SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SIR M VISVESVARAYA INSTITUTE OF TECHNOLOGY, BANGALORE

SIR M. VISVESVARAYA INSTITUTE OF TECHNOLOGY,
KRISHNADEVARAYANAGAR, OFF INTERNATIONAL AIRPORT ROAD,
HUNASAMARANAHALLI, BENGALURU
562157
http://www.sirmvit.edu

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Founded in 1986 under the auspices of the Sri Krishnadevaraya Educational Trust (Sri KET), Sir M. Visvesvaraya Institute of Technology (Sir MVIT) stands as a revered institution in Karnataka, India. The institute offers a diverse array of academic programs, including ten B.E. degree programs spanning fields such as Artificial Intelligence & Machine Learning, Computer Science & Engineering, Computer Science & Engineering (Internet of Things & Cyber Security including Blockchain Technology), Biotechnology Engineering, Electronics & Communication Engineering, Electrical & Electronics Engineering, Electronics & Telecommunication Engineering, Information Science & Engineering, Civil Engineering, and Mechanical Engineering. Additionally, it offers five Master's programs: Master of Business Administration (MBA), Master of Computer Applications (MCA), M.Tech. in Mechanical Engineering (Computer Integrated Manufacturing), M.Tech. in Electronics, and M.Tech. in Biotechnology & Biochemical Engineering.

Affiliated with Visvesvaraya Technological University and approved by the All India Council for Technical Education in New Delhi, Sir MVIT has earned accreditation from the National Board of Accreditation in New Delhi for six of its programs (Computer Science & Engineering, Biotechnology Engineering, Electrical & Electronics Engineering, Information Science & Engineering, Civil Engineering, Mechanical Engineering). The institution is also ISO 9001:2008 certified. Notably, departments like Mechanical Engineering, Electrical & Electronics Engineering, Electronics & Communication Engineering, Biotechnology, MBA & MCA have been designated as Research and Development centers by the university.

Occupying a sprawling 133-acre campus adjacent to Ballary Road near the Yelahanka Air Force station, in proximity to Bengaluru International Airport (approximately 21 km from Bangalore City Railway Station), the institute caters to over 3085 students and employs a faculty of more than 167 experienced members. Its facilities encompass well-equipped laboratories, department-specific seminar halls with multimedia capabilities, and project labs. The institution takes pride in its highly qualified faculty, cutting-edge laboratory resources, extensive library, and high-speed Internet center, all contributing to an impressive placement record.

Notably, Sir MVIT's dedication to excellence has garnered recognition from "Dataquest" magazine, which ranked the institute as the premier engineering college in the state. The campus, spanning 53.8 hectares, accommodates various interconnected departments through an optical fiber backbone network. A multitude of amenities are available, including Men's and Women's hostels, a Ladies' amenities center, staff quarters, a guest house, cafeteria, 12.1-hectare outdoor sports facilities, and an indoor games complex. The institute fulfills its power requirements through a dedicated HT power connection from BESCOM and its own Captive Power generating units. To ensure accessibility, the institute operates a fleet of buses connecting different parts of the city, while all students are provided with life and medical insurance coverage.

A dedicated training and placement cell, overseen by an experienced HR/HRD professional, is focused on fostering career opportunities for students. Beyond academics, the institute provides ample provisions for sports, games, and cultural activities.

Sir MVIT's vision is to achieve autonomy as an institution and subsequently attain recognition as a distinguished Deemed University. This vision is underpinned by the collective efforts of the management, faculty, and students.

Vision

The vision of an institution plays a pivotal role in shaping the institution's identity, goals, and overall impact on education and society. Sir M. Visvesvaraya Institute of Technology which is named after the renowned engineer Sir M. Visvesvaraya, the vision of the institute reflects his values and commitment to excellence in engineering education. Sir MVIT's vision encompasses excellence, holistic development, quality education, and the creation of well-rounded individuals. It seeks to transform students into ethical, competent, and responsible individuals who can meaningfully impact their professional and societal realms. This vision underscores the institution's commitment to producing not just successful graduates, but also individuals who contribute positively to the betterment of the world around them. Beyond academics, the institution aims to nurture disciplined and integrated personalities. This entails fostering qualities such as integrity, ethics, and self-discipline, essential for personal and professional growth. Moreover, the vision extends beyond academics. By incorporating sports, cultural activities, and co-curricular pursuits, the institution recognizes the significance of a well-rounded education. These avenues provide students with opportunities to develop physical fitness, creativity, teamwork, and leadership skills, making them capable of thriving in various aspects of life. A key aspiration of this vision is to mold students into exceptional human beings and responsible citizens. The institution aims to produce graduates who are not only competent professionals but also individuals of high moral character. By doing so, it envisions its graduates as valuable resources, contributing positively to the industry, work environments, and society at large.

Vision statements:

- To be a Centre of excellence in technical and management education concurrently focusing on disciplined and integrated development of personality through quality education, sports, cultural and co-curricular activities.
- To promote transformation of students into better human beings, responsible citizens and competent professionals to serve as a valuable resource for industry, work environment and society.

Mission

The mission of an institution serves as a guiding framework that outlines its purpose, values, and goals in alignment with the vision of the institution. It plays a crucial role in shaping the institution's identity, direction, and overall impact on its stakeholders and society at large. It encapsulates the aspirations of the institution and serves as a roadmap to achieve the vision. It directs efforts, defines identity, and influences outcomes, ultimately determining the institution's significance and legacy within its field and society as a whole. By fostering "quality technical education through state-of-art facilities," the institution commits to delivering education that not only imparts knowledge but also triggers profound personal and intellectual growth. This mission recognizes that true education goes beyond memorization, encouraging critical thinking, creativity, and adaptability. The emphasis on "nurturing leaders of tomorrow" underscores the institution's dedication to preparing students for leadership roles, equipping them with the skills and mindset needed to drive positive change. Lastly, the commitment to "advancing research and innovation" signifies the institution's role as a hub of progress, contributing to the advancement of knowledge and the development of solutions to real-world challenges. Overall, this mission statement reflects a dynamic and forward-looking approach that aligns education with the demands of the future.

Mission statements:

- To impart quality technical education, provide state-of-art facilities, achieve high quality in teaching-learning & research and encourage extra & co-curricular activities.
- To stimulate in students a spirit of inquiry and desire to gain knowledge and skills to meet the changing needs that can enrich their lives.
- To provide opportunity and resources for developing skills for employability and entrepreneurship, nurturing leadership qualities, imbibing professional ethics and societal commitment.
- To create an ambience and nurture conducive environment for dedicated and quality staff to upgrade their knowledge & skills and disseminate the same to students on a sustainable long-term basis.
- To facilitate effective interaction with the industries, alumni and research institutions.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Established over 3 decades with strong reputation for academic excellence and research.
- Visionary and resourceful management committed to creating quality educational and research environment.
- Faculty contributing towards design, development, and implementation of curriculum via their roles in Board of Studies.
- 133 acres of sprawling ambient green campus with modern infrastructure which is extremely conducive for curricular, co-curricular and extra-curricular activities.
- Located in the accessible vicinity to the city and well connected to international airport and proximity to popular industries and R&D organizations in and around Bengaluru.
- Highly qualified, experienced, and competent faculty with good retention rate.
- Excellent infrastructure and student amenities which include academic blocks, Well-equipped laboratories, advanced centralized Library & high-speed internet, hostels, staff quarters, indoor – outdoor sports facilities, temple and medical facilities.
- Good transport facility to the faculty and to the students hailing from different parts of the city & city out-skirts.
- Excellent students record in terms of University ranks, sports and cultural accomplishments.
- Attractive rewards for faculty members and students for academic achievements.
- Employee and student friendly policies.
- Adoption of inclusion principles and gender equality policies.
- Proactive Student environment - learning communities, beyond the curriculum events, student clubs for co-curricular and extra-curricular activities.
- Student centric functioning with mentoring, counselling through teachers and effective academic monitoring.
- Organization of regular conferences, seminars, student's symposia, short term training programs and value-added courses.
- Very good opportunities and facilities to carryout research and development, encouragement for collaborations with peers.
- Vibrant Student community from all states of the country maintaining national culture and respect for diverse thoughts.

- Efficient grievances redressal system, feedback system from all the stakeholders.
- Efficient disciplinary monitoring system, anti-ragging monitoring system.
- Wide opportunities for students to develop interpersonal skills and leadership qualities.
- Very good track record of placements which is consistent.
- Rich Alumni database who are working in various capacities Nationally & Internationally & many successful entrepreneurs who actively supports the institutional activities.
- Multi-disciplinary campus with a Dental College and an Architecture College.
- Peri-urban surroundings of the institute can facilitate creation of social entrepreneurs
- The campus has a scenic and serene environment which is conducive for personal and intellectual growth.

Institutional Weakness

- Lack of highly qualified faculty members with degrees from premier institutions
- Limited partnerships with premier institutions, organizations, and companies.
- Lack of high-end resources for quality research work and consultancy activities resulting into constrained R&D outcomes.
- Poor utilization of annual budgets.
- Moderate institution's reputation outside the region and limited international exposure.
- Relatively less exposure to global experience amongst faculty and students.
- Occasional challenges in securing adequate resources for infrastructure upgrades and research facilities.

Institutional Opportunity

- Leveraging the institution's research capabilities to secure more research grants from diverse funding sources.
- Opportunity to achieve autonomous college status or recognition as a deemed University.
- Collaborative creation of value-added courses in partnership with industries.
- Enhancement of teaching and learning capabilities via student and faculty exchange programs.
- Pursuit of collaborative research endeavors with renowned research institutions.
- Strengthening the industry institute interaction for knowledge sharing and adjunct faculty and introducing certificate courses.
- Potential to enhance rankings in statutory assessments.
- Expanding online courses can tap into a wider audience, offering flexibility and new revenue streams.
- Exploring collaborations with international institutions could provide students with global perspectives.
- Utilizing the existing campus land to offer diverse courses and become a comprehensive academic hub, catering to future student needs all within a single campus.
- Full digitization of the library and expanding its services to encompass Research Centers, Departments, and Hostels.
- Draw top-tier students (CET ranks 1 to 100) by offering fee waivers for College fees, Hostel fees, and college bus fees upon admission.
- Pursuit of interdisciplinary and multidisciplinary research activities by faculty members.
- Initiation of institutional fellowships and teaching assistantship for PG students and research scholars.
- Exploration of collaboration with government bodies to carry out extension activities and to involve in live projects related to community development

Institutional Challenge

- Emergence of prestigious educational establishments nearby, fostering competition on local, regional, and international scales.
- Attracting and retaining skilled faculty members, nurturing diverse proficiency across multiple fields.
- Establishing a dynamic hub for comprehensive consulting and training services.
- Rapid adaptation to changing industry and societal demands, driving cross-disciplinary advancements.
- Ensuring consistent funding for research, infrastructure development, and faculty development may be a challenge.
- Staying aligned with evolving accreditation and regulatory standards requires ongoing effort.
- Frequent changes in the schemes of curriculum and chaos in the implementation of new policies.
- Persisting Industry – Academia gaps
- Uncertainty in the global market and recession scenarios affecting the admission to few programs and placements as well.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sir M. Visvesvaraya Institute of Technology (Sir MVIT) is affiliated to Visvesvaraya Technological University (VTU), Belagavi, recognized by AICTE, places a strong emphasis on its curricular aspects, reflecting its commitment to providing students with a holistic and future-ready education. Being in affiliated status, the institution follows the curriculum framed by the VTU. Being the top technical university of the state, VTU's curriculum is meticulously designed to align with industry trends and academic standards. The present VTU curriculum is in alignment with NEP 2020, and it follows Choice Based Credit System (CBCS). Institution regularly reviews and enriches the curricula to incorporate the latest advancements in technology and research through co-curricular approaches. The institution's approach to curricular planning, academic flexibility, curriculum enrichment, and feedback system all contribute to its reputation for academic excellence. The curriculum is structured to balance theoretical understanding with practical applications, fostering a well-rounded skill set.

The CBCS recognizes the diverse learning interests of the students and offers academic flexibility within its programs. It provides a range of elective courses and specialization options, allowing students to tailor their education according to their career goals and interests. This approach empowers students to explore areas beyond their core discipline, fostering a broader perspective and a multidisciplinary mindset.

Sir MVIT goes beyond the traditional curriculum to provide students with opportunities for enrichment. The institution encourages participation in research projects, internships, workshops, and seminars, enabling students to gain hands-on experience and practical exposure to their fields. Additionally, the institution collaborates with industry partners to integrate industry-relevant projects and case studies into the curriculum, bridging the gap between academia and real-world challenges.

The institution values stakeholders' input and actively seeks feedback through a robust feedback system. This two-way communication enables students to voice their opinions about the curriculum, teaching methodologies, and overall learning experience. The feedback is used to continuously refine and enhance the curriculum and

teaching practices.

In conclusion, Sir MVIT's curricular aspects reflect a dynamic and student-focused approach.

Teaching-learning and Evaluation

Teaching, learning, and evaluation are fundamental components of higher educational institutions, collectively shaping the educational experience and contributing to students' intellectual and personal growth.

Established in 1986, Sir MVIT has consistently proven itself as one of the premier institutions affiliated with VTU. Its distinction is attributed to its exceptional faculty strength, qualifications, experience, and retention rates. The institution boasts a dedicated and experienced team of both teaching and non-teaching staff who play a crucial role in the college's overall development. Presently, the institution boasts 163 faculty members, with 53 of them holding Ph.D. degrees from renowned institutions. With a current sanctioned intake of 1183 students and encompassing 15 departments spanning undergraduate and postgraduate programs, Sir MVIT adheres to a Student Faculty Ratio (of 18.25:1), aligning with AICTE norms.

Faculty members employ diverse teaching methods, such as lectures, discussions, group activities, case studies, simulations, and hands-on experiments. These methods cater to different learning styles and foster active engagement. Students are immersed in a diverse range of learning experiences, equipping them with expertise in both software and hardware domains, positioning them as trailblazers across industries. The institution employs a teaching-learning framework geared towards outcome-based education, emphasizing entrepreneurship and employability, effectively leveraging ICT tools. The student-centric approach sees professors taking on roles as mentors, offering guidance for effective academic oversight.

The institution's evaluation process is transparent and comprehensive, featuring centralized assessment methods. Students undergo continuous internal evaluation alongside assessments based on various parameters, fostering greater self-assurance. Both faculty members and students are well-informed about the programs, courses, and their corresponding outcomes.

With an exceptional average pass percentage of 96.67 in the final year, Sir MVIT consistently delivers outstanding results. Many students annually attain university ranks and even secure gold medals, a testament to the institution's commitment to academic excellence.

Research, Innovations and Extension

Sir MVIT has cultivated an innovation and research-oriented ecosystem to foster the growth of both students and faculty. The institution houses 13 VTU-recognized R&D Centers that actively engage in research activities. The institution has been successful in receiving Research Grants from various government and non-Government agencies. Through these projects, faculty and students have been able to record their findings in reputed peer reviewed journals, conference proceedings and chapters which are suitably rewarded by the Management.

Further, the faculty can conceptualize ideas and convert them into PoCs, product realization and

commercialization. These accomplishments often translate into patent filings. Additionally, the campus hosts Incubation centers, providing platforms for students and faculty to elevate their research and innovation expertise. The Research Centers of the institution encourage faculty to pursue Ph.D. degrees, further enriching the institution's academic environment.

To promote awareness in Science and Technology domains, Sir MVIT arranges technical seminars, workshops, and conferences, exposing attendees to cutting-edge advancements. This ambiance nurtures innovation and entrepreneurial thinking. The ecosystem is fortified by the Institutions Innovation Council (IIC), National Innovation and Start-up Policy (NISP), and an Intellectual Property (IP) cell.

The institution has established collaborative Memoranda of Understanding (MoUs) with esteemed industries and institutes. These agreements facilitate collaborative research, internships, and training across various domains. Regular industrial and site visits under these MoUs enrich students' practical exposure.

Under the banner of units such as the National Service Scheme (NSS), Youth Red Cross (YRC), and the Social Outreach Club 'Spandana', Sir MVIT undertakes extension activities. AICTE-VTU initiatives offer avenues for students to engage in impactful societal activities. These platforms have enabled numerous outreach events like Blood Donation drives, medical camps for underprivileged children, Stem cell donation registration drives, village clean-up initiatives, health and hygiene awareness camps, hands-on training for rural schoolteachers, and Science exhibitions for Government school students. These activities embody Sir MVIT's commitment to holistic community enrichment and sustainable progress.

Infrastructure and Learning Resources

Sir MVIT boasts a meticulously maintained green campus sprawling across more than 130 acres of land. This expansive space ensures abundant availability and effective utilization of physical infrastructure to enhance the quality of teaching and learning experiences.

Classrooms: A good number of well-appointed, ventilated, and spacious classrooms, equipped with LCD projectors, are provided to facilitate theory classes.

ICT Facility: The college houses ICT classrooms that offer multimedia learning experiences, Wi-Fi connectivity, and access to high-speed 500 Mbps broadband internet.

Seminar Halls: Numerous seminar halls, dedicated to each department, play host to a range of events, including national-level seminars. These spaces encourage students to engage actively in paper presentations, group discussions, and related activities.

Tutorial Rooms: Separate tutorial rooms are available on the campus, designed to clarify doubts and offer special remedial classes for students who require additional assistance or have a slower learning pace.

Laboratories: All laboratories are outfitted with the latest equipment and amenities, adhering to AICTE and VTU guidelines. These laboratories serve not only for regular curriculum activities but also for technology transfer and training beyond the syllabus. Computer labs are equipped with both open-source and licensed software to cater to curriculum and industry-aligned teaching requirements.

Central Library: The central library, occupying a spacious independent block of 1400.8 Sq.m. across two

floors, is fully computerized. It utilizes bar code readers for book issuance. With a seating capacity of 100 students, the library houses an extensive collection of 67,803 volumes. Additionally, the library holds 2,677 CDs/DVDs of books, technical periodicals, and audio-visual resources such as NPTEL. The library actively participates in consortia like VTU Consortium, DELNET, and the National Digital Library of India.

Sports Facilities: The college provides a range of sports facilities, including an indoor stadium with a badminton court and a well-equipped indoor gymnasium. Outdoor sports enthusiasts can enjoy a separate football ground, cricket ground, basketball court, and tennis court, fostering a culture of active sports engagement.

In sum, Sir MVIT offers a comprehensive array of infrastructure and amenities that enrich the teaching and learning environment, catering to the diverse needs and interests of its student community.

Student Support and Progression

Student support and progression are integral aspects of higher educational institutions, encompassing a range of services, programs, and initiatives aimed at facilitating students' academic success, personal development, and smooth transition into the professional world. These efforts ensure that students not only excel academically but also grow as well-rounded individuals

The institute places a strong emphasis on the holistic development of its students. Aligning closely with the institution's vision to cultivate industry-ready technocrats, paramount importance is accorded to the comprehensive growth of each individual. Alongside the academic curriculum, a meticulously designed framework attends to students' sporting, cultural, and social well-being.

The Sri Krishnadevaraya Educational Trust, which oversees the management of Sir MVIT, actively supports academically bright students through cash awards, recognizing their dedicated endeavors. Remarkably, every university rank holder receives a substantial cash prize of one lakh, not only inspiring their peers but also presenting them with a challenge to excel. The institute maintains transparency in its scholarship policy concerning government-initiated scholarships, ensuring all eligible candidates access their entitled benefits.

"A healthy mind in a healthy body" – this adage, prevalent among successful achievers in today's competitive world, holds significant sway even within the college environment. Students are encouraged to pursue their interests in sports, culture, and fine arts as part of both co-curricular and extra-curricular activities. This nurturing environment fosters creativity and provides opportunities for students to represent the college in intercollegiate competitions, subsequently advancing to university and national-level contests.

Comprehensive and robust career guidance is provided to all eligible students, whether they seek participation in campus recruitment drives or aspire to pursue higher studies. The training and placement director devises a structured training program to prepare students for placements.

Recognizing the pivotal role that alumni play in an instituvation's progress, a strong bond is fostered between the institute and its alumni. Successful alumni are encouraged to share their achievements, inspiring current students. Internships and guest lectures by accomplished alumni serve to bridge the gap between industry and academia, acquainting students with cutting-edge technologies. This approach not only strengthens the alumni-

institute connection but also nurtures valuable professional networks.

Governance, Leadership and Management

Sir MVIT operates under the guidance of a board of trustees belonging to the Sri Krishnadevaraya Educational Trust. The institution is committed to upholding effective governance and transparent management practices that align with its defined vision and mission. The core objective of Sir MVIT is to provide high-quality technical education grounded in solid fundamentals and professional ethics, enabling students to excel in their respective fields of study.

The institution has meticulously structured its organizational framework to ensure efficient governance and clear demarcation of leadership roles and responsibilities. At its core, the Governing Body (GB) stands as the principal governing entity. The GB formulates policies, establishes the vision and mission statements of the institute, and actively participates in strategic planning. The Principal, as the academic and administrative head, is entrusted with the implementation of the stakeholders' approved Vision and Mission, driving the institution's growth.

Sir MVIT devises its course of action through a well-documented Strategic Growth Plan, setting priorities to channel resources and efforts, bolster operations, and rally all stakeholders towards the realization of its Vision and Mission.

The institution has embraced e-governance to streamline processes, enhance accountability, promote transparency, and widen accessibility. To benefit both teaching and non-teaching staff, a range of professional development and administrative training programs, including Faculty Development Programs, are conducted on campus. Financial support is extended to faculty and students participating in various conferences and workshops. Thoughtful welfare measures are in place for the well-being of the staff. A comprehensive multi-centric feedback system is operational, involving self-reported data that is carefully analyzed by respective Heads of Departments, leading to targeted corrective measures.

Financial resources are judiciously allocated in accordance with the budget to ensure the institution's efficient functioning. The management enforces a well-defined mechanism for financial oversight through systematic internal and external audits that regulate all fiscal aspects, encompassing both income and expenditure.

Sir MVIT remains steadfast in its pursuit of continuous quality enhancement and academic excellence, a commitment upheld by its Internal Quality Assurance Cell. This self-regulating mechanism constantly monitors academic processes, feedback loops, and follow-up initiatives. Regular academic and administrative audits orchestrated by IQAC inform quality-enhancing recommendations. A rigorous audit mechanism assures compliance with academic and administrative procedures, underpinning ongoing improvements.

Institutional Values and Best Practices

The institution consistently upholds equitable policies to ensure gender equality among its students, staff, and faculty members. To oversee and promote gender equality, the institution maintains a dedicated committee. This committee's foremost responsibility is to facilitate fair access to authority for women. The Women's Cell plays a pivotal role in empowering both students and staff, fostering self-esteem, confidence, and the capacity to make well-informed life choices. Moreover, the cell raises awareness about women's social, legal, and

constitutional rights, with the aim of preventing gender-based exploitation.

The institution proactively fosters an inclusive environment through a range of activities. National festivals, National Service Scheme (NSS) initiatives, and community outreach events create a cohesive platform that brings together students and educators from diverse backgrounds, nurturing an atmosphere of inclusivity. These endeavors not only enrich education but also cultivate harmonious coexistence.

Key best practices observed by the institute include:

Annual Project Exhibition cum Competition:

The primary objective of organizing this exhibition is to provide a platform for students to showcase their innovative ideas. These ideas can subsequently be refined to address a spectrum of challenges in social, economic, ethical, and lifelong learning domains.

Empowering Minds-Nurturing Student Growth Through Clubs, Forums, And Teams:

This initiative aims to cultivate a vibrant and enriching atmosphere at Sir MVIT, nurturing holistic student development through active participation in a diverse array of clubs, forums, and teams. Under the "Kala Kaustubha" banner, the Empowering Minds initiative encompasses three categories: Technical Encapsulate, Non-Technical Encapsulate, and Professional Bodies. Each category significantly contributes to nurturing student growth via clubs, forums, and teams.

The institution has established a proactive Institute Innovation Council (IIC) registered under the "MHRD's Innovation Cell (MIC)" to systematically foster an innovation culture within the Institute. The primary focus of the IIC is to empower young students by encouraging, inspiring, and nurturing their innovative ideas, guiding them towards becoming proficient professionals and creators during their formative years. Sir MVIT established its IIC in 2020 and earned a 3.5-star rating in 2021 and 2022.

As part of the Mentor-Mentee programme, the institution transitioned from being a mentee to serving as a mentor in IIC 3.0. This scheme supports high-performing IICs as mentors, assisting those seeking guidance. Sir MVIT trained 12 faculty members as Innovation Ambassadors, reinforcing their mentorship capabilities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SIR M VISVESVARAYA INSTITUTE OF TECHNOLOGY, BANGALORE
Address	SIR M. VISVESVARAYA INSTITUTE OF TECHNOLOGY, KRISHNADEVARAYANAGAR, OFF INTERNATIONAL AIRPORT ROAD, HUNASAMARANAHALLI, BENGALURU
City	BENGALURU
State	Karnataka
Pin	562157
Website	http://www.sirmvit.edu

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Rakesh S. G.	080-28477024	9108341707	080-28467081	principal@sirmvit.edu
IQAC / CIQA coordinator	Vanipriya C. H.	080-28477025	9036973536	-	hod_mca@sirmvit.edu

Status of the Institution	
Institution Status	Private and Self Financing

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

Recognized Minority institution	
If it is a recognized minroity 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	12-01-2012	[View Document](#)
12B of UGC	05-02-2022	[View Document](#)

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	30-07-2022	12	Extended approval
AICTE	[View Document](#)	30-07-2022	12	Extended approval
AICTE	[View Document](#)	30-07-2022	12	Extended approval

Recognitions

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	SIR M. VISVESVARAYA INSTITUTE OF TECHNOLOGY, KRISHNA DEVARAYANAGAR, OFF INTERNATIONAL AIRPORT ROAD, HUNASAMARANAHALLI, BENGALURU	Urban	133	71365

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,Electronics And Telecommunication Engineering	48	PUC with PCMB or PCME OR PCMC	English	60	31
UG	BE,Mechanical Engineerng	48	PUC with PCMB or PCME OR PCMC	English	120	18
UG	BE,Electrical And Electronics Engineering	48	PUC with PCMB or PCME OR PCMC	English	120	57
UG	BE,Electronics And Communication Engineering	48	PUC with PCMB or PCME OR PCMC	English	120	120
UG	BE,Computer Science Engineering	48	PUC with PCMB or PCME OR PCMC	English	180	180
UG	BE,Biotechnology	48	PUC with PCMB or	English	60	41

			PCME OR PCMC			
UG	BE,Information Science And Engineering	48	PUC with PCMB or PCME OR PCMC	English	120	120
UG	BE,Artificial Intelligence And Machine Learning	48	PUC with PCMB or PCME OR PCMC	English	60	60
UG	BE,Internet Of Things And Cyber Security Including Blockchain Technology	48	PUC with PCMB or PCME OR PCMC	English	60	60
UG	BE,Civil Engineering	48	PUC with PCMB or PCME OR PCMC	English	60	16
PG	MCA,Master Of Computer Applications	24	BSc. BCOM BCA	English	60	60
PG	MBA,Master Of Business Administration	24	BBN BCOM BSc BA BE	English	120	119
PG	Mtech,Mtech Electronics	24	BE	English	13	0
PG	Mtech,Mtech Biotechnology And Biochemical Engineering	24	BE	English	18	6
PG	Mtech,Mtech Computer Integrated Manufacturing	24	BE	English	12	0

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	22				44				143			
Recruited	8	8	0	16	14	17	0	31	42	74	0	116
Yet to Recruit	6				13				27			
Sanctioned by the Management/Society or Other Authorized Bodies	22				44				143			
Recruited	8	8	0	16	14	17	0	31	42	74	0	116
Yet to Recruit	6				13				27			

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				121
Recruited	97	24	0	121
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				0
Recruited	18	7	0	25
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	8	8	0	10	8	0	8	4	0	46
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	4	9	0	34	70	0	117
UG	0	0	0	0	0	0	0	0	0	0

<table>
<tr><th colspan="11">Temporary Teachers</th></tr>
<tr><td rowspan="2">Highest Qualificatio n</td><td colspan="3">Professor</td><td colspan="3">Associate Professor</td><td colspan="3">Assistant Professor</td><td></td></tr>
<tr><td>Male</td><td>Female</td><td>Others</td><td>Male</td><td>Female</td><td>Others</td><td>Male</td><td>Female</td><td>Others</td><td>Total</td></tr>
<tr><td>D.sc/D.Litt/ LLD/DM/M CH</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Ph.D.</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>M.Phil.</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>PG</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>UG</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
</table>

<table>
<tr><th colspan="11">Part Time Teachers</th></tr>
<tr><td rowspan="2">Highest Qualificatio n</td><td colspan="3">Professor</td><td colspan="3">Associate Professor</td><td colspan="3">Assistant Professor</td><td></td></tr>
<tr><td>Male</td><td>Female</td><td>Others</td><td>Male</td><td>Female</td><td>Others</td><td>Male</td><td>Female</td><td>Others</td><td>Total</td></tr>
<tr><td>D.sc/D.Litt/ LLD/DM/M CH</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Ph.D.</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>M.Phil.</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>PG</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>UG</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
</table>

<table>
<tr><td colspan="5">Details of Visting/Guest Faculties</td></tr>
<tr><td>Number of Visiting/Guest Faculty engaged with the college?</td><td>Male</td><td>Female</td><td>Others</td><td>Total</td></tr>
<tr><td></td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
</table>

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	307	142	0	0	449
	Female	227	55	0	0	282
	Others	0	0	0	0	0
PG	Male	87	10	0	0	97
	Female	83	5	0	0	88
	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	35	29	28	31
	Female	23	19	23	11
	Others	0	0	0	0
ST	Male	3	6	8	11
	Female	10	9	8	3
	Others	0	0	0	0
OBC	Male	120	179	164	159
	Female	123	134	104	91
	Others	0	0	0	0
General	Male	388	205	268	302
	Female	214	84	114	135
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		916	665	717	743

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Institute is affiliated to Visvesvaraya Technological University (VTU). The University adopted CBCS and started implementing NEP from the year 2021. The University revised the curriculum in the year 2022, with the introduction of interdisciplinary courses. 2022 scheme of Teaching and Examinations for 1st and 2nd semesters are classified into following four streams, Civil Engineering Stream, Computer Science & Engineering Stream, Electrical & Electronics Engineering Stream and Mechanical Engineering Stream. The curriculum has an integration of humanities and science with STEM. The curriculum contain Humanities, Social Sciences and Management (HSMC) which are mandatory for all disciplines and the Basic Sciences courses(BSC) which include Physics, Chemistry and Mathematics, which are also mandatory for all the discipline. It has introduced multi-disciplinary courses such as Scientific Foundations for Health, Indian Constitution, and Emerging Technology Courses such as Introduction to Sustainable Engineering, Operation and Maintenance of Solar Electric Systems etc. To facilitate flexible learning within a stipulated period, multiple entry and multiple exit options are given to the needy students (Maximum of 8 years for regular students and 6 years for the lateral entry students). The students can exit after 2nd, 3rd or 4th semesters and can have entry in 3rd, 5th or 7th semesters. Institute encourages the faculty to carry out multi-disciplinary research. Faculty share research goals and work on the same problem, while looking at their own discipline's perspective.
2. Academic bank of credits (ABC):	The Institute is affiliated to VTU and the University adopted NEP 2020 in the year 2021. As a part of NEP, the University insists that all the students of the affiliated Institutes have to register for Academic Bank of Credits. Academic Bank of Credits (ABC) will digitally store the academic credits earned by students from Higher Educational Institutions by facilitating students to choose their own learning path to attain degree/Diploma/Certificates, working on the principle of multiple entry-multiple exits, as well as any-time, any-where, and any level of learning. The ABC platform has been developed by the National e-Governance Division (NeGD) of the Ministry of Electronics and Information Technology (MeitY)

	under the DigiLocker framework. As the institute is affiliated to Visvesvaraya Technological University and does not issue marks statements or degree certificates, it need not register under NAD. However, all the students of 2021 batch visited abc.gov.in and created an account, with ABC Id through DigiLocker, with the Academic Bank of Credit of India and abided by the standard operating procedures as communicated to them by the ABC.
3. Skill development:	The Institute has been entrusted with the responsibility of nurturing the students by providing them skill based, on campus training. These are the facilities beyond regular academics. The objective would be the enhancement of students' employment/self-employment opportunities. For instance, Artificial Intelligence and Internet of Things courses are conventionally offered to the students of CSE/IT/MCA programmes. However, the students of other branches might also express interest in these courses. To cater the needs of such students, the skill labs have been devised, to enable the students from different branches. The Institute took the initiative of developing the skills of the students by establishing the following skills Development Labs: • Herbal Drug development Lab • Cell Culture Lab • Artificial Intelligence Lab • Embedded & IOT Application Lab • i-Labs (intellectual Labs) • Technical Competency Enhancement Lab • Material Testing & Structural Design Lab Apart from this a spectrum of student development programmes are being conducted for honing skills. These skills encompass seminars, soft skills training, workshops etc. The Institute has Societies/Chapters like CSI, ASME, ISTE also, convergence of these endeavors result in nurturing comprehensive skill set of the students. These trainings and workshops not only spanning to technical skills but also foster the skill set like teamwork, leadership acumen and communication skills.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Institute is affiliated to Visvesvaraya Technological University (VTU). VTU has introduced NEP 2020, in its revised curriculum in the year 2021. The curriculum introduced Kannada language as a mandatory subject for all the students, pursuing B.E. To preserve and spread Indian culture and tradition, the Institute organizes various activities such as traditional day celebrations like "Isiri",

	competitions such as Rangoli, Dance, and Singing etc. The Institute inculcates Indian culture and values through the participation of the students in university level youth festivals. In 2022 scheme, the University introduce "Yoga" as one of the elective subjects, which is a mandatory course, considered for vertical progression. Inclusion of this subject in the curriculum preserves and appreciates the rich cultural heritage of the country.
5. Focus on Outcome based education (OBE):	Few workshops have conducted to create awareness about OBE philosophy in the institution. Faculty members are encouraged to undergo training on OBE by attending online NPTEL courses. Every course of the Programme is defined with outcomes and at the end of the semester these outcomes are measured by using various attainment methods and necessary actions are taken to improve the attainment levels. The Institute has adopted a 5 step process on how to successfully implement OBE in the Institute: 1. Assessment of curriculum and needs 2. Defining outcomes 3. Collaboration and Implementation 4. Defining the role of assessments and results, and measuring success 5. Feedback and continuous evaluation Currently 6 UG programs are under NBA accreditation.
6. Distance education/online education:	As Per AICTE rules, NAAC accredited Institutes with A+ and above grades are eligible for Distance Education. At present SIR MVIT is not eligible to offer "Distance Education" courses. As we are applying for NAAC accreditation during the current academic year, the same is being planned in the future, depending on the grade obtained. Massive Open Online Courses bring revolution in the education field that equip the students as well as faculty with the latest technology and to acquire new skills. Sir MVIT encourages the students and faculty to register for MOOCs. Sir MVIT has been recognized as one of the local centers of NPTEL and the NPTEL Local Chapter started functioning in the institution in JULY 2018. VTU has adopted NEP from 2021. As a part of this, it has made online courses compulsory for the PG students. It also offers a B.E.(Honours) degree for Undergraduate students that can be earned by completing certification courses from NPTEL. These online courses are helpful to adapt life long learning and also fills the gap between academia and the industry requirements. Apart from

these, the institute also encourages the students to enroll in the MOOCs like Coursera, Udemy, Data Camp etc., to enhance the skill set of the students. After obtaining these certificates, the students can post these on professional social media like LinkedIn, which may enable them to fetch employment opportunities. Some of the faculty have their YouTube channels, where they upload the content that fosters the students' learning at their own pace.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. ELC club has been set up in our College. The committee consists of three faculty members, four students, headed by Principal as Chairman of the committee. The constitution of the committee is as follows. Sl. No. Name Department/Designation Responsibility 1. Prof. Rakesh S. G. Principal Chairman 2. Dr. S. K. Uma HOD- Maths Member 3. Mr. Prashanth B. B. Humanities Member 4. Mr. C. Babu Raju Manager, Admin Member 5. Shail Aneef ECE Student Member 6. S. Jayusurya ME Student Member 7. B. M. Kavitha CSE Student Member 8. Issukapalli Saikrishna Chaitanya ECE Student Member
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?	• Student coordinators and Faculty coordinators are appointed by the college. • ELC is functioning • Faculty members are working towards enrolling eligible students to the electoral rolls. Senior students who graduated recently are replaced by juniors in the electoral committee,
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.	Committee organized campaigning programme on voter awareness and promotion of ethical voting for all students of our institute and also for neighboring colleges in the campus.
4. Any socially relevant projects/initiatives taken by	Nill

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.	
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	ELC members visited each class room and explained about the enrollment process. A WhatsApp message has been sent to all students groups to enable them to enroll their names in the electoral roll using mobile app.

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
3085	2954	3006	3158	3289

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: 250

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
162	175	172	171	185

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
728.86	735.96	771.02	933.83	940.34

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:

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

Sir MVIT maintains its affiliation with Visvesvaraya Technological University in Belagavi, and has received approval from AICTE. The institute strictly adheres to the curriculum and syllabi prescribed by the affiliated university. In addition to the designated coursework, the institution has devised strategies to enhance the teaching and learning processes.

At the beginning of each semester, the academic activities are meticulously planned, aligning them with the university's calendar of events. The identification of courses to be taught is followed by faculty allocation, considering their expertise and preferences. Following allocation, the respective faculty members are responsible for creating learning materials and resources. The curriculum design is rooted in the principles of 'Outcome Based Education' outlined by both AICTE and VTU.

A comprehensive course file is collectively maintained by the faculty, encompassing syllabi, course modules, lesson plans, attendance records, teaching materials, question banks, and student particulars. A diverse teaching methodology is employed, incorporating tools such as PowerPoint presentations, NPTEL videos, e-learning, and seminars. Ongoing evaluation occurs through three Internal Assessment tests and numerous assignments conducted in each semester.

Laboratory sessions are also emphasized, aligned with the stipulated syllabus, to provide students with hands-on learning experiences. Periodic reviews by the Head of the Department cover the faculty's progress and student attendance. Formal and informal feedback mechanisms monitor course delivery and syllabus completion. Faculty members are encouraged to enhance their expertise by participating in refresher courses, workshops, and faculty development programs.

To facilitate effective communication and guidance, a group of local guardians is assigned for each section. These groups periodically engage with students to discuss course progress, learning challenges, and potential actions required. Content beyond the syllabus is integrated into the curriculum, with activities like workshops, guest lectures, and industrial visits focusing on contemporary technologies.

Internal assessment tests are conducted thrice during the semester. Faculty members are informed about the test schedule and subsequent question paper review dates. The evaluation scheme and solutions are scrutinized during the question paper review meetings. The question papers, solutions, and evaluation criteria undergo a rigorous review process before receiving final approval from the department head and

assigned reviewers. Course coordinators ensure that questions align with the intended Course Outcomes (COs) and are mapped to the appropriate level of Bloom's Taxonomy.

Feedback from students, teachers, parents, alumni, and employers is solicited and incorporated to achieve the institute's educational objectives.

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

1.2 Academic Flexibility

1.2.1

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

Response: 74

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: 42.73

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
1865	1134	1494	1382	745

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:

C1.3.1 : Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

University addresses the cross-cutting issues like Environment and Sustainability, Human Values in curriculum and Induction program. The institute believes in maintaining healthy environment for all of its stakeholders.

Environmental and Sustainability: University prescribed course "Environmental Studies" provides students understanding of ecological balance for sustainable development, impacts of developmental activities and mitigation measures and environmental policies regulations. Institution encourages and supports students to go with plans of protecting environment like planting saplings, best out of waste and plastic free campus and training in first aid.

Gender Equality: To promote Safety and Security of Women Sir MVIT have constituted a Internal Complaints Committee . This is done as per the directions of VTU in accordance with the Supreme Court's order. The committee will address matters related with any form of harassment, especially women (both Staff and Students). The Objectives is to provide counseling, promote gender equity and also deal with related issues of safety and security of students and lady staff as well to dissolve

discrepancies among students and staff.

The program like International Women's day celebrated every year with objectives-

i) To develop student's sensibility with regard to issues of gender in contemporary India.

ii) To expose the students to debates on the politics and economics of work.

iii) To help students reflect critically on gender violence through various activities.

Human Values and Professional Ethics: As a part of Induction program for 1st year under graduate students will be engaged in Human values classes. The induction program schedule includes Yoga session, universal Human values session handled by trained faculty members and skill enhancement program like debate, drawing, dancing and singing etc.

Through the content beyond syllabus planned before the commencement of semester for "Professional Ethics", students will be able to know the importance of ethics in engineering profession. The various activities highlight about the professional practice that need to be observed throughout the life. Kalanjali is a cultural forum to promote the vision of institute through exhibition of student's talents and their capabilities while exhibiting social concern under numerous co-curricular activities through on- campus and campus-connect events.

Susamskriti Cultural form, his forum provides a platform to students in creative arts such as music, dance, literary, theatre events, etc, and conducts activities throughout the year. It also holds the annual talent search competition "VERVE", where the fresh talents are spotted and groomed to represent the college cultural team in intercollegiate competitions. addition, the Kannada forum HONGIRANA conducts ISIRI programme, English forum conducts LITERATI consisting of seminars, quizz, essay writing competitions, etc. while the Eco Club organizes NISARGA including Environmental awareness programs.

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

1.3.2

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

Response: 56.56

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

Response: 1745

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: 76.49

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
916	671	717	740	815

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

2022-23	2021-22	2020-21	2019-20	2018-19
1195	955	955	955	985

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: 53.22

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
321	313	277	261	297

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
597	537	537	537	552

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: 19.04

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:

Experiential Learning:

In the realm of technical education, active student participation in hands-on activities holds paramount importance for fostering skill development across diverse domains through experiential learning. The core components of experiential learning encompass:

1. Laboratory Sessions: These sessions bridge the gap between theoretical knowledge and practical application, enhancing comprehension of intricate concepts.

2. Engagement in Mini Projects: Throughout their engineering journey, students partake in mini projects, cultivating collaborative group dynamics and fostering novel creative thinking.

3. Undertaking Major Projects: Innovative, patented, and granted major projects provide students with an avenue to explore groundbreaking ideas while honing their technical prowess.

4. Attendance in Skill Development Programs (SDPs) and Workshops: These platforms extend hands-on training beyond the confines of the curriculum, empowering students with practical skills that extend their professional horizon.

5. Internship Programs: By immersing themselves in internships at colleges or companies, students acquire proficiency in new tools, concepts, and industry practices, culminating in a seamless transition into a professional environment.

6. Participation in Hackathons/Ideathons: Engaging in these events at intra and inter-college, state, and national levels stimulates innovative thinking, setting the stage for entrepreneurial aspirations.

7. Implementing Flipped Classes: Flipped classroom pedagogy elicits greater student involvement by inverting traditional teaching methods and promoting active participation in discussions.

8. Fostering Self-Learning through MOOCs: Encouraging students to embark on self-directed learning journeys via platforms like MOOCs, NPTEL, and SWAYAM encourages continuous improvement and exposure to a diverse range of topics.

Participative Learning: Participative learning is strategically designed to equip students with industry-ready skills, fostering creativity within collaborative team dynamics. The approach is realized through initiatives like:

1. **National Service Scheme (NSS) Activities:** The college's NSS club, led by faculty and student coordinators, orchestrates diverse initiatives such as blood donation drives, campus cleanliness campaigns, and environmental conservation efforts.
2. **Yoga and Wellness Programs:** The "VIKASA" Yoga Club, comprising students and faculty, imparts holistic wellness practices through workshops, emphasizing the importance of balancing work and personal well-being.
3. **Club Activities:** Under the "Susamskriti" cultural club and "Sutantra" technical club, students orchestrate various activities, fostering leadership, creativity, and cultural awareness.
4. **Departmental Forums/Club Activities:** Department-specific clubs like "GLUG-MVIT",

"InnovECE", "JAIVIK" and "ElectroGreen" empower students to independently manage clubs, promoting deep engagement and specialized learning.

Leveraging ICT Tools: The institution harnesses the potential of information and communication technology (ICT) for various applications:

1. **MS Teams and Google Classrooms:** By deploying these tools, the institution conducts online sessions, assessments, and assignments seamlessly, ensuring continuous communication and engagement in virtual learning environments.
2. **GNCMS ERP Portal:** The institution's ERP portal, powered by GNCMS, serves as a comprehensive platform housing student and alumni information, faculty qualifications, and research details. The portal streamlines essential functions like attendance, assessment, and resource distribution.

Our institution's holistic approach, comprising experiential and participative learning methodologies alongside effective use of ICT tools, underscores a commitment to nurturing well-rounded, industry-ready graduates.

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: 88

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
211	193	193	193	193

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: 27.75

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
53	51	49	44	43

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The Internal Assessment is divided into four phases.

1. Preparation of question paper
2. Conduct of exams
3. Evaluation of answer scripts
4. Redressal System for grievances

Preparation of Question Paper (QP):

Every question paper is enriched with mapped Course Outcomes, corresponding Bloom's Taxonomy levels, Program Outcomes, Program outcome-based Indexing, and Marks allocation. Following an assessment by the Question Paper Scrutiny Committee (QPSC), faculties gain authorization to submit the QP and scheme to the Question Paper Dispatch System (QPDS) within the Examination section.

Question Paper Scrutiny Committee (QPSC)

At the commencement of each academic year, the Internal Test QPSC is formed. This committee adheres to VTU standards while crafting and scrutinizing question papers, ensuring accuracy.

Conduct of Exams:

Each semester witnesses the administration of three Internal Tests, complemented by the issuance of three assignments, offered in diverse formats. At the semester's culmination, the Final Internal Assessment (IA) Marks are determined in adherence to the VTU-prescribed scheme and syllabus, accounting for the cumulative performance across all tests and assignments.

The examination process unfolds under the purview of the "Test Cell", an ensemble of faculty members. This unit is spearheaded by the institution's Principal, with a seasoned professor assuming the role of Chief Exam Controller, responsible for overseeing a cadre of Exam Coordinators. The institution orchestrates a triad of written tests for students per semester, and the timetable for these assessments is charted by the Controller of Examinations (COE) in consultation with the Principal.

The IA timetable is disseminated to students through a circular well in advance of the assessment dates, which are conventionally scheduled for the sixth, tenth, and fourteenth weeks of the semester. To ensure smooth conduct, HODs and senior Professors are designated with Squad Duty, while other faculty members assume Invigilation responsibilities. The duration of the IA tests can range from 60 to 90 minutes, depending on the specific schemes.

Once the test duration concludes, the room invigilators submit the booklets to the IA coordinators, further verification is done ensuring that the total number of answer booklets matches the number of students, and confirming the accuracy of students' University Seat Numbers (USNs) and branch details. Following this verification, the answer booklets are sent to a central valuation center.

Assessment of Answer Scripts:

All the faculty do the evaluation at the central valuation center within stipulated timeframe. The moderators are appointed based on subject expertise by the HODs and subsequently sanctioned by the principal. After valuation, and moderation, the marks are documented and maintained in the central

valuation center.

Redressal Mechanism for Grievances:

Following evaluation and moderation, the booklets are shown to the students for verification of marks and more importantly to make them aware of their mistakes. In case of any discrepancies, students can approach the faculty member for rectification of the same. If students are not convinced by the resolution, they are free to escalate the matter to the HOD.

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:

Defining Programme Outcomes (POs) and Course Outcomes (COs) holds significant importance for any technical institution. The POs set by the National Board of Accreditation (NBA) are broadly categorized into Technical and Non-technical groups. While technical POs are generally well-addressed across most courses, careful attention is required for non-technical POs. The institution ensures that the POs and COs for all offered programs are clearly articulated on the website and communicated to both educators and students.

Embracing an Outcome Based Education (OBE) approach, the institution focuses on student-centered teaching and learning. Course delivery and assessments are meticulously planned to align with the prescribed syllabus. Regular updates are provided to all faculty members to familiarize them with the process of defining Program and Course Outcomes, as well as how to map specific COs to relevant POs and Program Specific Outcomes (PSOs).

The procedural framework involves several steps:

1. **Syllabus Review:** When a new scheme and syllabus are introduced by the University, a comprehensive review is undertaken. This task is undertaken by a panel comprising the Head of the Department, senior faculty members, alumni, and industry experts to identify any gaps or discrepancies.

2. **Course Outcome Identification:** The module coordinators and course coordinators work collaboratively to identify the specific COs for each course.

3. **Mapping COs to POs and PSOs:** Each CO is systematically mapped to the corresponding POs and PSOs.

4. **Gap Identification:** Through the collective efforts of the Program Advisory Committee (PAC) and Department Advisory Committee (DAC), which include faculty members, students, industry representatives, and alumni, the prescribed syllabus is critically analyzed to identify any gaps that might exist.

By adhering to this well-structured process, the institution ensures a comprehensive alignment of educational objectives with learning outcomes.

At the commencement of each semester, faculty members typically provide students with a comprehensive overview of COs and their significance. To cultivate awareness among stakeholders and students, POs and COs are extensively disseminated through various channels.

The publication and distribution of POs and PSOs are carried out through the following:

1. College Website

2. Department Website

3. Head of Department's Chamber

4. Departmental Notice Board

5. Seminar Halls

6. Course files/ Attendance registers

Similarly, all COs, along with their corresponding POs and PSOs, are made available through:

7. Departmental Laboratories

8. Lab Manuals

The assessment of CO attainment serves to gauge progress in achieving each CO. This assessment process involves Continuous Internal Evaluation (CIE) and Semester End Examinations (SEE). The overall CO attainment is calculated by assigning 40% weightage to CIE and 60% weightage to Semester End Examinations.

The following steps outline the procedure for obtaining POs and PSOs attainment:

Step 1: The course coordinator records the COs-POs-PSOs mapping in the Course Articulation Matrix Assessment tool.

Step 2: Target levels for each CO and PO are established, and attainment is computed, factoring in both CIE and SEE scores.

Step 3: The Indirect Assessment of PO and PSO is calculated through surveys like the Alumni Survey, Program Exit Survey, Course Feedback Survey, and Employer Survey.

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:

The institution is committed to the ongoing enhancement of its curriculum through the implementation of outcome-based education within its teaching, learning, and evaluation processes. Learning outcomes are given the highest priority, shaping curriculum, assessment, and evaluation practices. At the institutional level, predefined Program Outcomes (POs) are established, and for each specialized program, Program Specific Outcomes (PSOs) are delineated. Furthermore, each course within a specific program is furnished with its distinct set of Course Outcomes (COs).

The progression toward achieving Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) initiates by formulating relevant COs for all courses spanning from the first year to the culmination of the course. The university releases course curriculum in tandem with COs statements, aligning with academic requisites. Faculty members have the option to adhere to the university-defined COs or adapt them with suitable rationale.

At the start of each academic year, subject matter experts for each course ascertain prerequisites and identify curriculum gaps employing a standardized procedure. Various co-curricular and extra-curricular activities are then orchestrated based on these prerequisites and identified gaps. As each semester begins, the Program Assessment Committee (PAC) assesses the level of COs, POs, and PSOs attainment against predefined target levels, employing a mapped matrix.

Attainment calculation draws inputs from two methods:

-Direct Method of Evaluation: This encompasses both Internal and External Examinations.

-Indirect Method of Evaluation: This involves surveys such as Employer Survey, Alumni Survey, and Program Exit Survey.

The calculation of CO-PO attainment involves a structured seven-step process:

1. The course instructor defines all COs for the specific course.

2. The course coordinator enters the COs-POs-PSOs mapping into the Course Articulation Matrix Assessment tool.

3. Cumulative internal assessment marks are aggregated for each student, with marks distribution aligned to the COs in each question.

4. A target of 60% is set for each CO, and the average value of CO scores from Continuous Internal Evaluation (CIE) is calculated.

5. PO attainment via University Examination results is also factored in.

6. PO and PSO attainment through direct assessment is computed, allocating 60% weight to University Exams attainment and 40% weight to CIE attainment.

7. Indirect assessment of PO and PSO is computed through surveys like Alumni Survey, Program Exit Survey, Course Feedback Survey, and Employer Survey.

If CO-PO matching targets are unmet, specific measures are adopted to address these gaps in the subsequent academic year.

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: 96.67

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
638	860	830	873	892

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
665	887	860	913	909

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: 3.44

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: 158.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.39	33.84332	50.09500	22.12000	51.8500

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:

Over the span of time, Sir MVIT has meticulously cultivated an ecosystem with the express aim of nurturing its students and faculty towards the realms of innovation and research. Within its confines lie 13 VTU recognized R&D Centers, teeming with research activities that culminate in research articles showcased across various peer-reviewed journals, presentations at both national and international conferences, book chapters, patents, extramural funding from both governmental and non-governmental entities, and inventive students' projects. These centers serve as havens for internal and external research scholars, embarking on PhD pursuits guided by qualified research supervisors.

The institution actively propels the organization of scientific conferences, R&D symposiums, and annual student project exhibitions. These platforms play a pivotal role in nurturing innovative research concepts, amplifying networking opportunities, and fostering potential collaborations.

A robust incentive policy has been established to recognize faculty members' research outputs, spanning from publications in esteemed journals indexed in Scopus/WoS to patent grants, books and book chapters, and securing R&D grants. Recent additions include a policy that financially supports faculty members and students in publishing/presenting their research outcomes in Scopus-indexed conferences or journals. Moreover, the institution provides up to 25% intramural funding for extramural project proposals.

Over the years, the institution has been a recipient of a good amount of R&D funds from esteemed government entities like DBT, DST, ICMR, UGC, VTU, INSA, VGST, KSCST, and private organizations, fueling diverse collaborative projects and research endeavors. An IPR Cell is a cornerstone on the campus, championing IP awareness among students and staff members, and fostering patent application processes.

With incubation centers situated within the campus, the institution has incubated four operational companies, namely Aspartika Biotech Pvt. Ltd., Krimmi Biotech LLP., Mallipathra Nutraceuticals Pvt. Ltd., and Advi Group. These ventures serve as dynamic platforms, fostering collaboration between students and faculty, enabling skill enhancement, innovative ideation, and the development of solutions that resonate with society's needs. These incubation-based companies have not only garnered national and international recognition for their ingenious ideas but have also emerged as thriving startups across India.

Aligned with the directives of the MoE, the institution has established an Institutions Innovation Council (IIC), fueling exposure to emerging innovations and entrepreneurial etiquettes for both students and faculty. Under the IIC's aegis, a diverse array of activities, including workshops, technical sessions, ideathons, hackathons, panel discussions, and field visits, is executed with the robust support of entrepreneurs and industries. The institution has garnered an IIC star rating of 3.5, consecutively, for its successful execution of these activities. A National Innovation and Startup Implementation Committee, overseeing the IIC's, Entrepreneurship Development Cell's (EDC), and Innovation Club's activities, acts as a beacon motivating students to undertake meaningful projects, transform their ideas into proofs of concept, and facilitate the patenting of innovations with the aid of the institution's IP cell.

To fortify the innovation ecosystem, the institution has entered into MoUs with several organizations, solidifying its network and fostering collaboration. A salient facet of the institution lies in its creation of an environment conducive to active research. Moreover, the institution extends its focus to Indian Knowledge Systems (IKS), as evidenced by research endeavors analyzing texts like "TITHICINT?MA?I OF GANE?A DAIVAJÑA", shedding light on Indian astronomical texts, solar ingress according to Makaradasarini, and other Indian Astronomical texts.

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: 91

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
21	20	22	21	07

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.46

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
31	32	24	19	08

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: 0.18

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
14	13	12	03	03

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:

The institution places a strong emphasis on fostering the holistic development of its students by instilling in them a sense of societal responsibility through community outreach activities. These endeavors involve collaborative efforts between students and faculty to address any unmet needs within the local community. Engaging in such community activities not only allows students to contribute positively to society but also equips them with a myriad of skills including communication, problem-solving, teamwork, and leadership.

Sir MVIT has established units like the National Service Scheme (NSS), Youth Red Cross (YRC), and a recently founded Social Outreach Club named 'Spandana' to orchestrate these extension activities. Alongside these units, various departments within the institution consistently organize activities of societal significance. For instance, the Department of Biotechnology annually observes National Science Day by hosting a 'Science Exhibition' for students from nearby rural schools, aimed at igniting their scientific curiosity. Through a program called 'Arivu', the Department of Computer Science and Engineering provides basic computer training to students from government schools. Collaborating with the NGO Abhikalpana, students from various engineering branches frequently organize medical camps and teaching sessions for underprivileged children within the local community. Many of these student volunteers dedicate their Sundays and holidays to teaching kids near their temporary residence, and they also conduct motivational sessions in orphanages. The institution has facilitated Abhikalpana trust in hosting fundraising events like "Kick It" – a football tournament to support these extension activities. AICTE-VTU initiatives offer further opportunities for students to engage in activities of societal importance. Over the past two years, students have undertaken various endeavors such as teaching assistantships at government schools, health and hygiene awareness sessions, COVID awareness campaigns, Swachh Bharat Abhiyaan (Clean India Mission), and volunteering at NGOs.

Leveraging the expertise of the Biotechnology department, the institution has organized practical training sessions for biology teachers affiliated with the NGO Agasthya International Foundation, who in turn teach at rural government schools. 'Anveshana', a state-level competition organized by Agasthya International Foundation, serves as a platform for engineering students to collaborate with rural school students in creating innovative solutions to real-world problems. Over time, numerous Sir MVIT students have participated in this competition, mentoring their rural counterparts in the realms of science and technology. In collaboration with Dr. Shampur Madhusudana Trust and the Foundation for Neglected Disease Research (FNDR), the institution arranged a 'Rabies Awareness Program' for students of the Government primary school, Hunasamaranahalli. During this informative session, the esteemed doctor Dr. Na. Someshwara imparted knowledge about preventive measures for Rabies to rural school students.

The institution's Social Outreach Club 'Spandana' has orchestrated several outreach events, including medical camps for underprivileged children, stem cell donation registration drives, and cleanup initiatives in surrounding villages. These activities are planned in conjunction with commemorative events such as World Environment Day and World Cancer Awareness Day. The NSS unit at Sir MVIT, in collaboration with the Youth Red Cross unit, organizes various events aligned with the core objective of nurturing the personalities and characters of student youth through voluntary community service. Over the past five years, the NSS unit has successfully executed numerous Blood Donation camps, Swachh MVIT Abhiyaan (Clean MVIT Campaign), visits to nearby government schools, trips to the Rakum

Blind School, and local excursions to Muddhenahalli.

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:

The National Service Scheme (NSS) and SPANDANA, the Social Outreach club of Sir MVIT, work tirelessly to raise awareness among students about socially relevant issues. The institution's affiliation with the Indian Red Cross society has been acknowledged for its dedicated efforts in promoting blood donation. Collaborating with the Lions Club, Bangalore Airport City, the institution conducts regular Blood Donation drives that involve participation from four hospitals – Bowring & Lady Curzon Hospitals, Kidwai Memorial Institute of Oncology, Indira Gandhi Institute of Child Health, and Victoria Hospital, B.M.C & R.I., Bengaluru. These government hospital blood banks, which actively participate in the blood donation drives, express their recognition by presenting certificates of appreciation to the institution. On average, each blood donation drive collects around 250 units of blood, with students and staff enthusiastically contributing towards the noble cause of saving lives.

Numerous students of the institution have received certificates from government bodies like Grama Panchayath, BMTC, Government schools, and Southwestern Railways for their dedicated volunteer work. Many socially relevant projects carried out by students have been selected for the annual state-level 'Anveshana' competition, resulting in several awards. In addition, the institution has extended its support to train biology teachers associated with the NGO Agasthya International Foundation. The Outreach Programs on 'Innovative Projects Demonstrations in Food Science & Nutrition' have been organized multiple times for teachers working in Karnataka, Tamil Nadu, Andhra Pradesh, and Telangana. This program aims to equip rural school teachers with practical skills and knowledge in the field of food science and nutrition, enhancing their teaching capabilities in this crucial area. The successful execution of these training sessions has garnered appreciation from the Agasthya International Foundation.

Regular Science exhibitions are organized by Sir MVIT to commemorate National Science Day on February 28th each year. Government school students from the vicinity are invited to the event, where they are exposed to models and simple experiments that stimulate their curiosity and motivation. The school authorities have expressed their appreciation for these socially relevant programs.

A Stem Cells Donation Registration Drive organized on World Cancer Awareness Day 2023 garnered an

impressive count of 222 registrants willing to donate their stem cells for needy patients. In recognition of this accomplishment, the organizing NGO DKMS BMST presented a certificate of appreciation to Sir MVIT. A medical camp, jointly organized by Spandana and the Abhikalpana, an NGO, catered to underprivileged children in the vicinity of the campus. Around 75 children aged 1 to 15 years underwent general health and oral hygiene examinations during this event.

The certificates and letters of appreciation received for these diverse extension activities stand as a testament to Sir MVIT's steadfast commitment to instilling societal responsibilities among engineering graduates, transforming them into responsible and engaged citizens.

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: 57

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
20	10	10	10	7

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: 562

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

The **Sir M Visvesvaraya Institute of Technology** is situated in Bengaluru and boasts an expansive and meticulously designed campus spanning 136 acres. This campus is outfitted with state-of-the-art amenities and a wealth of learning resources, all geared towards attaining unparalleled academic distinction that aligns seamlessly with its overarching vision and strategic goals. The institution's infrastructure facilities and learning resources can be categorized as follows:

•**Learning Resource**s: Include resources and infrastructure required for library, laboratories, computer labs, class rooms teaching, events, meetings and conferences.

•**Support Facilities:** Include hostels, canteen, coffee shop, seminar halls, sports (Cricket) grounds, Auditorium, Indoor games facility, basket ball court, Foot ball field, and well equipped gymnasium, temple, medical centre with ambulance.

•**Utilities:** Include safe drinking water, lifts, ramps, washrooms with proper sanitary waste disposal system and power backups connected to all Labs and also with fire extinguishers.

Learning Resources

Cutting-edge machinery graces the laboratories of every department, offering advanced capabilities. These meticulously furnished laboratory spaces are also accessible for research and development endeavours by both students and faculty. Moreover, the institute prides itself on an array of centralized amenities, a well-provisioned central library with computers for accessing digital content, and a campus blanketed in Wi-Fi connectivity, boasting an impressive internet bandwidth of 500 Mbps.

Classrooms stand well-equipped with LCD projectors and seamless internet connectivity. Furthermore, a majority of departments house dedicated seminar halls with audio and video systems, facilitating technical events, guest lectures, and Skill Development Programs (SDPs) at the departmental level. Further, few classrooms are also facilitated with smart boards for interactive learning purposes.

Sports Facilities

Encompassing a vast area of 30 acres, the institute features an expansive Outdoor Sports Complex. This

complex includes stadiums for sports like Cricket, Soccer, Hockey, Tennis, and Volleyball, along with well-maintained athletic tracks. Additionally, the institute takes pride in its Indoor Games Complex, which offers amenities for activities like Shuttle Badminton, Table Tennis, Carrom, and Chess, alongside a fully-equipped Gymnasium.

A dynamic engagement is observed among students as they actively participate in a multitude of sports events and competitions, hosted by Visvesvaraya Technological University and various external organizations. Their commendable efforts yield medals and trophies, enhancing the institution's reputation and prominence in the process.

Outdoor Sports Facilities:

Cricket Ground (75 Yards)

Football Field

Athletic Track (400 mts. 8 Lanes)

Basket Ball Court

Tennis Court

Badminton Court

Volley ball Court

Kho - Kho Court

Indoor Sports Facilities:

Badminton Courts

Chess

Table Tennis

Carrom

Cultural Programs:

Within the institute's campus stands a spacious auditorium boasting an ample seating capacity, ideal for hosting cultural events. Aiming to foster a vibrant cultural atmosphere among the students, a specialized cultural committee has been established, under the guidance of experienced professors. This central committee oversees the establishment and operation of various sub-committees, each led by a faculty mentor. These sub-committees undertake the coordination of a diverse array of cultural activities, spanning literary events and other cultural programs.

Furthermore, the institution imparts yoga training to both students as part of the induction program.

Alongside this, a certified Well-Being Consultant is available to regularly offer guidance and counselling services to both staff and students.

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: 14.73

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
210.46	97.63	52.76	146.3	98.29

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library and information centre stands at the heart of the campus, occupying an independent and spacious block, spreading across an area of 1400 Sq.m. and spanning two floors. With a seating capacity to accommodate 100 students simultaneously, the library houses an extensive collection of about 67,800 volumes. Equipped with modern amenities and resources, the library functions as a custodian of knowledge, encompassing both print and digital formats. It ensures a seamless exploration and access to scholarly resources, catering to research scholars, faculty, students, and staff, providing them with professional assistance in locating, evaluating, managing, and utilizing these resources.

The collection extends to encompass reference materials, including Dictionaries, Encyclopaedias, Handbooks, and Standards. Complementing this, the library possesses a stock of 2,677 CDs/DVDs of books, Technical Periodicals, and other audio-visual resources like NPTEL. It actively participates as a member in consortia like VTU Consortium, DELNET, and the National Digital Library of India (NDLI).

In its pursuit of efficiently managing library materials, the institution employs the "LIBSOFT" Library Software, regularly upgraded to meet evolving user needs. A designated terminal is at the disposal of students for information retrieval regarding book availability and issuance. Furthermore, the library integrates a web-based software system featuring a Web OPAC (Online Public Access Catalogue) functionality. This empowers users to conveniently access the library's resources and services online, enhancing the ease of resource discovery and utilization.

e-Resource details

Library web portal: A tool for web-enabled Information Services.

In today's modern digital information landscape, an effective mechanism is indispensable for the organization, storage, and retrieval of information. The institute's library portal serves as a valuable asset in this regard, offering both structured organization and web-enabled information services. A subscription to e-resources is held by the library through the VTU Consortium. However, the potential of these resources remains untapped in the absence of a functional website that optimally facilitates users in harnessing their benefits. This is where library web portals come into play, acting as tools that amplify the accessibility of e-resources by making them more visible and user-friendly.

By utilizing the link www.smvit.mapmyaccess.com, students gain direct access to a plethora of e-resources, including e-journals, e-books, e-papers, archived VTU Question papers, the National Digital Library (NDL), and NPTEL Videos.

Central library of Sir MVIT, offers high speed internet connectivity (500MBPS) with vast collection of digital resources from National Programme on Technology Enhanced Learning (NPTEL), SWAYAM etc. To access the digital resources and for online learning many staff and students are utilizing the central library facility on day-to-day basis. Also, the central library provides access to the top-notch research journals from IEEE, Springer, Elsevier etc., which attracts the researching community from faculty and students to utilize the facility. The central library also provides online grammar and plagiarism check detecting tools for the research journals, which further improves the footfall.

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:

The institute has strategically deployed an array of digital technological amenities to enhance the learning environment. These offerings encompass two smart classrooms, six digitally equipped seminar halls, ICT-enabled classrooms, and laboratories with seamless Wi-Fi connectivity, complemented by LCD projectors and CCTV systems. Notably, the establishment features an "English Language Laboratory" with "Orel Talk" software, a specialized language lab tool designed to bolster English language proficiency among students and staff.

The institute boasts a series of specialized computer labs embedded within each department, catering to various domains such as DSP, power system simulation, CAD, and network studies. These labs serve both academic and research purposes, providing students with hands-on experience and fostering a conducive research environment.

Unrestricted Wi-Fi access extends to all students and staff, further supported by modern computer-equipped department offices with LAN connections. Faculty actively incorporate Information and Communication Technology (ICT) tools in their instructional and laboratory activities as needed.

For streamlined academic and administrative processes, the institution relies on an Enterprise Resource Planning (ERP) software named GNCMS, which aids in optimizing various aspects of institutional functioning.

Continual upgrades to the IT infrastructure remain a priority, with the current internet connectivity standing at an impressive speed of 500 Mbps. The campus houses over more than 950 desktop computers, supplemented by a suitable number of scanners and copiers distributed across departments. Regular hardware updates are implemented, with the latest configurations featuring 12th generation Intel i7 processors, 16GB RAM, and 500GB SSDs. The institute is committed to maintaining up-to-date software licenses, encompassing tools like AutoCAD, MatLab, and Orcad. Furthermore, students and staff are encouraged to leverage open-source alternatives such as Python, Arduino IDE, Flutter, and QGIS.

The MatLab - Simulink campus wide license is very much helpful to the student and faculty to do

indepth analysis in their subject domain. With web enabled access, one can access MatLab Simulink from anywhere and at any time using their Sir MVIT credentials.

To heighten security measures, CCTV cameras are strategically placed throughout the campus, including classrooms and laboratories, ensuring the safety of all stakeholders. These cameras are vigilantly monitored by competent institute authorities, providing an additional layer of protection.

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

4.3.2

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

Response: 3.36

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

Response: 919

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: 45.03

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
415.59	310.33	294.4	419.61	410.62

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: 40.21

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
1263	1329	1104	1134	1399

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](#)

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: 28.98

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
1585	1443	98	71	1292

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
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: 45.62

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
382	448	310	411	435

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
828	880	861	907	877

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

5.2.2

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

Response: 1.35

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
12	7	2	3	8

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

5.3 Student Participation and Activities

5.3.1

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

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

Response: 35

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
15	10	0	5	5

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](#)

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: 9.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	18	0	9	1

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The Registered Alumni Association (RAA) of our esteemed institution has been a cornerstone of progress and development, fostering a strong bond between the alumni and the institute. With a shared vision to uplift the institution, the RAA has actively played a crucial role in providing seminars, skill development programs (SDPs), internships, and placement opportunities, along with a host of student development activities.

The RAA recognizes the importance of fostering a continuous learning environment within the institution. To achieve this, the association regularly organizes seminars and workshops conducted by distinguished alumni and industry experts. These events cover a wide range of topics, from the latest technological advancements to professional skills and career guidance. By bringing in experts from various fields, the RAA not only enriches the academic experience of the students but also provides valuable networking opportunities that prove beneficial in the long run.

In an ever-evolving job market, possessing relevant and advanced skills is paramount. The RAA, in collaboration with the institution's faculty, curates SDPs that cater to the emerging needs of the industry. These programs focus on both technical and soft skills, equipping students with a competitive edge and enhancing their employability prospects. Through these initiatives, the RAA ensures that the students are industry-ready and capable of tackling real-world challenges.

The RAA acts as a bridge between the students and the corporate world by facilitating internships and placements. Leveraging its vast network of alumni, the association connects students with reputed organizations, providing them with hands-on experience and exposure to the professional work environment. Additionally, the RAA conducts personality development sessions to help students excel in their interviews and secure coveted positions.

The RAA believes in nurturing all-round development in students. Apart from academic excellence, the association encourages participation in co-curricular and extra-curricular activities. The RAA encouraging students to explore their talents and passions beyond the classroom. By doing so, the RAA fosters leadership skills, teamwork, and a sense of responsibility among the students.

The Registered Alumni Association's unwavering commitment to the development of our institution has been nothing short of exceptional. From organizing seminars and SDPs to providing internships, placements, the RAA has played a pivotal role in empowering students and preparing them for the challenges of the real world. By nurturing the symbiotic relationship between alumni and the institution, the RAA continues to create a positive impact on the academic journey of every student, making a lasting impression on the institution's growth and legacy.

Every Department has connections with their alumni and are having alumni database which is highly helpful to conduct various programs.

File Description	Document
Upload 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:

Under the stewardship of the Sri Krishnadevaraya Educational Trust, Sir MVIT operates as a prominent educational institution. The institute's administrative framework includes a governing body helmed by the President of Sri KET. Comprising esteemed senior trustees, academic experts, the regional officer of AICTE, the Director of Technical Education, and Principal who serves as the member convener, this body oversees the institute's affairs.

Since its inception, the institute has been guided by explicit Vision and Mission statements which are prominently featured on the institute's official website and strategically displayed across institute premises, ensuring wide visibility to students, faculty, and staff members alike.

VISION STATEMENT:

- To be a center of excellence in technical and management education concurrently focusing on disciplined and integrated development of personality through quality education, sports, cultural and co-curricular activities.
- To promote transformation of students into better human beings, responsible citizens and competent professionals to serve as a valuable resource for industry, work environment and society.

MISSION STATEMENT:

- To impart quality technical education, provide state-of-art facilities, achieve high quality in teaching-learning & research and encourage extra & co-curricular activities.
- To stimulate in students a spirit of inquiry and desire to gain knowledge and skills to meet the changing needs that can enrich their lives.
- To provide opportunity and resources for developing skills for employability and entrepreneurship, nurturing leadership qualities, imbibing professional ethics and societal commitment.
- To create an ambience and nurture conducive environment for dedicated and quality staff to up-grade their knowledge & skills and disseminate the same to students on a sustainable long-term basis.
- To facilitate effective interaction with industries, alumni and research institutions.

The governance of Sir MVIT is thoughtfully structured to ensure efficiency and clarity in roles and responsibilities which aids in decentralization and promotes active engagement through sound academic

policies.

Leadership Structure at Sir MVIT:

1. Governing Council: At the apex of administration lies the effective Governing Council, functioning as the supreme administrative body which guarantees the efficient delivery of education, financial sustainability, and quality assurance.

2. Academic Leadership by Principal: The Principal assumes a pivotal role in overseeing academic administration. This includes monitoring systems, policies, procedures, and the institution's overall functioning to meet the expectations of regulatory bodies like AICTE and the University. This position also entails attending to the concerns of students, parents, and acts as the Member Secretary of the Board of Governance.

3. Department-Level Academic Leadership: Each department is led by a Head of the Department , responsible for overseeing the seamless execution and evaluation of regular academic activities.

To foster decentralization and encourage active participation in decision-making, the institute actively involves both faculty and students in various committees. These committees are empowered to plan and manage their designated areas of activity and facilities.

4. **Institutional level administrative responsibilities:**

In addition to the above few HODs are assigned with additional responsibilities to streamline the administrative activities related to Academic Affairs, Students Affairs, Research & Development, Quality Assurance, Corporate and Industrial Relations, Students activities, Admissions and Marketing, Accreditation and Ranking.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Ever since its inception, Sir MVIT has experienced comprehensive development and advancement. This growth has been nurtured through methodical planning and the execution of diverse strategies at every

level. The institution meticulously crafts short-term and long-term academic goals and objectives, which are effectively implemented through various committees and academic units. Aligning with its Vision and Mission, Sir MVIT employs a bottom-up approach, with strategic guidance originating from top administration management. This approach considers short-term, medium-term, and long-term development plans.

To plan for future growth, the Institute has crafted a five-year strategic development plan for 2018-2023, and a strategic plan for 2024-2029 is already in place. These plans, along with the Vision and Mission documents, are readily accessible on the institute's website. They are meticulously formulated through thorough environmental and SWOC analyses. Furthermore, the institute ensures effective implementation and progress monitoring through a robust monitoring mechanism.

The administration of Sir MVIT falls under the purview of the Sri Krishnadevaraya Educational Trust. The Governing Council establishes principles, policies, service rules, and approves the annual budget. Day-to-day administrative affairs are overseen by the Principal, who implements the Governing Council's decisions through a structured management hierarchy. This structure involves HoDs, an administrative officer, committee chairpersons, industry representatives, academia experts, alumni, and other stakeholders.

The Academic Committee Chairman, appointed by the Board of Trustees, is tasked with monitoring the academic system across the institution. Programs, courses, and activities undergo regular evaluation and reporting for proper implementation. Various committees and administrative cells focus on specific tasks, contributing to effective functioning. The IQAC Coordinator ensures institutional quality aspects.

Participative management is encouraged at Sir MVIT. Department Heads conduct staff meetings to discuss departmental and institutional matters. Proposals and suggestions from staff members are deliberated during these meetings and subsequently with the Principal. While the Principal decides on certain matters within their purview, others are presented to the management for approval.

At Sir MVIT, an array of committees encompassing all facets of institutional activities are formed. These committees, consisting of staff from diverse departments, convene regularly to fulfill their designated responsibilities. Under the Principal's guidance, committees such as the Industry-Institution Interaction committee, Training and Placement Advisory Committee, Sports committee, Cultural committee, among others, organize and execute necessary activities. Administrative sections such as Accounts, Exam, Security, Establishment, Store and Purchase, and Transport function under the Principal's supervision.

Sir MVIT's commitment to participative management, meticulous planning, and effective execution stands as a testament to its comprehensive approach to governance and growth.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution's Management dedicates itself to the well-being of its human resources by providing a range of facilities. Acknowledging the pivotal role that both teaching and non-teaching staff members play in the institute's growth, the Management extends various welfare measures. These measures not only contribute to the contentment and loyalty of employees but also uplift their morale towards their work and commitments. Through a series of effective welfare schemes, the management fosters a vibrant and supportive work environment, outlined as follows:

• Medical Coverage: Medical insurance is extended to both students and staff members.

• Maternity Leave: Eligible staff members are entitled to paid maternity leave.

• Leave Benefits: Faculty members have access to earned leave and vacation.

• Gym Access: A well-equipped gym is accessible to staff.

• Transport Services: Reasonably priced transportation services are provided.

• Staff Quarters: Affordable staff quarters are available with minimal maintenance costs.

• Financial Assistance: Support is offered to attend conferences and present papers.

• Internet and Wi-Fi: Campus-wide internet and free Wi-Fi facilities are provided.

• ESI and Soft Loans: ESI benefits and soft loans are available to staff.

Performance Appraisal System:

Sir MVIT employs a multi-centric, transparent, and comprehensible performance appraisal system. This assessment encompasses self-declared data concerning academic workload execution, student support activities, research contributions like indexed and non-indexed journal publications, student-guided projects, textbook contributions, grants received, and patents filed, published, and granted. The process includes these steps:

• The faculty submits a self-appraisal report in the stipulated format.

• The Head of Department (HOD) reviews the report, evaluating faculty performance against set criteria and attached supporting documentation.

• If deficiencies are identified, particularly in classroom teaching abilities, the HOD offers counseling and an opportunity for improvement.

• Faculty members are encouraged to attend specialized developmental programs.

• The HOD's recommendations reach the Principal's office for authentication.

• Principal forwards these recommendations to the top management for further action.

• The management uses these inputs, along with others, to determine promotions and increments transparently.

Institutional Faculty Performance Appraisal System:

The institution has a structured Faculty Performance Appraisal system at the Institute level, categorized into:

Category I: Teaching, Learning, and Evaluation Related Activities.

Category II: Co-Curricular, Extension, and Professional Development Related Activities.

Category III: Research and Academic Contributions.

Category IV: Contribution to Student Development.

Category V: Contribution to Society.

This comprehensive appraisal process underscores the institution's commitment to fostering excellence and accountability in its academic community.

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

6.3.2

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

Response: 5.66

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
40	3	0	4	2

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: 12.54

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
27	35	50	34	41

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
117	118	131	129	131

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from

various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The institution has implemented comprehensive processes and protocols for the strategic planning and allocation of financial resources. This framework ensures absolute transparency in the financial management of the institution. An exhaustive audit of income and expenditure is conducted by both internal and external auditors, contributing to robust financial oversight.

A systematic mechanism is in place to guarantee ample budget provisions for academic and administrative activities, facilitating the efficient and effective use of financial resources. The annual budget is meticulously crafted based on departmental needs, taking into account factors like student intake, laboratory requirements, infrastructure development, technological advancements, faculty augmentation, staff needs, and routine expenses. Budget proposals are submitted by respective Heads of Departments (HODs) for review and scrutiny by the institution's leadership. Following this process, a consolidated budget is presented before the Management for approval.

The institution's primary revenue source is the annual student fee, collected in accordance with State fee guidelines. Additional funding is secured through agencies like DST, DBT, BIRAC, VGST, AICTE, and private sector. The Management also extends financial support for most activities. These funds are channeled towards approved academic and administrative expenses in accordance with established norms.

The optimal utilization of funds is strategically carried out as follows:

• Regular enhancements to academic infrastructure, encompassing classrooms, seminar halls, laboratory equipment, software, hardware, and IT facilities, to enrich the student learning experience.

• Allocation of funds to foster research and development initiatives, as well as for augmenting library resources such as subscriptions to books, journals, periodicals, and magazines.

• Facilitation of extracurricular activities including sports and games, designed to promote students' physical well-being.

• Organization of conferences, workshops, Faculty Development Programs (FDPs), and training sessions to ensure high-quality education.

• Coordination of student-centric activities like induction programs, technical competitions, cultural events, literary pursuits, seminars, workshops, placements, and industrial visits.

• Commitment to maintaining an eco-friendly campus through waste management and solar energy initiatives. Funds are also dedicated to the upkeep of infrastructure, including fixed assets, classrooms, laboratories, and administrative facilities.

• Emphasis on prudent public relations to enhance brand recognition and minimize publicity expenses.

• Provision of financial support for faculty members' paper presentations at national and international

conferences, seminars, workshops, and research incentive schemes for publishing high-impact research papers.

By adeptly mobilizing funds and optimizing resources, the institution is experiencing substantial growth on all fronts while upholding its commitment to quality.

Financial Audit:

The institution has instituted a rigorous auditing system encompassing both internal and external audits for all financial transactions. Both the books of accounts and supporting documents undergo thorough scrutiny through these internal and external audit practices. Internal audits serve to monitor the institution's financial health, ensuring sound financial management. External audits are conducted to ensure adherence to statutory requirements and obligations. Importantly, there have been no significant objections arising from either internal or external audits.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Internal Quality Assurance Cell (IQAC) stablished in the institute on 01/08/2015 has been strategically instituted with the core objective of systematizing and ingraining quality assurance throughout all dimensions of the academic institution's operations. Its primary function is to establish an internal mechanism that upholds the quality of educational programs, administrative processes, infrastructure, and the overall academic environment which elevate institutional performance and ultimately attain a pinnacle of academic excellence.

1. Evaluating the Teaching-Learning Process:

The IQAC routinely conducts comprehensive academic audits of the teaching-learning process to assess its effectiveness and efficiency. It reviews the curriculum to design teaching methodologies and create course files, including lesson plans, before each semester. The IQAC evaluates these course files, teaching methodologies, and pedagogical approaches employed by faculty members. This review identifies areas for enhancement, enabling faculty to adopt innovative and impactful teaching techniques

that augment the learning experience for students.

2. Assessing Operational Frameworks and Approaches:

In line with the Institute's Vision and Mission, diverse academic and administrative units have been established. The IQAC ensures the quality of these units by proposing quality initiatives. Additionally, it oversees various committees with distinct objectives to ensure focused efforts in specific areas. The IQAC ensures regular commitee meetings and provides Standard Operating Procedures to guide methodologies like the feedback system and admission processes.

3. Monitoring Learning Outcomes:

The IQAC places significant emphasis on monitoring and assessing learning outcomes. It evaluates the academic performance and accomplishments of students, encompassing both curricular and co-curricular domains. The learning outcome evaluation process, driven by the IQAC, has consistently led to impressive rankings for the Institute. Over the years, students from Sir MVIT secured notable number of university ranks: 3 in 2018, 14 in 2019, 14 in 2020, 13 in 2021, 13 in 2022, and 17 in 2023.

4. Recording Incremental Enhancements:

A pivotal facet of the IQAC's role is to document incremental enhancements achieved in diverse academic and administrative endeavors. After each semester, feedback about subjects is collected based on various parameters. Constructive counseling is provided to faculty members based on feedback received. The IQAC initiated collaborations with industries to facilitate student internships. Over the past five years, there has been an upsurge in the number of Students' Development Programmes, workshops, and training initiatives. The introduction of Techno-Cultural clubs nurtures student talent and promotes holistic development.

5. Facilitating Accreditation and Quality Certifications:

The IQAC plays a pivotal role in preparing the institution for accreditation and quality certifications. It ensures compliance with the standards and criteria stipulated by external accrediting bodies. Through meticulous preparation, simulated assessments, and continuous improvement endeavors, the IQAC guides the institution to attain and uphold its accredited status. The IQAC has significantly contributed to Sir MVIT's NIRF ranking and improved rankings in the Institute Innovation Council. The departments of Computer Science, Information Science, Biotechnology, Mechanical, Electrical & Electronics, and Civil have been accredited by NBA. The college has also received accreditation from NAAC.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institution has always followed fair policies to ensure gender equality among students, staff and faculty members. A committee is in existence in the institution to oversee and promote gender equality. This committee comprises staff members, a professional counsellor, and a legal consultant. This was established to address internal concerns of both students and faculty. This committee is dedicated to promoting the empowerment of women staff and students within the campus.

The committee's primary responsibility is to ensure equitable access to power for women. Addressing the sensitive issue of sexual harassment, which many students may find difficult to discuss openly, was a driving factor behind the formation of this group. The Women's Cell empowers students and staff to cultivate self-esteem, confidence, and the ability to make informed decisions that shape their lives. Additionally, the cell raises awareness about the social, legal, and constitutional rights of women, aiming to prevent gender-based exploitation.

The institute supports women's empowerment by facilitating placement opportunities, such as inviting companies like Target that specifically hire female students.

In accordance with the Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013, Sir MVIT established an advisory committee to address grievances, instances of misconduct, or complaints. This committee enforces rigorous corrective actions aligned with the Act published in the Gazette of India, Extraordinary, PART II-Section 1, under the Legislative Department of the Ministry of Law and Justice.

a. Safety and Security: Ensuring the safety and security of female students is a top priority for the institution. This is achieved by employing CCTV surveillance in classrooms, corridors, and across the college campus.

The institute has various committees, such as the Anti-Ragging Committee, Disciplinary Committee, and Grievance Redressal Committee, all aimed at creating a respectful and ethical environment for students on campus.

b. Counselling: Recognizing the significance of counselling in shaping students' professional careers and boosting their confidence, the institute has established a Local Guardian Committee. Each faculty member is assigned a specific number of students to monitor and counsel as needed. This system assists students in identifying their strengths, interests, and aspirations, providing support to achieve their goals

and enhance morale and confidence also equips them with strategies to cope with stress and depression.

In addition to Local Guardians students also seek counselling from the professional well-being consultant at the campus.

c. Common Rooms: The institute offers a dedicated common area for female students, referred to as the Amenities Room, conveniently located near the coffee shop. This space provides essential amenities such as beds, washrooms, and drinking water. It serves as a rest area for unwell students and offers access to emergency ambulance services.

d. Ladies washrooms: They have well-maintained sanitary disposal system. In all the washrooms at various academic blocks separate sanitary disposal bins provided with antimicrobial agents and biodegradable bags are kept. In addition to this, paper covers are also provided for proper disposal of sanitary wastes. These sanitary disposal bins are daily cleaned and maintained hygienically.

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 institute is proactively engaged in cultivating an inclusive environment by organizing various activities. National festivals, NSS (National Service Scheme) activities, and community outreach events are orchestrated to create a cohesive platform where students and educators from diverse backgrounds converge, fostering an inclusive atmosphere. These initiatives not only enhance education but also promote harmonious living.

Lectures are organized to elevate environmental and ethical consciousness among students. These activities nurture tolerance, harmony across cultural, regional, and linguistic differences, as well as an understanding of communal life, social economy, and other diversities. A compulsory course,

"Constitution of India and Professional Ethics", is offered to all undergraduate students from various disciplines. The annual convocation ceremony features an inspiring address that motivates students for their future endeavours.

The institute celebrates cultural and regional festivals, instilling tolerance and harmony among students. The Gender Equality Policy highlights equal access, opportunities, and rights for both women and men.

The "Student Induction Program" is an initiative designed to cultivate curiosity and enthusiasm in technical education. During this program, activities are curated to develop expertise in creative arts, universal human values, literary pursuits, proficiency modules, event management, and leadership skills. This schedule integrates learning, communication skills (written and oral), and participation in skill-building and sports activities. Eminent guest lectures and local area visits are incorporated.

The program's objective is to help students acclimate to their new environment, establish a healthy routine, foster connections with peers and faculty, develop self-awareness, and cultivate understanding of society and nature.

National festivals like Republic Day and Independence Day are celebrated annually on the college campus, with participation from all staff and students. These occasions feature motivational talks and oath-taking ceremonies.

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:

Best practice 1

Title of the Practice: Annual Project Exhibition Competition

1. Objective of the Practice:

The primary aim of organizing a project exhibition is to provide students with a platform to showcase their innovative ideas, which can subsequently be refined to address a spectrum of challenges in social, economic, ethical, and lifelong learning domains. Beyond individual projects, this opportunity also allows peers to appreciate and draw inspiration from creative concepts, motivating them to explore

further through various prototypes and working models.

2. Context:

Students usually select diverse projects, spanning review/modification projects, product design, management-oriented tasks, research-based experimental projects, and emerging technology initiatives. The project exhibition introduces an element of competition that ignites enthusiasm to present the finest ideas. Recognizing the support and recognition accorded to winning teams, junior batches are likely to embrace a similar approach.

3. Practice:

The institute has established guidelines to ensure the production of high-quality project work. Students can choose projects aligned with their areas of interest, with an emphasis on addressing real-world problems. A continuous monitoring procedure is in place, overseeing the project from conceptualization to execution. Students are encouraged to publish papers in reputable national and international journals, as well as to pursue patents. Projects are carried out over a duration of one year, spanning the 7th and 8th semesters.

The project exhibition culminates in the 8th semester when projects are ready for deployment. External judges from industry/institute ensure impartial evaluations. Project teams' scores are determined by various criteria, culminating in the exhibition's results. Best performing teams will be provided with cash awards and merit certificates, others will receive participation certificates. This activity helps students to seek inputs from experts, explore collaborations to take the project to next level and strengthen their networking.

4. Demonstrated Success:

A noticeable transformation is observed in students' attitudes toward selecting project ideas as a result of this practice. Students are now proposing project ideas aligned with the latest industry trends. Collaborations across different branches are emerging to fulfil project goals. The introduction of project exhibitions has led to thorough testing of projects before their deployment, adding to their value.

5. Challenges Faced and Required Resources:

Students exhibit hesitance in investing money into their projects due to uncertainties about future development. A scarcity of advanced facilities required for diverse project domains poses another challenge. The feasibility of interdisciplinary projects is compromised due to inadequate resources.

Best practice 2

Title Empowering Minds: Nurturing Student Growth Through Clubs, Forums, And Teams

Objectives of the Practice:

1. The primary aim is to cultivate a vibrant and enriching atmosphere within institute that fosters holistic

student development through active participation in a diverse range of clubs, forums, and teams.

2. The overarching goal of this practice is to empower students at SIR MVIT through a comprehensive approach that champions collaborative learning, stimulates innovation, and facilitates research, entrepreneurship, and skill enhancement.

Context :

The practice, encompassing a variety of clubs, forums, debate societies, and community service groups and teams, plays a pivotal role in the transformation of students into better individuals, responsible citizens, and proficient professionals ready to contribute to industry, the work environment, and society. These activities foster self-confidence, interpersonal communication, and collaborative aptitudes, all essential for personal growth and future achievements and shapes responsible, successful individuals poised to make a positive societal impact.

Practice :

Under the banner of "Kala Kaustubha", our college's Empowering Minds initiative encompasses three key categories: Technical Encapsulate, Non-Technical Encapsulate, and professional Bodies. Each component contributes significantly to nurturing student growth through clubs, forums, and teams.

The Professional Bodies engage with the college's Principal to outline annual objectives and events. These plans are then communicated to the college management to seek funding and approval. This collaboration involves selecting both teaching and non-teaching faculty members, along with student coordinators, to define objectives and action plans. Coordinators manage resources and oversee event execution. These professional bodies aim to foster idea exchange, learning, and the sharing of technical insights.

The Technical Encapsulate features various clubs that enrich the technical environment, empowering Sir MVIT students with sharper acumen for their future endeavors. This domain organizes Hackathons, workshops, seminars, and more.

Within the Non-Technical Encapsulate, diverse clubs engage students across domains. The Debate Society (DEBSOC) nurtures constructive discourse through debates and participation in national and international tournaments. The Gnu Linux Users Group (GLUG) promotes free software movement and technical prowess. SPANDANA, the Social Outreach Club, conducts events and campaigns that encourage compassion and social responsibility. In association with NGOs like Abhikalpana, social outreach activities are undertaken to help the underprivileged children in the vicinity. The LEO Club enhances communication skills, while Riposte Dance Club inspires through dance performances. MVIT Quillz hosts quizzes to enhance knowledge, and Shutterbugs showcases photography talent. Eco Club and Entrepreneur Cell (E-Cell) aim to increase environmental awareness and foster entrepreneurship. Techhub, the coding club, empowers students in technology and collaboration.

Evidence of Success :

Professional bodies reinforce technical knowledge, equipping students with strong foundations in their fields. This empowers them to excel in the dynamic technological landscape. In departments, teams' work on prototypes transforms students into skilled professionals with boosted confidence. Many secure

promising careers across diverse industries, a testament to the institution's success in preparing students for the job market's demands.

Challenges and Resources :

Students admitted to the institution are from various cultural backgrounds and belong to different ethnicities. Conducting cultural activities catering to this diverse student community with varied interests is the biggest challenge. Scheduling these events during when the academic session is in full swing is another challenge. Finding sponsors for financial assistance for execution of these events is a big task. Addressing these challenges requires effective coordination, dedicated resources, and a flexible approach. Collaborating with external partners, industry experts, and alumni can provide valuable insights, mentorship, and financial support. By leveraging existing campus infrastructure, technological tools, and networking opportunities, these challenges can be mitigated. A proactive, inclusive and participatory approach, combined with transparent communication, can foster a successful and sustainable extracurricular ecosystem.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

ABOUT IIC

The Ministry of Human Resource Development (MHRD), Government of India, has instituted the 'MHRD's Innovation Cell (MIC)' to systematically foster an innovation culture within Higher Education Institutions (HEIs). The primary focus of MIC is to empower young students by encouraging, inspiring, and nurturing their innovative ideas, guiding them towards becoming proficient professionals and creators during their formative years.

To realize this objective, MIC envisions the establishment of 'Institution's Innovation Council (IICs)' across selected HEIs. These IICs form a network that promotes innovation within institutions through diverse approaches, creating a thriving innovation ecosystem on campuses. Sir MVIT established its IIC in 2020, earning a 3.5-star rating in 2021 and 2022. The IIC encourages students to develop employability and entrepreneurship skills, fosters leadership qualities, instils professional ethics and promotes societal engagement.

Key Focus Areas of IIC:

- Fostering a vibrant local innovation ecosystem.

- Facilitating start-up/entrepreneurship mechanisms within HEIs.

- Preparing institutes for Atal Ranking of Institutions on Innovation Achievements Framework (ARIIA).

- Establishing a functional ecosystem for idea scouting and pre-incubation.

- Enhancing cognitive abilities among technology students.

IIC propels innovation within the institution through various modes, creating an ecosystem that encourages, recognizes, and shares success stories. It orchestrates workshops, seminars, and interactions with entrepreneurs, investors, and professionals, creating a mentor pool for student innovators. Hackathons, idea competitions, and industry collaborations contribute to this ecosystem.

IIC comprises a team of Chairman, President, Vice President, Convener, and faculty and non-teaching members. The team oversees quarterly activities categorized into IIC-driven, MIC-driven, and self-driven activities. These endeavours span Q1 to Q4, promoting innovation, intellectual property rights (IPR), and start-ups. Alumni entrepreneurs often contribute, fostering an entrepreneurial culture. Students engage in Smart India Hackathon and Yukti Innovation Challenge, driven by IIC activities.

The institution participated in the Mentor-Mentee Programme, transitioning from mentee to mentor in IIC3.0. This scheme supports high-performing IICs as mentors, aiding IICs seeking guidance. Sir MVIT trained 12 faculty members as Innovation Ambassadors, strengthening mentorship capabilities.

Influence beyond the Institution:

As an Innovation Ambassador, the institution's IIC extends its impact by encouraging other HEIs to establish IICs, promoting ARIIA 2022 participation, and fostering innovation, IPR, and entrepreneurial goals. The institution also mentors three Atal Tinkering Laboratories (ATLs) in schools, nurturing young minds' curiosity and imagination through innovation activities.

Through its IIC, Sir MVIT contributes to a dynamic innovation ecosystem, fostering students' growth, creativity, and societal impact.

Few Activities conducted:

IIC Activities:

- Exposure and field visit for problem identification
- My Story - Motivational Session by Successful Entrepreneur/Start-up founder.
- Workshop on Prototype/Process Design and Development
- Session on "How to plan for Start-up and legal & Ethical Steps"

MIC Driven Activities:

- Launch of 5G services
- Leadership Talk with Prof. T. G. Sitharam, Hon'ble Chairman, All India Council for Technical Education (AICTE)
- National Technology Week Inaugural Address of Hon'ble Prime Minister of India at 10.00 AM, 11th May 2023
- NEP ki Samajh Celebrating 3 years of Implementation of NEP 2020

Celebration Activities:

- National Education Day
- National Science Day
- International Women's Day
- World Intellectual Property Day

Self-Driven Activities:

- PCB Design and Fabrication Using Innovative Methods for Industrial Products
- Design & Development of Quadcopter Drone for Payload Delivery
- Technova
- Seminar on "Trends in Cyber Security"

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

5. CONCLUSION

Additional Information :

Sir M. Visvesvaraya Institute of Technology, widely known as Sir MVIT, stands as a prestigious institution in the state of Karnataka. Established in 1986 by the Sri Krishnadevaraya Educational Trust, the institute is situated on an expansive 133-acre campus. It offers an array of educational programs, including 10 undergraduate and 5 postgraduate programs, as well as 13 research centers endorsed by VTU to support faculty pursuing their Ph.D. endeavors.

The institution has demonstrated remarkable success in securing research grants from esteemed bodies like DBT/SERB, DST, ICMR, UGC, VTU, INSA, VGST, and KSCST, among others, amounting to a substantial sum of 2.02 crores. Notably, they host 5 incubation centers on campus, two of which have even transitioned to larger facilities. These centers serve as platforms for students and faculty to enhance their research and innovation skills.

With a commitment to fostering collaboration between academia and industry, the institute has entered into 13 MoUs with reputable industries and institutions. These agreements encourage active engagement of faculty in collaborative research and provide students with internships and training programs across various domains. Additionally, these partnerships facilitate industrial and site visits for students, enriching their educational experience.

The institute's innovation ecosystem is fortified by the Institutions Innovation Council (IIC), National Innovation and Start-up Policy (NISP), and an Intellectual Property (IP) cell. The IIC's remarkable performance is evident in its 3.5-star rating for consecutive years 2022 and 2023. This ecosystem has spurred the establishment of 24 startups, the publication of 29 patents, and the successful granting of 8 patents.

The management of Sri Krishnadevaraya Educational Trust actively supports academically accomplished students through cash awards and recognition. Notably, university rank holders are awarded a substantial cash prize of one lakh rupees. The institute is committed to a transparent scholarship policy, ensuring that eligible candidates receive the full benefits of government-initiated scholarships.

Providing accommodation for staff members at a nominal rent, the institute fosters a community atmosphere. Encouraging students to excel beyond academics, the institute has garnered laurels in sports and cultural activities. With a dedication to nurturing innovation, students enthusiastically participate in competitions like the Smart India Hackathon, contributing to the institute's culture of advancement.

Concluding Remarks :

The esteemed institution, Sir M. Visvesvaraya Institute of Technology, pays homage to the illustrious statesman and engineer, Bharatha Ratna Sir M. Visvesvaraya. Operated by the Sri Krishnadevaraya Educational Trust, this establishment is guided by a consortium of philanthropists and forward-thinkers united by their vision of nurturing adept engineering graduates with strong moral principles.

Since its establishment in 1986, Sir MVIT has stood as a premier choice for aspiring engineers. The institute boasts a well-balanced faculty drawn from academia, industry, and research organizations. It houses well-

equipped laboratories, excellent sports facilities, an extensively stocked library, and quality hostel amenities. At its core, the institution is driven by the motto of transforming ordinary students into exceptional individuals through experiential learning and comprehensive education. Year after year, its remarkable placement record attracts top-tier companies in pursuit of our talented students.

The institute remains resolute in its pursuit of nurturing engineers of unparalleled caliber, instilling in them a deep dedication to addressing societal needs, particularly in rural and underprivileged communities.

Dedicated to upholding and enhancing high academic standards, the institute is committed to preparing its students to boldly face and solve challenges upon graduation. The promotion of research excellence is a paramount objective for both faculty and students, fostering a culture of critical thinking and innovation.

Beyond academics, the institute places significant emphasis on extracurricular engagement. Through various clubs under the Cultural and Technical wings, students are encouraged to interact, fostering a dynamic campus environment.

Graduates of Sir MVIT emerge equipped with the versatile skills necessary for diverse career paths, including research, entrepreneurship, and industry leadership.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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)** Answer before DVV Verification : Answer After DVV Verification :74
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* 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 Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1867</td><td>1134</td><td>1494</td><td>1382</td><td>746</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1865</td><td>1134</td><td>1494</td><td>1382</td><td>745</td></tr></table>
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 2134 Answer after DVV Verification: 1745 Remark : Revision done as per attached supporting data
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* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
2.4.1	**Percentage of full-time teachers against sanctioned posts during the last five years** 2.4.1.1. **Number of sanctioned posts year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
211	193	193	193	193

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
211	193	193	193	193

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
5.39	33.84332	50.09500	22.12000	51.8500

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.39	33.84332	50.09500	22.12000	51.8500

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
27	22	28	26	08

Answer After DVV Verification :

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

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
35	90	55	55	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
31	32	24	19	08

3.3.2 — **Number of books and chapters in edited volumes/books 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
11	19	10	08	03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	13	12	03	03

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
26	16	14	12	09

Answer After DVV Verification :

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

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 : 562

	Answer After DVV Verification :562
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 : 912 Answer after DVV Verification: 919

5.1.2	*Following capacity development and skills enhancement activities are organised for improving students' capability*
	
	    1. Soft skills
	    2. Language and communication skills
	    3. Life skills (Yoga, physical fitness, health and hygiene)
	    4. ICT/computing skills
	
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: A. All of the above

5.1.3	**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years** 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** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1276</td><td>2255</td><td>490</td><td>399</td><td>557</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1585</td><td>1443</td><td>98</td><td>71</td><td>1292</td></tr></table>

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: A. All of the above

5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years** 5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year**

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
382	448	310	411	435

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
382	448	310	411	435

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	7	2	3	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	7	2	3	8

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
45	42	0	34	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	10	0	5	5

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
28	35	2	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	18	0	9	1

6.2.2	*Institution implements e-governance in its operations* 1. **Administration** 2. **Finance and Accounts** 3. **Student Admission and Support** 4. **Examination** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above

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
52	3	0	4	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
40	3	0	4	2

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
49	51	54	52	73

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	35	50	34	41

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

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: A. Any 4 or more of the above
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**
	1. **Green audit / Environment audit**
	2. **Energy audit**
	3. **Clean and green campus initiatives**
	4. **Beyond the campus environmental promotion activities**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 259 Answer after DVV Verification : 250
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
169	179	175	171	182

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
162	175	172	171	185