female	3	1	3	1
	Others	0	0	0	0
ST	Male	4	2	7	9
	Female	5	5	3	5
	Others	0	0	0	0
OBC	Male	160	139	79	84
	Female	165	126	52	76
	Others	0	0	0	0
General	Male	45	49	25	41
	Female	50	21	18	36
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		436	355	190	253

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Institute supports the Multidisciplinary/Interdisciplinary activities and learning. The institute is affiliated to Visvesvaraya Technological University, Belagavi. The university introduced open electives in the curriculum for the third-year engineering program. The students should opt for open electives from other departments. In the 2022 scheme, the university introduced interdisciplinary elective courses in the first year, including the Emerging Technology course and the Programming Languages course. Additionally, the university introduced a Minors degree program, where students register for an interdisciplinary domain and earn 18 credits from MOOC courses. In</p>
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	<p>addition, the institute organizes mini-project competitions annually, encouraging interdisciplinary projects. This initiative empowers participants to develop a broader skill set, think creatively, and effectively tackle complex challenges. It prepares them to become versatile problem solvers and paves the way for innovative solutions to address real-world problems comprehensively.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Institute is affiliated to VTU and the University adopted NEP 2020 in 2021. As a part of NEP, the University mandated that all students of affiliated institutes must register for Academic Bank of Credits (ABC). The ABC is a digital platform designed to store the academic credits earned by students from Higher Educational Institutions. It allows students to choose their own learning path towards attaining degrees, diplomas, or certificates. ABC operates on the principle of multiple entry-multiple exits, enabling students to engage in learning anytime, anywhere, and at any level. All students from the 2021 and 2022 batches created an account with an ABC ID through DigiLocker, connecting with the Academic Bank of Credit of India. They adhered to the standard operating procedures communicated to them by the ABC.</p>
<p>3. Skill development:</p>	<p>The Institute has been entrusted with the responsibility of nurturing the students by providing them skill-based on-campus training. These facilities go beyond regular academics, with the objective of enhancing students' employment/self-employment opportunities. To enhance students' skills, the institute organizes a wide range of training programs, competitions, and workshops. Some of the activities we conduct include: Soft skill and aptitude training Hands on training on CNC, VMC and Lathe machines Workshop on coding and programming skills AutoCAD/CATIA training Idea generation competitions Hackathon Mini-project competitions The Institute's Societies/Clubs, such as IEEE, ISTE, EV Club, EDC, and IIC, also conduct activities aimed at enhancing the comprehensive skill set of the students. Collectively, the skill development activities provide a well-rounded learning experience for the students, helping them acquire technical, interpersonal, and problem-solving skills. By participating in workshops, competitions, and training programs, students gain practical exposure,</p>

	develop a growth mindset, and become better equipped for their academic and professional journeys.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The University has introduced Kannada language as a mandatory course for all B.E. students. Additionally, in the 2021 scheme, the University has included Social Connect and Responsibility, as well as Yoga, as mandatory courses considered for vertical progression. These additions to the curriculum aim to preserve and appreciate the rich cultural heritage of the country. As part of the induction program for first-year students, several sessions have been incorporated focusing on important aspects such as Universal Human Values, Indian culture, and traditional games. These sessions are designed to instill a sense of cultural awareness, ethical values, and pride in our heritage among the students. To further preserve and spread Indian culture and tradition, the Institute organizes various activities such as traditional day celebrations and competitions. These competitions include events like Gududeepa (Lampshade) making, Mehendi (Henna) design, Rangoli (artwork), traditional cooking, Folk Dance, Folk Singing, and more. These activities not only promote cultural diversity but also provide students with opportunities to engage with and appreciate their cultural roots.
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) is a student-centric approach that has been successfully implemented in our institute. OBE focuses on defining specific learning outcomes and aligning the entire educational process to achieve those outcomes effectively. To ensure that our institute's vision and mission truly represent the aspirations and goals of all stakeholders, including faculty, students, administrators, and industry experts, their valuable inputs were sought during the formulation of the vision and mission statements. In addition to the institute's vision and mission, each department within the institute has developed its own vision and mission statements. This departmental-level alignment ensures that the objectives and efforts of each department are in sync with the overall goals of the institute, creating a cohesive educational ecosystem. Furthermore, for each academic program offered by the institute, we have developed clear and well-defined Program Educational Objectives (PEOs). These PEOs outline

the career and professional accomplishments that we aim for our graduates to achieve within a few years after completing their respective programs. Additionally, we have formulated Program Specific Outcomes (PSOs) for each program. These PSOs represent the specific skills, knowledge, and attributes that students are expected to acquire by the time they graduate. To ensure that our programs meet the highest standards of quality and relevance, we have adopted the 12 Program Outcomes (POs) specified by the National Board of Accreditation (NBA). These POs serve as standard benchmarks against which we assess and continuously improve the quality of our academic programs. At the course level, our dedicated course coordinators have defined clear and measurable Course Outcomes (CO) for each course in the curriculum. These COs describe the specific knowledge, skills, and competencies that students should be able to demonstrate upon completing each course. Moreover, we have established a robust mapping system that aligns Course Outcomes (COs) with relevant Program Outcomes (POs) and Program Specific Outcomes (PSOs). This mapping ensures that each course contributes meaningfully to the achievement of broader program-level objectives. In terms of assessment, we employ a combination of Continuous Internal Assessment (CIA) and Semester End Examination (SEE) marks to evaluate students' attainment of Course Outcomes (COs). This regular assessment process allows us to monitor their progress throughout the duration of each course. To gather comprehensive feedback on the effectiveness of our courses and the extent to which our graduates have achieved the desired outcomes, we conduct course end surveys and graduate surveys. These surveys provide invaluable insights for program improvement and curriculum refinement. Finally, we regularly assess the achievement of our Program Educational Objectives (PEOs) by analyzing the attainment of relevant Program Outcomes (POs) and Program Specific Outcomes (PSOs) by our graduates. Moreover, we actively seek feedback from our alumni through surveys to understand the long-term impact of their education and how well it has helped them meet their professional and career objectives. This data-driven and feedback-oriented approach to Outcome-Based Education empowers us to

	continuously enhance the quality of our educational programs, enabling our students to thrive and succeed in their chosen careers and contribute meaningfully to society.
6. Distance education/online education:	<p>The institute strongly supports distance and online education to provide flexible learning opportunities to its students. In accordance with instructions from the affiliated university, a significant portion, specifically 20%, of the curriculum is covered through online mode. In addition to regular courses, the institute actively encourages students to take advantage of Massive Open Online Courses (MOOCs) offered by SWAYAM. SWAYAM, an initiative by the Government of India, provides free online courses from prestigious institutions and universities, enabling students to gain knowledge and skills in diverse subjects beyond their core curriculum. The institute has also been recognized as one of the active local centers of NPTEL.</p> <p>Furthermore, since the academic year 2018-19, the university has offered BE honors for undergraduate students, which can be earned by completing 18 credit MOOC certification courses prescribed by the AICTE. These online courses are instrumental in promoting lifelong learning and bridging the gap between academia and industry requirements. In addition to SWAYAM, the institute encourages students to enroll in MOOCs offered by platforms like Coursera, Udemy, etc., to enhance their skill sets and stay updated with industry trends and demands. This emphasis on online learning not only provides flexibility but also empowers students to adapt to evolving educational and professional landscapes.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Electoral Literacy Club (ELC) has been established in the College and is functional along with National Service Scheme (NSS).
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. NSS Program Officer serves as the faculty coordinator, two students have been appointed as student coordinators and the NSS members comprise the student body.. The ELC is functional with primary objective is sensitizing the student

	community about democratic rights which includes casting votes in elections.
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.	The institute conducts various activities to raise awareness among students and employees regarding constitutional rights, duties, and responsibilities of citizens. These activities include celebrating events such as Constitutional Day, Youth Day, and organizing voter's awareness programs and registration drives. The institute organized following campaigning programme on voter awareness and promotion of ethical voting: In collaboration with Shirva Gram Panchayath, a Voter Awareness Program was organized on 25 February 2019, within the college premises. Mr. Sunil Kumar, Sector Officer for the Kaup Constituency, provided detailed information about the election process, as well as the usage of Electronic Voting Machines (EVM) and VVPAT units. Many students actively participated in a mock voting process, gaining practical experience with EVM machines. Constitution Day (Samvidhan Divas) was observed on 26 November 2021, at the institute. Mr. B Sarvajna Thantry, Advocate, served as the resource person and emphasized the significance of the Constitution. As part of the National Voter's Day celebration on 25 January 2021, students at the institute took the Voters' Pledge in the seminar hall. The pledge was administered by the NSS Coordinator of the college. Commemorating the Azadi ka Amrit Mahotsav, the institute organized a Voters' Pledge ceremony on National Voters' Day on 25 January 2022, 2023, and 2024. The theme for these ceremonies was "Electoral Literacy for Stronger Democracy." The pledge was recited by Mr. Nagaraja Rao, NSS Coordinator, along with other departmental coordinators in their respective departments.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The institute conducted Voter Awareness Programs and workshops on the usage of Electronic Voting Machines (EVM) and VVPAT units. Additionally, students have developed a project on website based voting system, which has been appreciated by all.
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	ELC members visited each class room and explained about the enrolment process. A WhatsApp message has been sent to all students' groups to enable them to enroll their names in the electoral roll.

students as voters.

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
1280	1046	996	1130	1233

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: 146

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
75	76	84	84	91

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
432.288	280.768	176.911	435.013	477.018

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:

Shri Madhwa Vadiraja Institute of Technology and Management (SMVITM) is affiliated to Visvesvaraya Technological University (VTU), Belagavi, and approved by AICTE, New Delhi.

Being an affiliated institution, the syllabus is prescribed by the affiliated university. However, the institution develops its own curriculum align with industry trends, and academic standards, and the requirements of the syllabus.

The institute has developed well defined plans for the effective and efficient implementation of the curriculum. The institute has a very systematic mechanism in developing and deploying action plans for effective implementation of the curriculum.

The IQAC of the college is effective in executing the action plans for the implementation of the curriculum. IQAC prepares an academic calendar of events covering various academic, co-curricular and extracurricular activities for the entire semester. Well planned academic calendar with information on dates of class commencement, internal assessment, practical examinations and end semester examination exists.

The faculty members will plan and deliver the course contents effectively through classroom interventions. The teaching is aligned with OBE system and the faculty members adopt various innovative techniques to deliver the course content effectively. The students are encouraged to share the problems in understanding the course content during the class committee meeting held twice in a semester. Apart from this, the students are encouraged to give their opinion on the course content delivery during the formative feedback taken at the 7th week of the semester. The information gathered during the feedback is helpful to evaluate the teaching and make necessary changes next time. The classrooms are enabled with ICT facilities and helps in the effective curriculum delivery.

Curriculum is strengthened and supplemented by value added courses wherever necessary. The value added courses are conducted with the approval of IQAC. Apart from this, we encourage the students to attend certificate courses through NPTEL, COURSERA, MOOC courses with the institute support. The institute also provide opportunities to enhance their skills and practical knowledge through collaborative learning, engaging in the professional society activities, hands-on-sessions, workshops, invited talks, project work, internships and field/industry visits.

Faculty members use various assessment tools such as internal assessment tests, quizzes, case studies, assignments, mini-projects, field visits, etc., for continuous internal assessment, assessments are

conducted in accordance with the academic calendar.

Advanced learners are supported with additional reading materials, books. Also they are involved in the activities planned by various clubs / cells. Apart from this, such students are encouraged to participate in paper presentation contests, hackathons etc., The slow learners are encouraged to attend remedial classes.

File Description	Document
Upload 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: 250

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: 24.89

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
200	123	700	206	186

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 syllabus prescribed by the University is strictly followed in the institute. However various socially relevant and cross-cutting issues like ethics, human values, environment etc., are also included in the teaching-learning process for the benefit of students.

Human Values and Professional Ethics:

Courses such as "Constitution of India and Professional Ethics" and "Indian Constitution" are offered to ensure the understanding of constitutional principles and ethical standards. Additionally, the course on "Universal Human Values" helps to understand the human values. Apart from the regular course, efforts are being made to address these issues during the Induction Program at the first year BE level.

Environment and sustainability:

The issue of Environment and Sustainability are addressed through the courses like "Environmental Studies, Air Pollution and Control, Solid Waste Management, Water supply and Treatment Engineering, Environment Protection and Management". Students are made to understand the impact of air pollution, solid waste management, water treatment and environment protection. They are encouraged to recognize their roles as responsible citizens in addressing these issues.

Also, the course "Social Connect and Responsibility" enables students to explore our culture and heritage, connect with society, and understand societal problems.

Gender equity:

Institute has initiated promising measures to sensitize and promote gender equity amongst the stakeholders through curricular and co-curricular activities. To promote gender equity among the students, institute supports flexible seating arrangements in the class rooms, equal representation of both genders in the leadership positions of class and college level committees, curricular and co-curricular activities. The institute makes concerted efforts to create a congenial environment free from gender discrimination through mutual respect and awareness programs for women's development.

The Institute also organizes various activities on cross-cutting issues with the support of external organizations and experts. The National Service Scheme (NSS) conducts activities like Swachh Bharath Abhiyan, Blood donation and Health Awareness camps, to promote inclusivity and address regional and socioeconomic diversities among students, shaping them into wholesome professionals.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 46.09

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

Response: 590

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: 64.55

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
436	355	190	253	199

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
480	480	420	420	420

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 56.13

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
158	148	95	116	106

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
240	240	210	210	210

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 17.07

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:

1. Being an affiliated institute, SMVITM adopt the curriculum provided by the University. The concept of Outcome **Based Education (OBE)** has been adopted in the teaching – learning with the emphasis on experiential learning, participative learning, problem solving, simulation and activity based learning-
2. The above techniques helped to enhance students' emotional, cognitive, and behavioural capabilities, enriching their learning experiences. This has ensured academic excellence as well as skill enhancement leading to success in the professional career.

The student centric teaching – learning initiatives adopted at SMVITM are listed below:

- **Experiential learning:**
 - **Industry Visits:** Industry visits have been arranged to understand the industry environment.
 - **Internship:** The students pursue industry internship with the support of institute and prepare solutions to various problems
 - **Field Visit:** Field visits scheduled to provide hands-on training for students.
 - **Practical courses –** The students are conducting experiments in the laboratories using sophisticated laboratories, experienced technical staff
 - **Language Lab:** Support the students to enhance the communication skills using the language lab software.
 - **Outreach programs:** The students adopt the engineering concepts to find the solutions to a societal problem.
- **Participative Learning:**
 - **Peer teaching and learning:** The service of senior students have been employed to teach their immediate juniors
 - **Interactive classroom sessions:** The teacher uses many interactive tools to motivate the students to participate and learn the concepts
 - **Seminars:** Few small topics are assigned to the students and the students made to present the same.
 - **Sessions through invited talks (Guest Lecture):** Some latest concepts are taught with the help of experts.
 - **Participative learning and leadership:** The students learn the program organizing skills and leadership skills.
 - **Value added course:** Several value added course some with hands on sessions are held in the institute to gain knowledge and skills.
 - **Soft skill training:** Training held for the students on regular basis to enhance the soft skills
 - **MOOC courses, NPTEL...:** These are self-learning courses to gain knowledge.
- **Learning through problem solving:**
 - **Various coding challenges and Hackathons:** The institute is encouraging the students to find the solutions to the real world problems by encouraging them to participate in various contests.
 - **Collaborative Project Work:** Students engage in project work to apply their engineering knowledge and skills to solve real-world problems.
 - **Design Thinking programs:** The focus on design thinking is very essential to get the optimum solution to the problems.
 - **Think - pair- share:** collaborative Learning technique

- Pre-placement training: The analytical ability of students improved by engaging them in analytical/logical training programs
- The institute has provided following ICT facilities for better learning.
 - Google Classroom
 - G-Meet
 - Google Forms
 - Screen Recorder
 - Power Point Voice Recorder
 - XP-Pen
 - Licensed software
 - YouTube channels created by faculty members
 - SMVITM encourages students to register for MOOCs like SWAYAM, VTU e-Learning, and IIT-supported Spoken Tutorial
 - Virtual Labs complement physical labs, enabling self-paced learning and experimentation. Simulation software enhances learning, while ILMS streamlines library operations for improved resource access.

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: 95.57

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
90	87	84	84	84

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

2.4.2

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

Response: 20.73

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
17	15	19	17	17

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

- Every semester classes commence based on the academic calendar of the institute, which contains information about the internal assessment (IA) test.
- The Exam Management System (EMS) coordinator prepares the IA test timetable based on the institute/department academic calendar, disseminating it to both faculty and students. The seating arrangements for the IA test will be displayed on the notice boards for the information of students.
- The respective HODs will get the IA test question papers (QPs) prepared from the faculty members teaching the course (2 sets). The QP pattern is prepared by following Bloom's

Taxonomy and Topic Level Outcomes. This helps the concerned faculty members to evaluate the attainment of Course Outcomes.

- On the day of the test, the QP review committee shall identify the best QP for the test and documented properly. The EMS coordinator then gets the required copies of the QP for the test.
- Invigilators collect QPs, answer books 10 mins prior to exam.
- Students must enter hall 5 mins before test; QP's distributed individually post-initial bell.
- Upon completion, answer books are collected, sorted and returned to the examination cell.
- Faculty members evaluate the papers, discuss the scheme of evaluation with the students, show the answer booklet to each student, and enter the marks into the institute's Management Information System (MIS).
- The Dean (Academics) then conduct the result analysis meeting based on the IA marks scored by the students.
- After result analysis meeting, poor-performing students are identified, with guidance offered by TG/FA for improvement.
- After IA exam class committee meeting was conducting to discuss about any issues related to exams and other grievances.
- The performance of the students is informed to Parents through post/ WhatsApp. Mark lists are displayed for student reference
- By the guidelines of the University the final CIE mark are calculated and is displayed on the notice board for the information of students.
- The final CIE marks are then uploaded to the University portal whenever the portal is enabled by the University. The same shall be approved by the HOD and then by the Principal.

Mechanism to deal with examination related grievances

- For IA mark issues, students discuss with faculty members; if unresolved, escalate to institute's higher authorities until resolved or student satisfied.
- In the university level, EMS coordinator of the institute deals with the examination related grievances if any. A log book is maintained in the office in which the exam related grievances are recorded.
- If any student has any grievance related to marks scored in the Semester End Examination, he/she can apply for the revaluation before the last date with guidance of departmental EMS coordinator.
- The University will resolve the issues related to the SEE application of any student. The EMS coordinator shall raise a ticket in the exam application portal and the same will be addressed by the University.
- Institutional grievance redressal committee will resolve examination related grievances, if any with the help of examination cell.

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:

Shri Madhwa Vadiraja Institute of Technology and Management is affiliated to Visvesvaraya Technological University and hence the curriculum is defined by the Joint Board of Studies of the University. The curriculum consists of basic science courses, professional core courses, elective courses, humanities and other courses. Each course contains information about the specified objectives and outcomes.

The National Board of Accreditation (NBA), defined 12 Program outcomes for each undergraduate programs. In addition to the 12 POs, the institute shall define minimum 2 Program Specific Outcomes (PSOs). The attainment POs and PSOs are confirmed based on the course outcomes and various surveys conducted involving the various stakeholders.

The effective implementation of Outcome Based Education (OBE) is assured only when the staff, students and the management is aware of the OBE process. The institute create awareness on the OBE process from time to time through various sessions, display of POs and COs at prominent places..etc. This helps to draw the attention of students and staff on the OBE process.

- Course Outcomes (COs) for each subject is framed in the program curriculum provided under the affiliation to VTU, Belagavi. Slight modifications in the course outcomes are done by the course coordinator in consultation with subject handling faculty in the courses to showcase the different levels of learning outcomes.
- Course Outcomes (COs) for each course is defined by the University. The same is adopted in the institute. Minor changes in the form of addition of CO can be made but the same has to be approved by the Program Assessment Committee (PAC) of the UG program.
- The COs then mapped to various Topic Level Outcomes (TLOs) of the respective course.
- The COs also mapped to the Program Outcomes and Program Specific Outcomes (PSOs).

Programme Outcomes and Program Specific Outcomes are stated, displayed and disseminated to internal and external stakeholders through the following:

- College Website
- Course Files
- Department Entrance
- Laboratories, Notice Boards
- Laboratory manuals and Record Books
- Explained during the Orientation Program and on the reopening day of every semester
- Program Assessment Committee Meeting
- Department Newsletter

In the current academic year (2023-24) there are three different schemes running as per the VTU program curriculum. The students in 4th year and 3rd year of B.E program are studying 2018 scheme and 2021 scheme syllabus respectively. The students in 2nd year and 1st year of B.E program are studying

2022 scheme syllabus.

Course Outcomes for all programmes offered by the institution under the affiliation of VTU, are stated, displayed and disseminated to internal and external stakeholders through the following:

- College Website
- Course Files
- Internal Assessment Question Papers
- Laboratory Manuals
- Laboratory Record Books
- Program Assessment Committee Meeting
- First class/Introductory class of each semester.

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:

Outcome Based Education (OBE) is a student-centric teaching and learning methodology with assessment of Course Outcomes (COs) as the key factor. Course delivery, assessments are planned to achieve the stated objectives and outcomes. In this regard, initially each course is defined with its COs and mapped to the respective Program Outcomes (POs) and Program Specific Outcomes (PSOs). Each unit of the course shall be organized with Topic Level Outcomes (TLOs) which are mapped with the relevant COs. At the end of the semester, COs have to be assessed through TLOs using different assessment tools.

Following are the various assessments carried out in the institute to evaluate the COs, POs and PSOs:

· **Attainment of Course Outcomes (COs):**

- o COs are assessed through both direct and indirect methods. Direct assessment is conducted by Continuous Internal Evaluation (CIE) and Semester End Examination (SEE), while indirect assessment is carried out through course-end surveys.
- o The achievement of COs is measured using TLOs. Each CO is associated with one or more TLOs, each assigned appropriate weightage.

- o Internal Assessment Question Papers comprises questions mapped to various TLOs. The marks obtained by students in each question contribute to the measurement of TLOs, and subsequently, the attainment levels of COs are determined.
- o TLOs are also evaluated through assignments, quizzes, and other assessment tools, in addition to IA tests.
- o Indirect assessment of COs is performed through course end surveys. The survey includes the questionnaire containing the course outcome statements of the course, students are asked to respond to the questionnaire. The survey response is used to assess the indirect attainment of COs.
- o SEEs are conducted by the University. However, since the institute does not have access to the marks obtained by students in individual questions, the assessment of TLOs based on SEE is not feasible.
- o Therefore, the course attainment for each course is calculated based on the number of students scoring within predefined ranges of marks for that specific course.
- o This course attainment is then equally mapped to all COs of the respective course.
- o Finally, overall CO attainment is determined by considering both CIE and SEE assessments with equal weightage.

Attainment of Program Outcomes (POs):

- o Evaluation of attainment of POs and PSOs is based on direct and indirect assessment tools.
- o **Direct assessment** of POs and PSOs based on students' performance in CIE and SEE. The attainment of various COs is considered in evaluating the attainment of POs and PSOs. Additionally, student performance in the SEE contributes to the assessment of POs and PSOs.
- o **Indirect assessment** of POs and PSOs is performed through graduate surveys collected from outgoing batch students and various departmental/institute activities.
- o The overall attainment of POs and PSOs is determined by considering both direct and indirect assessment methods, with appropriate weightage assigned to each. This ensures a comprehensive evaluation of the program's outcomes.

The assessment method for CO, PO and PSO is elaborated in the OBE process manual provided in the additional information.

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:** 97.7**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
247	200	280	343	332

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
258	204	287	348	338

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.66

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: 58.59

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
16.45	33.61	1.265	6.435	0.825

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:

We've cultivated a dynamic ecosystem designed to nurture creativity, inspire exploration, and facilitate the transfer of knowledge. Our initiative includes activities such as ideathons, hackathons, exhibitions, seminars, workshops, and industrial visits, empowering both students and faculty to innovate and collaborate.

Following are some key initiatives of the institute for the innovation ecosystem:

- The Institution Innovation Council (IIC-201912596) at SMVITM has established to inspire, guide, and empower young engineering graduates to translate ideas into prototype models. Innovation cell conducts various programs and events fostering entrepreneurial activities.
- **National Innovation and Startup Policy (NISP):** The institute has set-up an Innovation and Startup Policy in-line with the National Innovation and Startup Policy (NISP-2019), following the

guidelines from MoE's Innovation Cell.

- **Intellectual Property (IP) cell:** The institution has an **IP cell** that actively encourages and guides students and faculty in filing patents.
- **Incubation Center:** Supports stakeholders interested in establishing startups and fosters innovation among students and faculty. Notably, it has secured a grant of Rs. 3,200,000.00 for three ideas submitted by faculty members.
- **Entrepreneurship Development Cell (EDC):** In line with national initiatives like 'Make in India,' 'Startup India,' and 'Standup India,' the **ED cell** organizes idea generation workshops, IDEATHON, Hackathon competitions, and industry visits.
- **Research and innovation Support:** The Institute established research centers in all engineering and basic science departments to foster research and innovation endeavors.
- **Innovation/Idea Lab and Fab Lab:** The institute's Idea Lab and Fab Lab provide resources and support for faculty and students to develop innovative projects.
- **Indian Knowledge System:** The institution's curriculum integrates elements of the Indian knowledge system, emphasizing research and intellectual property rights through dedicated courses such as Social Connect and Responsibilities, Innovation and Design Thinking, Research Methodology, and Intellectual Property Rights.

Outcomes of the initiative

- **ARIIA/NIRF innovation ranking:** These efforts have positioned IIC-SMVITM as a high-performing institute, with star ratings of 4.5 in 2019-20, 4 in 2020-21, 3.5 in 2021-22, and 3 in 2022-23 out of 5 stars. Additionally, the institution is recognized in the band "**PROMISING**" category in **ARIIA ranking** 2022 and placed in the band of top "**150-300**" under **NIRF-innovation category** in 2023.
- **YUKTI Repository:** SMVITM faculty members and students submitted 141 innovative ideas (Technology Readiness Level 1-3) and 111 innovative prototype (Technology Readiness Level 4, 5) have been submitted to the YUKTI portal repository. The submitted ideas are evaluated and recommended for participation in national level competitions.
- **Mentor-Mentee Scheme:** IIC-SMVITM has been selected as a mentor institution for the Mentor-Mentee Scheme for 2022-23 and 2023-24 by the Ministry of Education's (MoE) innovation cell. Among 200 IIC institutions chosen as mentors, IIC-SMVITM stands out for its high performance, especially those achieving a star rating of 3 and above in the previous IIC calendar year.
- Received total Rs. 65,00,000 funding for the innovative projects from the government agencies like MSME, KSCST, KSTA, VGST during the assessment period.
- Our faculty and students filed more than 20 patents, published 6 patents and received 2 patents granted.

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: 69

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
17	18	11	12	11

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: 1.01

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
00	29	30	56	33

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

3.3.2

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

Response: 0.45

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
18	26	22	00	00

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

SMVITM's educational ethos prioritizes a holistic approach, blending formal curriculum-based learning with extracurricular activities to foster well-rounded individuals. Extension activities serve as a vital component, expanding students' and faculty members' horizons by exposing them to diverse perspectives, challenges, and opportunities beyond the campus confines. Active engagement in initiatives such as NSS/YRC, IEEE – Eu-Reka, Anveshana, Atal Tinkering Lab, and Unnat Bharath Abhiyan underscores the institution's emphasis on instilling selfless service and community responsibility in the youth.

IEEE – Eu-Reka:

IEEE Eu-Reka's core objective is to elevate educational standards and ensure inclusive, equitable quality education, promoting lifelong learning. College student teams conduct interactive programs on STEAM (Science, Technology, Engineering, Arts, and Mathematics) topics in high schools, igniting curiosity and exposing students to advanced technologies. Over five years, Eu-Reka has trained more than 3500 high school students from around 120 schools, enhancing educational experiences and fostering leadership skills among college students who serve as Ambassadors of Education.

Anveshana:

Anveshana, a "Student Empowerment Program," is dedicated to nurturing creativity in education, empowering students to be more innovative and enterprising in their future endeavors. By facilitating collaboration between engineering students and high school students, Anveshana aims to tackle real-time societal challenges through innovative models and solutions. Central to Anveshana's mission is the mentorship provided by undergraduate engineering students to high school students. This mentorship not only guides students in creating models but also encourages the development of their conceptualization and leadership skills. Over the past five years, Anveshana has trained 200 high school students from 20 schools, resulting in the creation of 100 innovative models. These models not only demonstrate the students' creativity and problem-solving abilities but also address significant societal issues.

Atal Tinkering Labs:

Atal Innovation Mission is establishing Atal Tinkering Laboratories (ATLs) in schools across India. The objective of this scheme is to foster curiosity, creativity, and imagination in young minds; and inculcate skills such as design mind set, computational thinking, adaptive learning, physical computing etc. with a vision to 'Cultivate one Million children in India as Neoteric Innovators'. In a collaborative effort, our institute has partnered with 15 schools in Udupi district that have ATL facilities. Our students actively engage in training sessions for school children, utilizing the resources available in the ATLs.

Unnat Bharat Abhiyan (UBA):

UBA aims for transformative rural development by integrating innovative solutions into academic and research programs. Emphasizing understanding local needs, UBA conducts extension activities in adopted villages, benefiting communities. Additionally, the NSS/YRC unit organizes activities to raise

social awareness, including Swachh Bharat Abhiyan and road safety street plays.

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:

SMVITM has carried out various extension activities beyond the campus and has received various rewards and appreciation from government and government recognized bodies.

The primary objective of conducting these extension activities is to foster social responsibility among the student community. The students of the institution with the support of faculty members have engaged various activities through various committee/club/cells like NSS, IEEE, ISTE, Unnath Bharatha Abhiyan, EDC etc.,

Government and non-government agencies also involve the students of the college in their respective service activities.

Following are the awards/recognition received for extension activities:

Through the dedicated efforts of staff and students, the Institute secured a position in the band of 150-300 top ranking institutes during the AY 2022-23 under National level NIRF ranking on “**Innovation and Entrepreneurship**” stream.

Institute has achieved **4.5 golden star rating** in the field of innovation, entrepreneurship related activities held during the academic year 2019-20.

The institute received a grant of **Rs. 2.25 Lakhs** from Ministry of Educations, Innovation cell towards **Mentor - Mentee scheme** to mentor five institutions.

The institute has been **rated AAA** by **CAREERS 360** for the quality of students, faculty, learning engagement, graduate outcomes, placements and infrastructure.

In recognition of the institute's commitment to energy literacy, SMVITM received a **silver certification** from **Energy Swaraj Foundation** for ensuring that more than 500 individuals became energy literate.

ISTE Faculty chapter of the Institute has been identified as the **Best Faculty Chapter** of **ISTE Karnataka Section** and received the award for the year 2019.

The major awards/recognitions from the faculty and students are listed below:

Dr. Nagaraj Bhat and Dr. Sachin S Bhat won the **Championship of National Level ISRO-IITB-AICTE Mapathon 2021** Organized by Indian Space Research Organization. They won this championship award for their outstanding contribution research work titled “Samudraseema: Coastal Karnataka Shoreline Dynamics”.

IEEE Mangalore sub section conferred “**outstanding service award**” to Dr. Vasudev for the year 2020.

Mr. Ramamoorthy received **best researcher and best teacher award** from IEEE Bangalore Section for the year 2020.

Mr. Aniketh Shenoy K of final year Computer Science and Engineering student has been awarded with **IEEE India Council Award Outstanding Student Volunteer** for his overall performance under the IEEE Student chapter of the college for the year 2022.

Ms, Chaithra, Ms. Jyothi, Ms. Shrutha V Baht students have been awarded with the prestigious **Karnataka State Level Best Student of the Chapter Award** for their overall performance and active involvement in organizing extension activities under the ISTE Student chapter of the college for the years 2018,2019 and 2023 respectively.

Apart from the above, the students have won first, second and third prizes in “**IEEE-EUREKA 2021**”, a national level event organized by the IEEE Pune section. The event was conducted on 16, 17 and 18 September 2021.

Shri Madhwa Vadiraja Institute of Technology and management, has won the Runner of Trophy in “**District Rotaract Fest Kalaranga 2021**” held at Brahmavara organized by Rotaract Club of Brahmavara on 13 November 2021.

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: 77

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
18	16	18	10	15

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

3.5 Collaboration

3.5.1

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

Response: 27

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:

Facilities for teaching learning process

Shri Madhwa Vadiraja Institute of Technology and Management is an Institution with fourteen years of standing and is committed to provide all necessary infrastructure to suit the demands of courses and stakeholders requirements.

- The institution is situated in an area of 15 acres (total 72 acres) and built-up area of 26,000 sq. m consisting of classrooms, laboratories, workshop, boardroom, seminar halls, staff rooms, placement blocks, central library, Administration block, canteen, hostels, playground, gymnasium, open air auditorium.
- The institution is situated in a noise free and pollution free environment. Spacious and well ventilated classrooms are available for teaching-learning process.
- Department of Electronics and communication engineering, Department of mechanical engineering and civil engineering, Department of Artificial intelligence have devoted and separate blocks. Master of Business Administration and Central library has a dedicated building.

Details on Classrooms, Tutorial Rooms, Seminar Halls

- The management has provided 30 classrooms, each classroom is well lit and ventilated. Also adequate number of fans, lights is provided in each room.
- The classrooms have LCD projectors with Wi-Fi/LAN connectivity. The facilities are created to enable an effective and efficient teaching-learning process.
- In addition to the classrooms, tutorial rooms are also provided to conduct remedial classes focused on the slow learners.
- The institution has three seminar halls to conduct conferences, workshops and symposia for students faculty/staff. It is equipped with LCD projector, white board and public address system.
- Major institute programs such as annual day, graduation day...etc will be held in the open auditorium.

Details of Laboratories and Research Labs

- The institute has 32 well-equipped and well-maintained laboratories with sufficient hardware and licensed/open source software to carry out curriculum-oriented practical, hands-on sessions and workshops. The computer labs are provided with Uninterrupted Power Supply (UPS) and the entire computers are connected through LAN.
- Experienced and designated lab personnel are available for the maintenance of labs and guiding students.
- E-learning facility is provided through multi-media center and language lab which cater the need of students, a wide set of virtual labs learning and applications.
- To inculcate research culture among the students and faculties, research labs, creativity center, Fabrication lab, and Idea Lab are created in the institute.

Details about Computing facilities

- There are **552** computers available for the students with one computer for 2 students (1:2.31 ratio)
- The institution has 35 Wi-Fi hotspots throughout the campus that allows students, faculty/staff to access any e-connect that enhances their knowledge and skills.
- To meet the academic and research needs of faculty and students, the campus is equipped with internet connection of 300Mbps leased line.

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: 20.1

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
115.4665750	52.8598900	20.9852253	50.6925303	122.2532580

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

CENTRAL LIBRARY

The Central Library at SMVITM is housed in a spacious block with excellent facilities.

- Built-up area of 1290 sq. mtrs as against prescribed area of 400 sq. mtrs
- Total Titles 4200 (Engineering) and 170 (Management)
- Total 18500 volumes (Engineering) and 309 volumes (Management)
- Access to e-books and e-journals through University consortium
- Book bank facility for SC-ST students and others
- Reprographic facility and University semester exam question papers
- Rare books, encyclopedia, handbooks, codes and standrads
- Library remote access / Open Access
- Periodicals / Newspapers/ Magazines
- Reference section/ reading room facilities for 150 students

Library digitalizaion:

The Library uses Easylib (Entire Automation System for Library) Software package, which is an integrated multi-user library management system that supports all in- house operations of the library. The software consists of modules on Registration, Acquisition, Cataloguing and Accessioning, Circulation, Periodicals, Members, Setup and Security, Digital Library ,Online Public Access Catalog (OPAC), In/Out Management, Reports. The books/journals can be accessed through OPAC, which facilitates the search for books by the author, title, and edition. The Easylib package has been made more efficient by bar-coding the entire library collection.

The institution has subscription to Knimbus ejournals (numbers-6671) and Delnet e-journals (numbers-240) and magazines (numbers-14). The students, faculty/ staff members can access the e-resources in the campus and as well as off-campus using college email ID. The library usage offline and online both are recorded.

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:

Shri Madhwa Vadiraja Institute of Technology and Management is set up with a vision of providing excellent education to all the students to meet the challenges of global competitiveness. One of the crucial elements for the teaching-learning process is the use of IT infrastructure. The institute provides excellent IT facility for the staff and students and an IT policy is in place to monitor the quality of IT facility provided.

In the past 3 years, the institute has purchased 330 new computers, out of this, 242 with i5 configuration and 88 with i3 configuration. As on date the institute has **701 working computers** after removing the obsolete systems from the stock to cater the academic and administrative needs of faculties and students.

The institute has purchased **300 mbps bandwidth internet facility** with an investment of Rs. 10 Lakhs every year. The internet facility is with contention ratio of 1:1. The entire computers are connected through LAN and internet facility. Also the internet facility is extended through **35 Wi-Fi hotspots** installed at various places across the institute campus.

To boost industry-academia relations, video conferencing facility is made available in the Institute. The institute has **33 printers, 5 scanners, 7 Print and Scan machines** in various departments for academic and administrative purpose. Biometric attendance facility is available to record the attendance of faculty and staff members. Separate computers and printers are available for downloading and printing the semester end exam question papers delivered through University Question Paper Delivery System (QPDS).

The institute has 06 legal software and more than 20 application software (legal as well as open source).

The institution provides **Sophos firewall protection** for secure internet connection and G-suite workspace for the staff and students. The institute has a Multilingual **Digital Language Lab** which is powered by Language Guru software. The classrooms and seminar halls are equipped with LCD projectors with Wi-Fi and LAN connection. Currently there are **36 projectors**, 30 ICT enabled classrooms and 3 seminar halls in the institution for conducting regular classes, workshops, seminars, faculty development programs etc.

The classroom and laboratories, corridors are under surveillance, for which 149 surveillance cameras installed across the campus.

To facilitate the Academics and Administrative information the institution has developed customized **MIS software**, and it is utilized for the academic and administrative processes. For enhanced computation and communication experience, Institution currently has **2008 R2 Enterprise with Intel Xeon Windows server**.

For the trouble free operation, the entire computers, printers, surveillance cameras and LCD projectors are connected through **UPS facility**. The institution has UPS facility of total capacity 190 KVA across different blocks and a 160 KV and a 62.5 KV Diesel Generators to facilitate the needs of academic and administrative requirements.

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: 4.13

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

Response: 310

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: 11.58

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
58	57.8	30.8	31	31

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: 70.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
1030	680	715	788	802

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

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: 74.79

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
844	691	806	877	1034

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: C. 2 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
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 62.55

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
202	148	167	173	187

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
247	200	280	343	332

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: 0.95

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
3	2	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
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: 33

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
12	5	1	7	8

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: 27.2

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
36	37	13	21	29

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:

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

Shri Madhwa Vadiraja Institute of Technology and Management has a strong network of alumni through its registered alumni association, SMVITMAA. This association plays a crucial role in fostering a strong bond between the institute and its graduates, who actively contribute to its growth and success. The key areas of alumni contribution are:

- 1. Dynamic Engagement:** The Alumni Association actively engages with alumni through various channels such as events, newsletters, social media, and networking platforms. This engagement fosters a strong sense of community among alumni and encourages their involvement in supporting the institution.
- 2. Mentorship and career development:** The alumni association offers invaluable mentorship and career opportunities to students and recent graduates. Through networking opportunities, internships, and professional workshops, alumni mentors empower students with industry insights and guidance, inspiring them to excel in their careers and even explore entrepreneurship.
- 3. Advocacy and outreach:** SMVITMAA serves as a staunch supporter for the institute, amplifying its reputation and achievements to external stakeholders. Alumni act as ambassadors, promoting the institution's values and accomplishments to prospective students, parents, employers, and the wider community.
- 4. Volunteerism and community impact:** Alumni are encouraged to contribute their time, expertise, and resources to various service projects and philanthropic endeavors. Their involvement in community outreach initiatives underscores their commitment to making a positive difference in society, aligning with the institute's ethos of social responsibility.
- 5. Strategic Collaborations:** The Alumni Association collaborates closely with diverse stakeholders, including academic departments, student organizations, and external partners, to advance the institute's strategic objectives. These partnerships enhance the institution's overall effectiveness and impact, driving innovation and excellence in education and beyond.
- 6. Support for bridging the curriculum gap:** Alumni actively assist in determining the gaps in the curriculum based on industry demands and the enhancement of academic content and skill sets with added value. The Program Assessment Committee (PAC) consists of SMVITMAA members who support the department and programs in achieving goals related to Outcome-based Based Education (OBE). These are the main entities engaged in determining the OBE accomplishment criteria. To bridge the curricular gap and meet industrial requirements, participation aids in identifying content beyond the syllabus.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision

“To be recognized as an eminent center of education imparting holistic knowledge”

Mission

- Develop transformational leaders in technology, research and innovation through integrated education to meet societal needs.
- Disseminate knowledge by providing conducive academic ambience at affordable costs.
- Nurture all-round personality development and impart value-based education founded on the tenets of humanity, integrity, ethics and sustainability.

The institution's governance reflects effective leadership that is aligned with the institution's vision and mission. The Management is eager to impart holistic approach in academic and administrative processes.

The academic and administrative process of the institution is led by the Principal with the support of Heads of the departments, Vice Principal, Deans, Office superintendent of accounts, Section Heads, Training and Placement officer, Coordinators of institutional level committees and Department coordinators for various committees. Other sections and committees that take part in governance that include: Internal Quality Assurance Cell (IQAC), Research and Review cell, Examination cell, Training and Placement cell. In addition to this, every department has a Program Assessment committee (PAC), which is responsible for overseeing academics at the departmental level.

The management prepares a long term strategic perspective plan (Vision Plan) for ten years. Based on this vision plan, the IQAC prepares an annual strategic perspective plan, with the assistance from heads of the various departments and the committee coordinators. The same will be approved in the GC meeting.

Institute calendar in line with VTU calendar will be prepared. Each department prepares semester wise department calendar, Department timetable, subject allotment, curriculum delivery plan and internal assessment schedule.

The curriculum is designed in line with the NEP. The Institute has conducted NEP awareness programs for staff and students.

The institute has achieved sustained growth by starting two new UG programs in the AY 2021-22 and enhancing the intake of CSE UG program in the academic year 2022-23. Also, the institute has started PG program in Business Administration in the AY 2023-24.

The management has promoted decentralization in the institution's procedures and policies by delegating power and operational autonomy to the Principal, who in turn delegates the responsibility to the Heads of Departments and Institution level committees.

The institution's Governing Council comprises of management representatives, representatives from Government of Karnataka, AICTE and VTU, the Principal being Member Secretary.

The Principal is also the Chairman of the IQAC, Purchase committee and other committees, and therefore plays a prominent role in the governance and execution of decisions taken during meetings.

To ensure the quality of academic and administrative activities in institution, IQAC comprises the Principal, Vice-Principal, Deans, HODs, Student Welfare Officer, Management representatives, Academicians, Industry experts, Student, Alumni and Parent representatives.

In every department, implementation of academic practices is taken care by Program Assessment Committee, which is comprised of the Head of Department, Faculty members, Students, Alumni, Parents, and Industry experts.

Faculty, Staff and Students are also part of societies such as ISTE, IEEE, NSS and NCC.

Alumni and parent engagement are fostered through the organization of regular alumni and parent-teacher meetings.

File Description	Document
Upload 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:

Following Strategic goals are framed on the basis of Mission and Vision of the Institute, Core Values,

Stake holder's expectations and SWOC analysis.

1. Affiliation and Accreditation
2. Horizontal and vertical Expansion
3. Effective Teaching Learning Process
4. Staff development and welfare
5. Student development and participation
6. Training, Placement and Entrepreneurship
7. Research and Consultancy
8. Collaboration
9. Alumni interaction and contribution
10. Faculty welfare measures

Based on the above said strategic goals, the management of the institute has framed ten year strategic plan in July 2019 and named as 'Vision-2024'. Based on this long term strategic plan, the IQAC will prepare the annual strategic plan before the commencement of every academic year. This annual strategic plan will be approved in the GC meeting. After the completion of every academic year, the IQAC will prepare the annual strategic plan deployment and the same will be presented by the Principal in the GC meeting.

IQAC will play a vital role in ensuring quality in the all activities of the academic and administrative systems. The IQAC will prepare all the policies and standard operating procedures (SOP) for all academic and administrative systems.

Governing Body:

The management of the institute is the top body for policymaking; it is made up of five individuals- President, Vice-President, Secretary, and Members of the trust.

The Institute's Governing Council meets regularly to discuss issues concerning the college's development.

Administrative Setup:

The Principal is in charge of the institution's academic and administrative processes and reports to the Governing Council for all academic, administrative and financial matters of the college.

Administrative Process is supported by:

1. Accounts: Superintendent of accounts, Office Assistant of Accounts
2. HR: Office Assistant of HR
3. Examination: Office Assistant of Examination
4. Admission and scholarship: Office Assistant of Admission.

Academic Bodies:

IQAC: Is a supporting functional body for the development and application of quality benchmarks/parameters.

PAC: Program Assessment Committee deals with academic activities at departmental level.

Service rules and procedures:

The Institution has a set of well-established rules and policies within the framework of AICTE, state Govt. and the affiliating University regulations which are approved by the Governing Council. Institution has prepared a policy book containing various details of service policies.

Recruitment:

The applicants are chosen by the selection committee, which is formed by the management and is guided by the AICTE's guidelines.

File Description	Document
Institutional perspective Plan and deployment documents on the website	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

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:

Performance Based Appraisal System:

The institution employs a comprehensive performance appraisal system for both teaching and non-teaching staff, utilizing a format designed by the Internal Quality Assurance Cell (IQAC) that evaluates faculty across various categories for 400 grade points. These categories include:

- Academics (150 points)
- Research and Innovation (200 points)
- Administrative Service (40 points)
- Appraisal by the Head of the Department (10 points)

Faculty members complete a yearly Self-Appraisal form, submitting it to department heads with supporting documents. The departmental heads review and forward the forms to the Performance Appraisal Committee, comprising management, Principal, Deans, and HODs. The committee conducts individual meetings with faculty, providing feedback and conveying management expectations. Based on the assessment scores, the committee recommends special incentives, annual increments, promotions, or confirmation of service to the Principal. The Principal seeks management approval, and eligible faculty members receive orders for increment or promotion. Top of Form

Faculty/staff welfare measures:

SMVITM prioritizes the well-being of its faculty and staff members, offering a range of benefits, including:

- Waiver of 'Other fee' for the meritorious children of faculty/staff seeking admission to the institution.

- Extension of the Employee Provident Fund facility.
- Provision of Employee State Insurance (ESI) for all eligible staff members.
- Medical/Rural Accidental Benefit Insurance coverage.
- Earned leave eligibility for all non-vacation employees.
- Faculty and staff entitlement to 15 days of casual leave.
- Permanent employees accrue 20 days of half-pay leave or 10 days of full-pay leave (Commutated leave) for each completed year of service, with the option to accumulate balance leave over the years.
- Maternity leaves up to two deliveries is granted to female faculty members with a maximum period of 180 days with full pay.
- Free COVID-19 vaccination drive, benefiting faculty members, staff, and students alike.

Avenues for career development/progression

- The institution organizes various developmental activities such as FDPs, SDPs, Guest Lectures, Webinars, and Workshops annually, benefiting both teaching and non-teaching staff. Faculty members are granted Special Casual Leave (SCL) to participate in events organized by other institutions, and the institute covers the registration fees for conferences, seminars, FDPs, and Workshops attended by faculty, following established norms.
- Faculty members pursuing a Ph. D. are eligible for financial support, receiving Rs. 12,000 per year for a maximum of 5 years. Additionally, the college provides research incentives for faculty achievements in publications, including reputed journals, textbooks, book chapters, patents, and securing research grants, in accordance with established norms.
- The institute offers an extra 5% Dearness Allowance to faculty members who have earned a Ph. D.
- Faculty members achieving success in NPTEL/SWAYAM online certification courses with high scores receive a refund of registration fees from the college, adhering to specified norms.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 3.66

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
2	0	4	9	0

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

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: 36.53

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
54	62	40	30	12

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	24	28	25	28

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institute conducts internal audit half yearly and external audit at the end of every financial year

Financial planning is exercised well in advance for the organization and efficient budgeting is done by involving the various academic departments and administrative sections of the institute. Financial planning and review is done through Internal Finance Committee (IFC) which comprises the secretary (Management representative), the Principal and the Office superintendent (Accounts) as members.

Finance committee meets half yearly and reviews the income and expenditure statements and suggest further action plan. During the internal audit which is conducted by the finance committee, committee raise objections, if any, related to finance and stock related records, giving an opportunity to the institute to address and rectify the same. Queries in the audit will be reported to the account section and compliance is effected within a months' time. They also give necessary guidance for improvement in account maintenance. These measures ensure no further discrepancies in the records that can be objected by the external auditors.

External Audit is conducted through a chartered accountant at the end of every financial year. Every financial transaction is recorded through software (Tally); and the students pay the fees through online mode.

Audited income and expenditure statement of academic and administrative activities of the previous five years are available. Audited financial statements are made public by placing it on Institution website and are sent to statutory and regulatory bodies.

An effective financial management system is in place and helps the institution in overall growth.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

SMVITM is committed to providing an excellent, value-based quality education and ensuring continuous improvement through various activities. The Internal Quality Assurance Cell (IQAC) supports the institutionalization of quality assurance strategies and processes in the following ways:

Institute annual strategic perspective plan

The IQAC is involved in framing and implementation of annual strategic perspective plan of the institute, outlining goals and objectives.

Policy and standard operating procedure

The IQAC assist the institute in the preparation and updating the institute policies and standard operating procedures.

Accreditation and ranking

Facilitating NAAC and NBA accreditation, along with engaging with ranking agencies such as NIRF and ARIIA. Also, prepares and submits the annual quality assurance report to NAAC every year.

Academic and administrative audit

The IQAC annually conducts an academic and administrative audit of the institute to assess the alignment of activities with the planned objectives. This audit aims to review the TLP.

Faculty development programs

Organizing faculty development programs, workshops, guest lectures and technical talks aims to enhance the teaching and learning skills of faculty members.

Teaching-Learning and Evaluation Process

Monitoring the teaching-learning process and evaluation methods ensures their effectiveness and adherence to quality standards.

Academic calendar

The IQAC prepares the institute academic calendar in-line with the university academic calendar.

Committee perspective plan

Guiding various committees/cells in the institute to conduct various activities as per the perspective plan. Also, monitors co-curricular, extra-curricular, extension/outreach and sports activities to ensure holistic development.

Structures & methodologies of operations and learning outcomes

The institute adopts outcome-based education, with aligning curriculum with specified learning outcomes, designing assessments based on desired competencies, and evaluating student performance accordingly.

The IQAC design and update the course file structure, also reviews assessment methods from time to time. Attainment of learning outcomes (CO, PO and PSO) will be reviewed in the program assessment committee (PAC) meeting and also discussed during the IQAC meeting.

The adoption of these measures has led to several improvements in the institute, including:

Receiving university rank during 2022.

NBA accreditation for UG programs in Computer Science & Engineering and Electronics & Communication Engineering.

Increase in the number of publications and patent filing.

Increase in the number of funded projects.

Improvement in teaching skills of faculty members, with all faculty members using ICT tools in TLP.

Improvement in participation and prize-winning in project-based competitions like Hackathon, Ideathon, and project competitions.

Improvement has been observed in the participation and completion of online courses offered on platforms such as SWAYAM, Coursera, etc.

File Description	Document
Upload Additional information	View Document

6.5.2**Quality assurance initiatives of the institution include:**

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

A gender audit is a comprehensive assessment of an organization's policies, practices, and culture to identify and address gender disparities. The organization has goal to promote gender equity and create a more inclusive and diverse environment. Here are key steps and measures adopted for conducting a gender audit and promoting gender equity.

Admission and scholarship: To promote the gender equity, the eligible students are provided with equal opportunities in getting scholarship based on various schemes.

Activities related to gender equity: The WEC and CICC is promoting gender equity and equality for all the students and staff of the college. It also encourages the students to participate in the activities under NSS, NCC, sports events and use gymnasium equally.

Appointment of faculty and staff: The institute has not done any discrimination while appointing faculty /staff members to various positions in the institute. The ratio of men and women faculty of the institute is 49:51 percent and nonteaching men and women is 51:49 percent.

Following are the support extended by the management:

1. Safety and Security:

- The management deployed security personnel at all prominent places round the clock to monitor the safety of the personnel.
- SMVITM has ensured that the campus is free from ragging right from its inception. An active anti-ragging committee and squads are functioning in the campus throughout the year.
- The Institute provides medical aid for the students in emergency cases with the support of local doctors.
- Institute has separate hostel blocks for boys and girls. The female resident warden Ms. Subhashree is residing in the girl's hostel. Similarly Mr. Rajesh is the resident warden of Boy's hostel.
- Institute premise is accessible only through its main gate and monitored by the security personnel round the clock.

2. Counselling:

- Institute has an association with the leading hospital for mental health (Dr. AV Baliga hospital, Udupi), to provide counselling whenever needed. There are lay counsellors in the college who have been continuously trained by Nimhans, Bengaluru and AV Baligha hospital, Udupi.
- The Institute has a mentor scheme where each mentor is allotted a group of 20- 25 students to take care of academic and other aspects of the students throughout their Engineering course.
- The mentors are responsible for the overall counselling (academic or personal) of the students and they will refer to the lay counsellors, whenever the need arises.
- Regular programs are conducted to increase the awareness about mental health and related issues among the students

3. Common Room:

- Ladies’ common room is located in the main academic block, and boys’ common room is situated in first basement of library block.
- Facilities like- sanitary pad dispenser, incinerator, table, chair, mirror, bed, etc. are made available for their use. Boys’ common room has facilities like- table, chair, bed, etc.
- First Aid room with wheel chair, bed and medical check-up devices like sugar – blood pressure monitor is available in an easily accessible place the ground floor. First aid kits with medicines are made available in this room.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The HEI has taken initiatives in providing an inclusive environment by organizing many activities towards tolerance, harmony, cultural, regional, linguistic, and communal socioeconomic for sensitization of students. Many activities to create awareness about values, rights, duties and responsibilities of citizen. The faculty and students of the institution are from diverse cultural, linguistic, regional and socioeconomic environment. The programs initiated in the college provides the opportunity for the students to respect the various culture. Cultural fests have carved a niche in the institution for social interaction. These activities give students a chance to know about people of different passions and cultures that paves a way of socialization.

Intercollegiate fest provides a platform for the students of different background to enhance interpersonal skills. The students every year participate and won prizes in the state and national level competitions and also in inter collegiate competitions. Every year the institute organizes the varnothsava an inter collegiate fest which will provide a platform to showcase the talent of the students. The institute organizes the yoga session, yakshagana classes for students as well as for staff of the institute.

Institute encourages to conduct the programs on Electoral Literacy, Youth Day, Blood donation camps, health checkups for the students and faculty members, Constitution day, Session on human values by NSS club. These programs provide an insights about importance of election in democratic nation. Youth day helps in transforming the outlook of young minds for their involvement and access in social and national causes thereby encouraging the youth to serve the society by entering into public life. Blood donation and health checkup creates awareness about self-care and the importance of individual health. Various festivals are celebrated in the college which enhances the cultural and regional heritage. The festivals are Onam, Krishna janmashtami, sarasvathi pooja. The national festivals Independence Day, Republic Day, kannada Rayothsava celebrated in the college.

To sensitize the students towards the responsibility of the individuals the programs Walkathon, Gender sensitization sessions, drug addiction and road safety program, No tobacco day, cleaning drives, Vanamohotsava, Mathrabhasha Divas, under NSS club of the institute.

Post COVID many program on importance of vaccination were conducted in the college as well as outside in nearby places. The vaccination drives were done in the college. The flood relief funds was collected for the donation in flooded areas.

Students visit old age homes, orphanages and homes for specially-abled children and present their services at the physical and emotional grounds. These activities have helped in making the students more aware of life's harsh realities and hardships, and thus have made them more humble and feel grateful for what they had taken for granted until now. The institute always give importance of the line Career and Character with care.

Institute encourages students to participate in the programs on societal benefit. The 113 students of SMVITM under NSS supported 8,197 students/ teachers at 32 examination centers by providing COVID health screening service. The institute has received a youth Seva Certificate for the service done.

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

7.2 Best Practices

7.2.1

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

Response:

The institute firmly believes that the best practices help to promote the scientific approach to issues or problems of society. In view of this, the institute has adopted the following best practices:

1. Title of the Practice: "Little Mentoring System"

2. Objectives of the Practice: The Little Mentoring helps to inculcate the curiosity about Science, Technology, Engineering, and Mathematics (STEM) along with innovative thinking among the children in the age group of 12-15 years.

- a) To develop technical skills and creativity among the school children
- b) To improve the technical competency and presentation skills of our students
- c) To support our students to learn planning, designing and execution of projects
- d) To understand the problems of the society and develop the problem solving skills

3. The context: The communication skill and problem solving ability based on the technical knowledge acquired are the two major requirements of an engineer to lead a comfortable professional career.

4. The Practice: The institute has implemented the system with the support of ISTE and IEEE student branch of the institute.

Anveshana: Anveshana is a platform where engineering students collaborate with high school students and develop innovative models addressing real-time problems of the society. The students from our institute who play the role of little mentors teach the high school children and actively contribute to finding solutions, providing them with valuable hands-on experience.

IEEE - Eu-Reka: IEEE Pune sub-section will be organizing this program every year for the benefit of engineering college students as well as high school students. In the IEEE - Eu Reka, the students are required to participate in the event to be held at Pune and the participants are expected to present their solutions using software or electronic set-ups. This program is concentrated to IEEE student members.

Atal-Tinkering Lab: Most of the Government high schools in Udupi district have adopted the "Atal Tinkering Lab (ATL)", a central government initiative to promote technical competency among the students. In a collaborative effort, our institute has partnered with 15 schools in Udupi district that have ATL facilities. Our students actively engage in training sessions for school children, utilizing the

resources available in the ATL also train the high school students using various tools and kits such as Arduino boards and make-it kits from our institute.

5. Evidence of Success: The success of the program wholly depends on active participation of students and magnitude of guidance provided. In both the Anveshana and IEEE-Eu-Reka programs, the students will get the opportunity to showcase their talents and potentially win prizes. This accomplishment not only reflects individual excellence but also highlight the institute's commitment in nurturing the talents. Similarly, in the Tinkering Lab program, the combination of training sessions and exhibitions serves to enhance students, critical thinking, problem-solving skills, and analytical abilities to solve the technical issues.

6. Problems encountered and resources required:

The academic calendar for high school students doesn't match with that of engineering students except in the month of September, November and December. Hence a proper coordination between the two institutes (our institute and high school) is essential.

1. Title of the Practice: Prakruthi-Sukruthi @ SMVITM

Green initiatives are need of the hour. Adopting green initiative in an engineering college campus motivates the students to practice environmental sustainability.

2. Objectives:

- To fulfil the responsibility towards nature's sustainability
- To provide a holistic nature Spirituality @ SMVITM through ecological concerns
- To raise awareness on the environmental issues and promote sustainable developments
- To educate the stakeholders on implementing energy efficient measures and adopting renewable energy resources
- To minimize waste generation and promote recycling, composting systems
- To conserve natural resources such as water and energy through various means

3. The Context: Green Campus initiatives are a response to the growing awareness of environmental issues and the need for sustainable practices within educational institutions. These initiatives reflect a broader societal shift towards environmental stewardship and the recognition of the significant impact that campuses can have on the environment.

4. The Practice: The institute has adopted several eco-friendly facilities they are:

- Solar Power Plant: 125 KW solar power plant established in the institute could save an average of 13,000 Kilowatt-hour electricity in a calendar month with Rs. 1,00,000 savings in electricity bill.
- Rain water harvesting: The institute require an average of 50KLD water for the campus inmates. During the peak monsoon, i.e. from June to August every year, the institute hardly pump the water from the bore well/open well.
- Sewage Treatment Plant: The institution is equipped with a 125 KLD capacity Sewage Treatment Plant (STP) operating 24 hours a day. The treated water is used for flushing purpose in hostel washrooms and for gardening purpose.
- Waste Management: The efficient waste management practice of the institute includes reduced use of papers, proper disposal of e waste, plastic free campus and efficient way of managing food

waste.

- Usage of energy efficient lights and fans: The existing fluorescent lights and fans are changed to LED lights and BLDC fans which are energy efficient.
- Landscaping: The College has a lush green campus having more than 100 varieties of rare species of trees are planted inside the campus. Green Audit is carried out in the campus to understand the further scope for improvement in environmental issues
- Education on Green Campus initiatives: The Environment Club, EV club and NSS unit of SMVITM is conducting workshop on paper pen making for the students and also conducted sessions on environment conservation in schools and colleges.

5. Evidence of Success: The success of each step has been demonstrated by way of boards and banner across various places in the campus. This initiative helps the management to educate the young minds on "green campus"

6. Problems Encountered and Resources Required:

Green Campus initiatives often involve multiple stakeholders, and interdisciplinary challenges, making implementation difficult. Measuring the effectiveness and impact of Green Campus initiatives is truly challenging, requiring reliable data collection, monitoring and evaluation processes.

Retrofitting the existing systems, installing renewable energy systems, and integrating green technologies require significant investments and technical expertise.

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:

Holistic Education

Engineering your Career and Character with care

SMVITM is deeply committed to its vision and mission, working diligently to deliver well-rounded education. We strongly hold the belief that having a strong and honest character is vital for a successful career path. While careers may shift, maintaining good character remains crucial for a satisfying life journey.

CAREER:

At SMVITM, we prioritize knowledge, skills, innovation, and entrepreneurship, recognizing their significant role in shaping careers. Through nurturing these elements, our holistic education aims to equip individuals not just for academic achievement but also for personal satisfaction and ongoing learning throughout life.

Knowledge:

The fusion of knowledge and engineering is crucial for driving innovation, progress, and societal development. In addition to traditional classroom instruction, the institute arranges technical discussions, workshops, peer learning opportunities, value-added courses, internships, hackathons, ideathons, and laboratory experiments to enhance students' understanding. These activities significantly boost students' knowledge and skills.

Skills:

The institute regularly trains students in soft skills and personality development, while technical skills are refined through hands-on training sessions on machinery and software. Each year, students take part in mini-project competitions, and the placement department conducts annual soft skills sessions to enhance interpersonal abilities. Students not only demonstrate their technical proficiency and creativity on campus but also at other institutions. They actively engage in project exhibitions like Anveshana and IEEE-Eu-Rekha, earning prizes.

Innovation:

The Institution Innovation Council fosters an innovative culture by encouraging mini projects and promoting creative thinking. Its core objectives include organizing brainstorming sessions with experts, implementing creative ideas, and advancing projects for societal benefit and student development. Our students have conceived meaningful innovations, receiving substantial support from faculty and management.

Entrepreneurship:

In addition to conventional employment, careers now encompass entrepreneurship, creating business and job opportunities. The institute's Entrepreneurship Development Cell offers students training to pursue entrepreneurial goals, with insights from experts on establishing small to medium industries and utilizing government schemes. To cultivate this mindset early, we identify interested students in their first year and provide tailored training. This proactive approach aims to instill entrepreneurial skills and mindset among students, preparing them for diverse career paths. Through targeted support, students are empowered to explore entrepreneurship as a viable and rewarding career option.

CHARACTER:

SMVITM strongly believes that the character of students is influenced by leadership, social responsibility, cultural interest, environmental consciousness and spiritual awareness.

Leadership:

SMVITM provides ample opportunities for the students to enhance their leadership abilities. The institution has an active student council with President, Vice president, Treasurer and coordinators for placement, cultural, technical, sports which are instrumental in nurturing leadership qualities among students. At department level, there are also student clubs responsible for organizing the technical, cultural and sports activities led by student coordinators. The students are given opportunities to participate in project exhibition, paper presentation, organizing the event at department, institute level and under various cells will inculcate the leadership abilities among the students. Under ISTE and IEEE our students have obtained best volunteer award in successive years.

Social responsibility:

The institute is dedicated in creating socially responsible engineers committed to the nation's socio-economic progress. Through NSS, Youth Red Cross, Rotaract, environmental and other clubs, institute conducts camps, workshops, and interactive sessions with distinguished personalities. Programs like the Atal Tinkering Lab, Anveshana, IEEE- Eu-Reka promote knowledge-sharing with local schools, while activities under "Unnat Bharat Abhiyan" involve community surveys and contributions for upliftment.

Cultural interests:

The institute builds a cultural environment by encouraging active participation from students in cultural activities both within and outside its premises. Many students showcase talents in singing, dancing, painting, rangoli, skits, mimes, and photography. The institute's Fine Arts Club organizes in-house competitions, culminating in the annual event "Varnothsava," an inter-collegiate Techno-Cultural fest drawing participants statewide. Encouraging students to engage in events beyond campus, the institute has seen its students excel, winning numerous prizes both internally and externally, reflecting their holistic growth. The institute has a Yakshagana team comprising students, faculty, and staff, captivating audiences during the Annual Day and other events. Another highlight is the 'chende' team, adding a touch of divinity to major occasions.

Environmental consciousness:

The institute prioritizes environmental protection and maintains a lush green campus and energy-efficient initiatives, actively involving students, faculty, and staff in environmental awareness programs. Through NSS, NCC, environmental clubs activities such as beach and campus cleanups, waste management sessions, and discussions on pollution are organized. The college implemented sewage treatment, solid waste management, rainwater harvesting, solar power generation, LED lighting, and energy-efficient fans, aiming to raise student awareness about environmental protection.

Spiritual awareness:

The institute, operated by the Shri Sode Vadiraja Math Education Trust, is established by Shri Sode Vadiraja Matha one of Udupi's eight Matha as with an 800-year lineage. Spirituality infuses daily activities, with the Matha's pontiff delivering spiritually enriching talks to staff and students regularly. Occasional visits from pontiffs of the other seven Mathas further enhance the institute's spiritual atmosphere. Moreover, a shrine dedicated to the guardian deity, Shree Bhootaraja, graces the institute's entrance, hosting an annual Pooja coinciding with the Naga shrine's ceremony, perpetuating the institute's spiritual ambiance.

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

5. CONCLUSION

Additional Information :

The institute has achieved notable recognitions and accolades:

Ranked in the prestigious band 151-300 in the NIRF Innovation Ranking 2023

Accredited by NAAC with A-grade and UG programmes CSE and ECE are accredited by NBA

Rated AAA by CAREERS 360 for student quality, faculty, learning engagement, graduate outcomes, placements and infrastructure.

Received a certificate of Excellence for maximum participation in the National level Terre Olympiad.

Awarded a silver certificate by the Energy Swaraj Foundation for over 750 faculty and students completing the Energy Literacy Certification course.

Granted Rs. 2.25 Lakhs from Ministry of Educations, Innovation cell towards Mentor - Mentee scheme to mentor five institutions.

Received the best local chapter award with 'A' grade certificate from NPTEL

Honored with the Best ISTE Faculty Chapter Award and Best Student Award by ISTE, Karnataka.

Recognized as a nodal center for IIT Bombay Spoken Tutorial- MHRD initiative.

Received funds totaling around 69 Lakhs from Government agencies such as KSCST, KSTA, MSME, VTU, and VGST.

Faculty members published 185 research papers in peer reviewed journals, published 16 edited books/book chapters and presented 152 papers in reputed conferences.

Granted one patent, published six, and filed 20 patents by faculty members.

The Civil Engineering Department's Testing and Consultancy Unit actively undertakes various projects for PWD, Panchayath, Municipality, and District authorities.

Organizes blood donation drives collecting around 200-300 units of blood annually.

Holds 32 MoUs and over 150 linkages with reputed Institutes and Industries.

Collaborated with five nearby schools as mentors under the "Atal Tinkering Lab" initiative.

Adopted five villages under the "Unnat Bharat Abhiyan" for community development.

Contributed to the community by providing hostel facilities to the quarantine center during the COVID-19

pandemic.

Concluding Remarks :

SMVITM has a well-defined vision and mission aimed at addressing global technological challenges. It emphasizes on providing the best academics, state-of-the-art infrastructure, research facilities, industry interaction, self-learning, and a wide range of co-curricular and extra-curricular activities to ensure the holistic development of the students.

The governance of the institute is supported by various bodies including the Management, Governing Council, Internal Quality Assurance Cell, and Program Assessment Committee. Additionally, several institute-level committees contribute significantly to the evolutionary reforms aimed at positioning the institute as a preferred choice for all stakeholders.

During the accreditation process, the institute has developed the competency to critically assess the strengths, weaknesses, opportunities, and challenges. The Institute is grateful to NAAC for providing the opportunity for self-assessment and commends the tireless efforts of the faculty and staff members in collecting data and providing documentary evidence.

The institute's quality initiatives will ensure creation of a system of higher education that instills values such as discipline, cooperation, equality, patriotism, professionalism, social responsibility, and mutual respect in students. This commitment ensures continuous growth, making the institute comparable to the best institutions globally and benefiting all its stakeholders.

The institute eagerly anticipates the visit of the peer team from NAAC. Indeed, this accreditation will mark a significant milestone in the institute's journey and serve as a catalyst for accelerating growth towards contributing to the nation-building efforts through holistic education.

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 :250</p> <p>Remark : DVV has made the changes as per shared data template document excluding the duplicates .</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>284</td> <td>153</td> <td>715</td> <td>206</td> <td>186</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>200</td> <td>123</td> <td>700</td> <td>206</td> <td>186</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared data template document excluding the duplicates .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	284	153	715	206	186	2022-23	2021-22	2020-21	2019-20	2018-19	200	123	700	206	186
2022-23	2021-22	2020-21	2019-20	2018-19																	
284	153	715	206	186																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
200	123	700	206	186																	
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 : 801</p> <p>Answer after DVV Verification: 590</p> <p>Remark : DVV has made the changes as per shared data template document excluding the duplicates .</p>																				
2.4.2	<p><i>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)</i></p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year</p>																				

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	18	19	17	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	15	19	17	17

Remark : DVV has made the changes as per shared data template document excluding the duplicates .

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
23.52	36.61	1.265	6.435	0.825

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16.45	33.61	1.265	6.435	0.825

Remark : DVV has made the changes as per shared data template document excluding the duplicates .

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
20	20	13	15	13

Answer After DVV Verification :

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

17	18	11	12	11
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Remark : DVV has made the changes as per shared data template document by HEI .

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
37	29	30	56	33

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	29	30	56	33

Remark : DVV has made the changes as per shared data template document excluding the duplicates .

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
20	31	24	55	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	26	22	00	00

Remark : DVV has made the changes as per shared data template document excluding the duplicates .

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
24	20	20	10	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	16	18	10	15

Remark : DVV has made the changes as per shared data template document by HEI .

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 :

Answer After DVV Verification :27

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

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 : 552

Answer after DVV Verification: 310

Remark : DVV has made the changes as per shared data template document excluding the duplicates .

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
140.6966	93.33547	48.58976	124.7072	126.2286
451	41	4	267	403

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
58	57.8	30.8	31	31

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

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
1041	768	715	788	802

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1030	680	715	788	802

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has selected the C. 2 of the above as per shared supporting document by HEI .

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
22	11	10	6	12

Answer After DVV Verification :

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

3	2	0	0	0
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Remark : DVV has made the changes as per shared supporting document by HEI .

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
14	5	1	10	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	5	1	7	8

Remark : DVV has made the changes as per shared data template document excluding the duplicates .

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
42	42	15	23	34

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
36	37	13	21	29

Remark : DVV has made the changes as per shared data template document and excluding the duplicates and not considered yoga and independence day .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	16	15	48	30

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	4	9	0

Remark : DVV has made the changes as per shared supporting document excluding the less than 2000.

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
64	73	47	42	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
54	62	40	30	12

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
27	24	28	25	28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	24	28	25	28

Remark : DVV has made the changes as per shared data template document by HEI .

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.**

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

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

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

2. Extended Profile Deviations

Extended Profile Deviations
No Deviations