SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

BLDEAS VACHANA PITAMAHA DR. P. G. HALAKATTI COLLEGE OF ENGINEERING AND TECHNOLOGY, VIJAYAPURA

ASHRAM ROAD, VIJAYAPUR
586103
www.bldeacet.ac.in

SSR SUBMITTED DATE: 02-08-2023

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

An educationally and economically backward district Vijayapur had a bright ray of hope when men of philanthropy founded Bijapur Liberal District Education Association (BLDEA) with a visionary zeal in the year 1910.

Over the years, the BLDE Association has honed and nurtured more than 75 educational institutions ranging from Primary Schools to Professional Colleges which include Engineering, Business Management, Law, Education, Pharmacy, Computer Applications etc., and Medical College under BLDE University.

BLDEA's Vachana Pitamaha Dr. P. G. Halakatti College of Engineering and Technology, Vijayapura (BLDEACET) is a premier technical institute located in Northern part of Karnataka on a scenic stretch of land spread over 14.09 acres. The institute was established in the year 1980 as a private self-financed institute with three basic undergraduate programs viz., Civil, Mechanical and Electrical Engineering with an annual intake of 40 each. The Institute is the result of the BLDEA's recognition of the need for quality technical education in this part of Karnataka. To achieve this objective, it has striven hard to create an environment and infrastructure that enables it to produce qualified, practical engineers who are ready to face the challenges of the industries and society.

BLDEACET has grown by leaps and bounds during its journey, as a result of which it is offering eight undergraduate programs, eight post-graduate programs (including MBA and MCA) and Ph.D. and M.Sc. Engg., (by research) through university recognized research centres.

BLDEACET is affiliated to Visvesvaraya Technological University (VTU) Belagavi. 75% of undergraduate engineering programs have obtained accreditation status from National Board of Accreditation (NBA), New Delhi.

The contents of curriculum are delivered by adequate number of qualified, dedicated and research-oriented team of faculty members by using modern information communication technology tools, innovative teaching methods and state of the art laboratories. Additional skills are also imparted to students though Centres of Excellence (CoE), Co-curricular and extracurricular activities, and Value-Added Courses.

BLDEACET is committed to provide quality technical education at affordable cost to the students of every section of the society. We are proud of our alumni achievements and their contributions towards development of society and nation.

Vision

To emerge as a widely acknowledged centre in technical education and research to cater the need of society with a futuristic outlook.

Mission

1. To enrich students with the essence of science and engineering knowledge, professional ethics and social values.
2. To instill creativity and research temperament to reach the greater heights of professional success.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Legacy and brand of BLDEA and BLDEACET in Karnataka and south India.
- Dedicated and experienced Human Resource with excellent retention ratio.
- More than 75% programs are NBA accredited and have permanent Affiliation from VTU.
- Fairly good Infrastructure and Central Library facility.
- Decent interaction with Industry and Professional Bodies.
- De-centralized Governance with the implementation of ERP.
- Fair number of Industry Supported Labs.
- Alumni network with their contributions in academics.
- Active Placement and Training Cell.
- Good infrastructure ambience for sports and cultural activities.
- Good number of MoU's with Industry and Research Organizations.

Institutional Weakness

- Institute is geographically located far away from the large Industrial and IT hubs.
- Academic Autonomy.
- Limited Consultancy Activities.
- Perception of Institute Nationally and Globally.
- Advanced Research Facilities in existing Research Centres

Institutional Opportunity

- Getting Autonomous Status.
- Increase the Number of Faculty with Ph.D.
- Strengthening Entrepreneurship Development Cell.
- Establish more number industry supported labs and there by consultancy
- Achieving 100% placement.
- Nurture a greater number of students to participate in national and international level sports.
- Improving quality students' enrolment to core branches.
- Diversified student enrollment.

Institutional Challenge

- To comply with Government Regulations / Policies in scheduled time.
- Competition from Domestic and Foreign Universities.
- Uncertainties in Industry Manpower requirements-Basic Branches.

02-08-2023 05:14:16

- Enrollment of good rank students.
- Fetching funds from reputed organizations.
- Establishing linkage with Fortune Industries to increase placements.
- Motivating faculty in Interdisciplinary approach to meet the requirement of National Education Policy (NEP).
- Increased expenditures to comply with norms.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

BLDEACET affiliated to Visvesvaraya Technological University (VTU), Belagavi, Karnataka ensures the delivery of VTU's choice-based credit system curriculum through well-documented processes and effective procedures. The university curriculum broadly consists of: (i) Basic Science, Mathematics, Engineering and Humanities, (ii) Program Core courses, (iii) Program Electives, (iv) Open elective courses and (v) Courses related to cross-cutting issues. The university revise the curriculum normally once in every four years thorough university constituted board of studies boards (BoS). The university has introduced few multi-disciplinary courses in line with NEP guidelines.

There are well-defined **course outcomes** for each course, well prepared course lecture notes (both in written and digital forms) and laboratory manuals. The course allocation is done based on faculty competence, experience, and preference, and is finalized through a formal department staff meeting. Following the guidelines of NBA, every program has its program educational objectives (PEOs), program specific outcomes (PSOs) defined in addition to program outcomes (POs) defined by NBA. The outcomes are assessed on regular basis using various assessment tools.

As a part of its social responsibility, the institution organizes various programs on education, health, and environment, which are encompassed under NSS (National Service Scheme) activities. Processes are in place for academic audits and gathering feedback from stakeholders to facilitate continuous improvements in teaching -learning process and campus facilities.

The missing components in the curriculum are addressed by organizing value-added programs, mini projects, industry visits to keep students updated on industry advancements, guest lectures by industry experts, workshops to provide hands-on experience and through co-curricular and extracurricular activities to develop students' leadership and organizational skills. The activities initiated by the institute to meet the curriculum gaps, curriculum enrichment and feedback system are listed below.

Summary: Number of Add-on/certificate/Value added programs organized during past five years: **52**

- Number of students enrolled in Certificate/Add-on/ Value added programs and completed online MOOC programs like SWAYAM, NPTEL etc.: **9385 (64%)**
- Courses integrated in curriculum to address cross cutting issues: **Professional Ethics, Human Values, and Environment and Sustainability.**
- Number of students undertaking project work/field work/internships: **2384 (82.58%)**
- Feedback system: **Institution has developed a well-defined (online) feedback system from the stake**

holders on academic performance and ambience. The action taken report on feedback is made available on institutional website.

Teaching-learning and Evaluation

The student centric education system adopted by BLDEACET includes regular classes for theory and laboratory, tutorial sessions for problem solving, participative learning through workshops, seminars and industrial visits, and experiential learning from internships, major and mini projects, and facilities available in centres of excellence aided by industry/research experienced faculty and ICT tools. In addition to project work as per the university curriculum, the institute has initiated mini-projects for lower semesters to introduce project-based learning. Induction program for two weeks is conducted for the freshmen. In subsequent years, based on the performance on continuous internal evaluation and the university examinations, students are categorized into advanced learners and slow learners. Advanced learners are provided with additional support to continue to perform in their academics by registering them for honours degree, offer them roles of student representative in class, student council or other professional student chapters for their leadership skill enhancement. For slow learners, BLDEACET has an effective mentoring system in which a mentor guides slow learners, identifies areas of improvement, facilitates remedial classes, and intimate parents about the progress of their wards. Feedback from students is obtained for the improvement of teaching-learning process.

BLDEACET uses learning management system (LMS) for managing the digital content and delivery of the courses. The LMS is used for collecting student feedback, student attendance monitoring, posting assignments, test marks etc.

The evaluation methods and schedules adhere to the guidelines of VTU. The continuous internal evaluation is done through internal assessment tests, assignments, and or quizzes/seminars. The quality of internal test question papers and assignments are checked by scrutiny committee. There is student grievance redressal mechanism related to examinations.

Consistently good number of admissions to UG programs and improved academic performance reflect the endeavours made in pedagogical initiatives adopted in teaching- learning.

Below is the summary of the outcomes.

Summary:

- Student enrolment to UG programs: **> 90%**
- Student enrolment to PG (MBA and MCA) programs: **>90%**
- Student enrolment to PG (Engineering) programs: **Poor (even at national level)**
- Number of faculty on roll (2021-22) is adequate to satisfy the SFR norms of AICTE and university (20:1) : **170**
- Student teacher ratio: **16.98:1**
- Number of faculty with PhD qualification (Till 2021-22): **40**
- Grievance related to evaluation process: **Yes (both at college and university)**
- Adopted Student Centric Education System: **Yes. Adopted OBE system. Attainment of COs. POs and PSOs are calculated and discussed in IQAC meetings.**
- Academic performance of students in university examinations (average of past five years): **95%**

Research, Innovations and Extension

Research:

BLDEACET has under taken several initiatives to promote research culture in the college. As part of this, thrust research areas are identified; research proposals are prepared and submitted to the funding agencies. BLDE Association is also supporting research activities by providing exclusive research funds to faculty and incentives for research publications.

The research and development cell of the college is responsible for looking after the research activities. The research output has been recognized with an average citation index of 10 in Scopus and Web of Science, fostering a culture of knowledge exchange on national and international platforms.

To bridge the gap between the institution and the industry, BLDEACET has signed 41 memorandum of understanding (MoU) with reputed companies and academic institutions. One of the research collaborations is with Lublin University, Poland.

Following are the outcomes of Research and Development activities initiated by the institute:

- Grants received from government and non-government agencies for research during past five years: 180.67 Lakhs

- Number of research publications in journals and UGC care list during past five years: 149
- Number of books and chapters in edited volumes/books published and papers published in national/international conference proceedings during past five years: 95

Innovation:

BLDEACET has established a centre called "BLDEACET – Incubation Centre" to help students and faculty to incubate their ideas. An exclusive space of 99 m2 is provided for incubation centre. At present three startups are functioning in the campus.

The college support faculty and students to file patents. So far eight numbers of patents have been filed, six have been published and two have been granted patent.

To support Innovation Eco system, Institute Innovation Council (IIC), Intellectual Property Rights (IPR) cell, Incubation centre, and Entrepreneurship Development (ED) cell are established in the institute.

- Number of workshops/seminars/conferences on Research Methodology, Intellectual Property Rights and Entrepreneurship Conducted during past five years: 50

Extension:

As a socially responsible institution, BLDEACET students actively participate in various extension activities for the local community. All departments, along with the National Service Scheme (NSS) unit, are involved in outreach programs, which includes awareness campaigns (digital transactions, computer awareness in rural govt. schools), blood donation camps, flood relief efforts, visits to orphanages, tree plantation, and electoral awareness campaigns.

- Number of extension activities organized during past five years: 46

Infrastructure and Learning Resources

BLDEACET spread over 14.09 acres with sufficient space for academics, administration, sports facilities, hostels, central library, seminar rooms, auditorium, training & placement cell, alumni cell, incubation centre and canteens. All the facilities are established in five blocks in the campus.

The laboratories are equipped with state-of -the-art equipment to meet the need of the curriculum. Research labs and project labs have been established in all the departments. Internet service is made available throughout the campus through a 700 MBPS leased line. Wi-Fi facility is also available. Adequate number of computers (1059) in the ratio of 3.23:1 approximately, is available in the campus. All the classrooms, computer labs and seminar rooms are ICT enabled.

The college has an excellent library facility with a 91781 books (available on shelves), with 24188 titles and 24352 electronic books. Also, e-subscription to scholarly journals, e-books with remote access facility, covering different areas of Engineering, Science & Humanities, Architecture, and Business Management are available. Language lab and digital library facilities are available for the stakeholders.

The college has adequate facilities for physical activities for both indoor games as well as outdoor sports and fully equipped gymnasium for students. The campus has facilities for football, cricket, basketball, and tennis.

Safe drinking water, solar water heater (in hostels), canteen, ATM, power backup, common room for ladies, transportation, medical care and CCTV are other facilities available in the campus.

The summary of the institute infrastructure is given below

Summary:

- Total area of BLDEACET campus: **14.09 acres**
- Total built up area: **35000 m2**
- Percentage of expenditure for infrastructure development and augmentation excluding salary**: 30.22% (Average – Rs. 185.66 Lakhs per year)**
- Number of class rooms: **55**
- Number of laboratories: **53**
- Seminar rooms: **03 (each of 200, 110 and 100 seating capacity), apart from department seminar rooms.**
- Auditorium: **01 (650 seating capacity)**
- IT Infrastructure: **1059 Computers (for both staff and students)**
- Student – Computer Ratio: **3.23:1**
- **All class rooms, computer labs, seminar rooms, auditorium are equipped with LCD/LED Projectors**
- **Internet connectivity Speed: 700 MBPS, Wi-Fi facility**
- Sports facilities: **Tennis court, Basketball ground, Yoga and Gymnasium, Football ground.**
- Cultural Centre for cultural activities
- Library and Information Centre: **91781 Volumes and 24188 Titles, Library Management System, E-subscription to e-journals, e-books and remote access facility.**

- Percentage of expenditure incurred on maintenance of infrastructure excluding salary during past five years: **25.13% (Avg. Rs. 154.37 Lakhs per year)**

Student Support and Progression

Mentoring:

BLDEACET has a strong system of mentoring to provide students a sense of security, bonhomie, guidance for academic and personal needs. A mentor or proctor, a member of the faculty, so entrusted with the responsibility, pays personal attention to and monitor student's academic progress in institution hours and behavioural process too. For each faculty mentor about 15-20 mentees are allocated.

Career Guidance, Training and Placement:

The placement at BLDEACET campus is a dynamic, real-time process which is inclusive, proactive, ambitious, and wholesome. The placement process is constantly tuned based on industry need and feedback. The placement cell monitors the employment opportunities and arranges campus recruitment drives, for the final year students through meticulously planned training programs on soft skills. Through this cell, students are provided career guidance, opportunities of higher education, so that the students can choose the career of their interest.

Support for students for achievements in academic, co-curricular and extracurricular activities:

BLDEACET extends support to top performing students in academic, co-curricular and extracurricular activities. University rank holders are given cash prizes, class topers are felicitated with prizes on annual day celebrations. Student participating in sports and cultural activities are trained by qualified physical education teachers and are given financial support to bear travel, accommodation, and food expenses.

Self-learning facilities:

Learning at BLDEACET is student-centric. Teachers give the students ample and adequate opportunities and scope for interactive self-learning. Some of the support structures and systems available for teachers to develop and promote self-learning skills among students are: Library, digital library, language lab, Swayam, centres of excellence, seminars & workshops.

Following is the summary of student support and progression.

Summary:

- Percentage of students benefitted by scholarships: **71.62%**
- Percentage of students benefitted by guidance for competitive examinations and career counseling: **73.87%**
- Number of outgoing students placed/ progressed to higher education during past five years: **2403 (60.94%)**
- Percentage of students qualifying in state/national/international level examinations during past five years: 7**.99%**
- Number of awards/medals for outstanding performance in sports and cultural events: **36**

- Number of sports and cultural activities organized by the institution during past five years: **298**
- Alumni Cell: **Alumni meets are organized regularly at department levels and institute level.**
- Number of student Clubs: **05**
- Grievance Redressal Mechanism- is in place

Governance, Leadership and Management

Governance is the key activity that connects between the management, staff, students and the community. We believe it should be effective, efficient, and economical in execution of its duties. BLDEACET supports modern governance and proper administration and believe these should be carried out in a way that actively acknowledges diversity, that is respectful of identity and serious belief and that reflects balance. BLDEACET has a governing body in place wherein the members are drawn from distinguished cross-sections of the society.

The board of governance (BoG) of BLDEACET serve the following functions:

- Approve the vision and strategic mission statements of the Institute,
- Formulate the policies of the institution with regard to academics, R&D and other activities.
- Discuss and suggest the annual budgetary allocation towards infrastructure, Academic, and Research & Development.
- Monitor the progress of academic and other related activities of the Institute.

The administrative setup at BLDEACET includes: Principal, Vice Principals for administration and academics, Heads of departments, and other coordinators of IQAC, NBA, Grievance redressal cell, Internal complaints cell, Alumni cell, Placement cell, Entrepreneurship development cell, Anti-ragging cell, hostel wardens, librarian, physical directors etc. In addition, there are other committees like student welfare committee, purchase committee, library committee, which are headed by faculty of the college. Through all the above responsible members, all the administrative and management related decisions are taken.

BLDEACET has well defined set of policies with respect to recruitment and promotion, service rules of employees, student code of conduct etc.

At BLDEACET e-governance is in place with respect to employee leave management, salary slip distribution, employee attendance, details of tax deduction. Learning management system is also in place for student attendance monitoring, assessment, and OBE related components.

A comprehensive faculty appraisal system is in place at BLDEACET. The performance of faculty and staff are assessed using annual appraisal. Based on the score of the faculty/staff necessary actions are taken.

Institutional Values and Best Practices

BLDEACET is functioning under the umbrella of a century old charitable trust "BLDE Association". The BLDE Association was established with an objective of providing basic and higher education to all those belonging to every class of the society. The core values of the BLDEA are Equity and Inclusivity. BLDEACET is also rendering its service with similar values. The core values of BLDEACET are:

- Academic Integrity

- Service To Community
- Ethics
- Inclusiveness
- Entrepreneurship development

The BLDEA management and Institute administration are highly committed to environmental issues and take various measures to keep the campus clean and green. There is a dedicated committee in place to oversee these efforts.

The institute has implemented environmental friendly practices such as e-waste management, green practices, rainwater harvesting, and the use of solar LED lighting systems. These initiatives contribute to sustainability and reduce the institute's impact on environment.

Furthermore, the institute is dedicated to provide equal opportunities for differently abled students. Various provisions and facilities are made available to ensure their ease and accessibility within the campus.

The institute has also formulated and introduced several best practices, two of which are highlighted below:

1. Skill Based Training Program
2. Project Based Learning

BLDEAs Vachana Pitamaha Dr. P. G. Halakatti College of Engineering and Technology is proud to provide high-quality professional education to students from all social backgrounds, ensuring equal opportunities and promoting inclusive growth.

Institutional distinctiveness:

The college has established a centre of excellence "Centre of Excellence for Rural Rejuvenation (COERR)" with the following objectives:

Organizing seminars, workshops for sensitizing farmers on importance of water conservation, energy conservation (including house hold and farming) soil conservation and, implementation of new farm tools/equipment for productive farming, use of modern tools for early detection of crop diseases and digital transactions and arranging demos for the benefit of famers. In this endeavour, the faculty of Civil Engineering, Mechanical Engineering, Electrical Engineering and Computer Science have made considerable contributions. These initiatives have benefited farmers of this region.

02-08-2023 05:14:17

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BLDEAS VACHANA PITAMAHA DR. P. G. HALAKATTI COLLEGE OF ENGINEERING AND TECHNOLOGY, VIJAYAPURA
Address	Ashram road, Vijayapur
City	Vijayapur
State	Karnataka
Pin	586103
Website	www.bldeacet.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	V.g. Sangam	08325-261120	8277368634	08325-262945	principal@bldeacet.ac.in
IQAC / CIQA coordinator	Asif Iqbal Momin	08352-261121	9741727860	08352-262945	cv.momin@bldeacet.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized 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	14-08-1997	[View Document](#)
12B of UGC	14-08-1997	[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](#)	11-07-2022	12	
COA	[View Document](#)	04-07-2022	12	
COA	[View Document](#)	04-07-2022	12	
COA	[View Document](#)	04-07-2022	12	
AICTE	[View Document](#)	11-07-2022	12	
AICTE	[View Document](#)	11-07-2022	12	
AICTE	[View Document](#)	11-07-2022	12	
COA	[View Document](#)	04-07-2022	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Director of Technical Education, Government of Karnataka (RETE-Regional Eco-System for Technical Excellence)
Date of recognition	26-12-2022

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Ashram road, Vijayapur	Urban	14.09	33000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BE,Civil Engineering	48	PUC II	English	120	94
UG	BE,Mechanical Engineering	48	PUC II	English	60	48
UG	BE,Electrical And Electronics Engineering	48	PUC II	English	90	90
UG	BE,Electronics And Communication Engineering	48	PUC II	English	120	120
UG	BE,Computer Science And Engineering	48	PUC II	English	180	180
UG	BE,Information Science And Engineering	48	PUC II	English	60	60
UG	BArch,Bachelor Of Architecture	60	PUC II	English	40	16
UG	BE,Compute	48	PUC II	English	60	60

	r Science And Engineering Artificial Intelligence And Machine Learning					
PG	Mtech,Civil Engineering	24	BE	English	18	6
PG	Mtech,Civil Engineering	24	BE	English	12	3
PG	Mtech,Mechanical Engineering	24	BE	English	12	1
PG	Mtech,Electrical And Electronics Engineering	24	BE	English	12	0
PG	Mtech,Electronics And Communication Engineering	24	BE	English	18	2
PG	Mtech,Computer Science And Engineering	24	BE	English	12	4
PG	MBA,Master Of Business Administration	24	Any Degree	English	30	30
PG	MCA,Master Of Computer Applications	24	Any Degree	English	30	30

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				20				34				146
Recruited	11	4	0	15	21	4	0	25	108	38	0	146
Yet to Recruit				5				9				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				121
Recruited	88	33	0	121
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				48
Recruited	38	10	0	48
Yet to Recruit				0

02-08-2023 05:14:17

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				67
Recruited	45	7	0	52
Yet to Recruit				15
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
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.	9	4	0	16	2	0	13	6	0	50
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	2	0	0	5	2	0	93	32	0	134
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualificatio n	**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.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualificatio n	**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.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	5	0	0	5

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	349	15	0	0	364
	Female	330	0	0	0	330
	Others	0	0	0	0	0
PG	Male	32	2	0	0	34
	Female	41	1	0	0	42
	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	44	29	40	35
	Female	35	35	46	37
	Others	0	0	0	0
ST	Male	6	1	3	3
	Female	3	2	2	1
	Others	0	0	0	0
OBC	Male	128	111	158	148
	Female	118	114	112	120
	Others	0	0	0	0
General	Male	185	161	132	178
	Female	160	128	102	119
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		679	581	595	641

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As per guidelines of VTU Belagavi, NEP-2020 has been implemented from the academic year-2021-22. BLDEA's V.P. Dr. P.G. Halakatti College of Engineering and Technology, Vijayapur is an affiliated institute of Visvesvaraya Technological University (VTU), Belagavi that follows the curriculum prescribed by VTU. The institution's vision is to transform itself into a holistic multidisciplinary institution, and it has made significant strides in incorporating the preparedness for NEP 2020. The institution has adopted NEP by multidisciplinary approach through university designed curriculum that integrates science and humanities with Science, Technology, Engineering, and Mathematics (STEM) to provide students a quality education. The programs offered by the institution provide students with exposure to a wide range of disciplines and encourage them to think critically, innovate and design solutions to complex problems. To achieve this, the institution offers flexible and innovative curricula as per VTU that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. The curriculum also includes subjects like Communicative English, Innovation and Design Thinking, Scientific Foundations of Health, Social Connect and Responsibility, Constitution of India and Professional Ethics, Biology for Engineers, Universal Human Values, and Environmental Studies. In addition to these subjects, the VTU curriculum offers ability enhancement courses like Rural Development and Research Methodology & Intellectual Property Rights. The institution provides internship opportunities to students and offers open electives across various departments. The institution has tied up with other institutes and industries to promote interdisciplinary projects among students and faculty. The University has a plan to offer a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of the 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning. Furthermore, the institution is engaged in multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges. The institution believes that research is critical in developing innovative solutions to complex problems and is committed to promoting research

	among its faculty and students. The institution encourages its faculty to participate in research activities and provides them with the necessary support and resources to carry out their research work. In terms of good practices, the institution has implemented several initiatives to promote a multidisciplinary/interdisciplinary approach in line with NEP 2020. The institution encourages its faculty to collaborate across departments and disciplines to promote interdisciplinary projects among students.
2. Academic bank of credits (ABC):	VTU Belagavi has initiated to implement the academic bank of credits system. This system is designed to provide flexibility and mobility to students by enabling them to choose courses according to their interests and pace of learning. Implementing the academic bank of credits system requires a significant change in the current system of teaching and learning. It requires the institution to offer a wide range of courses and provide multiple entry and exit points to students. Additionally, it requires the institution to have a robust assessment and evaluation mechanism to ensure the quality of learning outcomes. The institution looks forward for complete implementation by VTU of the academic bank of credits system in the future in alignment with the vision of the National Education Policy 2020.
3. Skill development:	B.L.D.E.A's V.P. Dr. P. G. Halakatti College of Engineering and Technology, Vijayapur offers several programs promoting skill development among its students in alignment with the National Skills Qualifications Framework (NSQF). The institution provides various ability enhancement courses, including soft skills training offered by the Training and Placement Cell. Students are also required to complete at least one skill based value added program and internship in different semesters, such as innovation/entrepreneurship internships and societal/social internships. In addition to the Universal Human Value Course and Social Connect and Responsibility, as per the VTU curriculum, the college has implemented the credit-based choice system to ensure that students take part in internships before graduating. The institution also engages the services of industry veterans and master craftspeople to provide technical skills and overcome the curriculum gaps. Furthermore, the institution has established Centres of Excellence in different

	domains such as AIML, 3D printing, Noise and vibration, Hydraulics and Pneumatics, Tribology etc. to provide skill development opportunities for students. The centre offers training programs in areas such as robotics, automation, and artificial intelligence, which are in line with the emerging trends in the field of engineering. The college also organizes workshops and seminars on various topics related to skill development to enhance students' employability.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	To promote the Indian knowledge system, our institution has incorporated internships at the first and second-semester levels focusing on Indian arts and culture. We also have efforts in place to preserve and promote traditional Indian knowledge, arts, culture and traditions. Regarding bilingual mode teaching, our institution has trained its faculty to provide classroom delivery in both English and also in vernacular language for better understanding to students. We do not have any bilingual course presently offered in the college. But the VTU has provided a technical dictionary to help students understand technical terms in Kannada, which are available in the Institute Library.
5. Focus on Outcome based education (OBE):	B.L.D.E.A's V.P. Dr. P.G. Halakatti College of Engineering and Technology has taken several initiatives to transform its curriculum towards Outcome Based Education (OBE). The institution has formulated Program Educational Objectives (PEOs) and Program Specific Outcomes (PSOs) for all its programs as per the guidelines of the National Board of Accreditation (NBA). To capture the Outcome based education in teaching and learning practices, the institution has adopted various pedagogical tools such as project-based learning, case studies, industry internships, and hands-on experience in laboratories. The institution has also implemented a continuous assessment system that enables the faculty to monitor the attainment of the intended learning outcomes by the students. In view of NEP 2020, the institution has introduced several good practices pertaining to Outcome based education (OBE). The institution has started conducting regular workshops and training programs for the faculty to help them understand the importance of OBE and its implementation. The institution has also started using innovative teaching methodologies such as flipped classroom, blended

	learning, and e-learning to enhance the effectiveness of OBE. One good practice of our institution pertaining to Outcome based education (OBE) is that we have a repository of online videos that are aligned with the course learning outcomes. These videos cover a wide range of topics and are available to students anytime, anywhere. The videos are curated and created by our faculty members and subject experts. By using these videos, students are able to learn at their own pace and review the content as many times as they need to fully understand the concepts. The videos are also useful for students who miss a class or need to review a topic before an examination. In addition to the videos, our institution has also developed online quizzes and assessments that are aligned with the course learning outcomes. These assessments allow students to test their understanding of the concepts covered in the course and receive immediate feedback. The outcomes are assessed using various assessment tools. Then the evaluation of all the outcomes is done based on assessment tools
6. Distance education/online education:	We have made significant efforts to develop and use technological tools for teaching and learning activities. We have a Learning Management System (LMS) in place that provides a platform for online delivery of courses and resources. We have also developed digital content, including videos, animations, and simulations, to enhance the learning experience of our students. Our institution has taken significant steps towards blended learning, which combines face-to-face instruction with online learning. As a good practice, our institution has been actively using online learning resources to complement face-to-face instruction. During the COVID-19 pandemic, we have transitioned smoothly to online mode of education, ensuring the continuity of learning for our students. We have also developed a comprehensive online examination system that ensures fair and secure assessment of our students' learning outcomes. Our institution has also established a dedicated IT support team to provide technical assistance to faculty and students.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the Student Coordinators and the Coordinating Faculty Members are appointed by the college for ELC. We have 5 Student Coordinators and 5 coordinating faculty members. Yes, the ELCs are representative in character.
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.	Every year the club conducts seminars to help students know about their rights and encourage them to exercise those rights by participating in the elections. The club also encourages students to take part in Voting Awareness Rally as this will help develop their skills and confidence. Our students and staff have participated in the rally. Our staff coordinator has actively involved the students in various innovative activities to encourage the students to use their voting rights and spread awareness about the importance of voting among the general public.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Every year students are encouraged to do Voting awareness rally. ELC is creating awareness among the public through rally and Participating in competition as per the direction of District Collector's office
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.	The club collaborates along with the District Sweep Committee who is also the District Election Officer (DEO) periodically participate and assign events to the club to create awareness on the importance of voting through various programs like rally and Seminars.

02-08-2023 05:14:17

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2887	2947	2894	2936	2985

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: 210

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

2021-22	2020-21	2019-20	2018-19	2017-18
170	176	186	192	199

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
489.68	285.30	690.58	738.34	867.89

02-08-2023 05:14:17

File Description	Document
Upload Supporting Document	[View Document](#)

02-08-2023 05:14:17

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:

BLDEACET is affiliated to Visvesvaraya Technological University (VTU), Belagavi. The curriculum is designed by the members of Board of Studies (BoS) constituted by the university. Institute adopts university prescribed curriculum and implements the same. At present, Choice Based Credit System (CBCS) curriculum is being followed. Adhering to the norms of university, institute has constituted Internal Quality Assurance Cell (IQAC), which provides necessary guidance and monitors effective delivery of curriculum and Co-curricular activities.

IQAC conducts meeting with all Heads of Department (HoD) to collect inputs and develop strategy for effective implementation of the curriculum. Accordingly, department meetings are conducted by the HoDs to disseminate the information regarding plan of action on curriculum delivery.

Academic Calendar is prepared at the beginning of every semester in line with the University calendar of events. In the Academic Calendar, schedule of Continuous Internal Evaluation (CIE) test dates, end semester examination dates are specified for the information of faculty and students. The induction program, academic sessions, assessments, and co-curricular activities are conducted as per academic calendar.

Teaching learning: For the smooth conduct of theory and laboratory classes, class **time table** for each semester is prepared after the course allotment process. Course teachers prepare Course plan in accordance with the course objectives and course outcomes (COs) specified by university, Course Outcomes (CO)-Program Outcomes (PO) and Program Specific Outcomes (PSO) matrix is formulated along with necessary justifications. The lecture sessions are delivered through:

- Chalk and talk method
- Innovative Teaching Methods, Field visits, Demonstrations, and
- Information Communication Technology (ICT) Tools.

As part of content delivery, the faculty of BLDEACET deliver the contents using conventional teaching-learning methods along with active teaching-learning methods such as experiential learning, participative learning, project-based learning etc. Projects (major and minor), intersnhips and Industry Training Program help the students to strengthen and apply conceptual understanding of various courses, to consolidate their ability in teamwork, technical report writing and presentation skills. Students are encouraged to participate in technical competitions and ideation contests. Co-curricular and extra-curricular activities inculcate holistic personality development and connect students to external world.

Mentoring: In every department, 15 to 20 students are assigned to each faculty for mentoring. The faculty monitors and maintains a report of mentee's academic performance and participation in co-curricular and

extracurricular activities. The mentors and course coordinators interact with students and identify slow learners and fast learner. For slow learners, remedial classes are conducted to enhance their learning process, whereas fast learners are motivated to involve in skill development activities.

Assessment process: Assignments/ Quizzes/ Seminar and three Continuous Internal Evaluation (CIE) tests are conducted as part of continuous internal assessment process. The quality of CIE questions, assignment questions is ensured by the scrutiny committee constituted at the department level (IQAC initiative). The scrutiny committee ensures that the questions are mapped to intended learning outcomes and Bloom's Taxonomy learning levels. The end semester examinations are conducted according to the date and schedule provided by the University. Effectiveness of teaching-learning is assessed through student feedback and attainment of COs, POs and PSOs. At the end of every academic year, **academic audit** is carried out by the IQAC team to evaluate and ensure the effectiveness of curriculum delivery.

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: 52

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: 64.07

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

2021-22	2020-21	2019-20	2018-19	2017-18
1453	1800	2201	2397	1534

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:

BLDEACET is affiliated to VTU, Belagavi. The institute follows the curriculum designed by VTU which also focus on NEP-2020. The courses prescribed by VTU in its curriculum address the crosscutting issues relevant to professional ethics, gender, human values, environment and sustainability, Constitution of India, Organizational behavior etc. Also, invited guest lectures, seminars are organized regularly to sensitize students about these crosscutting issues.

Professional Ethics:

University offers courses on Constitution of India-Professional Ethics- Human Rights, Human Values, Work Place Ethics, Value Systems and Management & Organizational Behavior etc. to inculcate human values and ethics in students.

Gender:

Gender equality, equality between men and women, entails the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the imitations set by stereotypes, rigid gender roles and prejudices.

- BLDEACET ensures that equal opportunity is given to both genders in terms of admissions, employment, and training programmes as a result of which gender issues generally do not arise.

- Women's Day is organized in association with Women Empowerment Cell (WEC) every year. Through WEC, various gender sensitization programs on nutrition, health, legal awareness etc., are organized.

- Institution ensures equal representation of students (both genders) in various committees (sports, cultural, magazine, anti-ragging etc.) constituted at the institute level.

Human Values:

To develop ethical approach and interest, Universal Human Values (UHV) and Social Connect and Responsibility courses have been included in curriculum of the university to inculcate ethical, moral and social values in students. The college also organizes guest lectures, seminars on UHV and social responsibility. Also, students are introduced to human values as part of induction program in first year.

Environment and Sustainability:

To contribute towards the realization of sustainable development goals (SDG) of UNO and Niti Ayog, the institute have taken up the responsibility of nurturing the students for environment consciousness and developing the sustainable solutions,

To facilitate this, different activities such as plastic eradication (plastic free campus), sapling plantation (under Koti Vruksha Abhiyan-Initiative of Dr. M.B. Patil, Honorable President, BLDEA), environment cleanliness are organized. The institute has facility of rain water harvesting, and generate solar energy.

The students of BLDEACET learn the course on Environment and sustainability as prescribed by VTU in its curriculum.

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: 82.58

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

Response: 2384

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: 67.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
679	581	595	641	672

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

2021-22	2020-21	2019-20	2018-19	2017-18
844	934	946	986	1006

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: 70.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
334	299	361	344	357

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

2021-22	2020-21	2019-20	2018-19	2017-18
431	477	480	498	508

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: 16.98

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:

BLDEACET is committed to provide a holistic learning experience that empowers students to become independent and lifelong learners. We use the following student-centric methods to enhance learning experience of students.

1. Experiential learning is a key component of our approach, where students are engaged in conducting

experiments in the laboratory and correlating them with the theory studied in the classroom. Laboratory courses, project works, mini-projects, and internships are some of the avenues we provide to our students to enhance their practical learning experiences.

1.1 Participative learning is another essential method we use, to enhance learning experience of students. This method helps to improve students' knowledge, understanding, communication skills, and leadership qualities. We conduct various co-curricular and extracurricular events, such as technical fests, seminars, and guest lectures by industry professionals and renowned academicians, which provide students an opportunity to engage with experts and learn from their experiences.

1.2 Self learning capability: To enhance self-learning capability the institute provides facilities, such as digital reading materials, NPTEL videos, language laboratory, and web courses, which enable students to build their confidence and enhance their learning experiences.

2. Problem-solving methodologies are also an integral part of our approach, which aims to provide students with opportunities to identify and solve complex problems on their own or in groups. Our faculty members serve as tutors or facilitators, and we provide tutorials, assignments, project works, and seminars that offer learning experiences through problem-solving methodologies.

3. **Project based learning:** One of the innovative learning models. A dynamic approach to teaching in which students explore real-world problems and challenges. It focuses on "soft skills" like creativity, critical thinking, communication and working in collaboration. Learning in a project-based learning happens through:

- Peer Learning
- Debate
- Group Discussion
- Team building exercises
- Poster Preparation and Presentation

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: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
170	176	186	192	199

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: 15.71

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**

2021-22	2020-21	2019-20	2018-19	2017-18
40	35	30	23	17

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

2.5 Evaluation Process and Reforms

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

Response:

Continuous Internal Evaluation (CIE) system: As per VTU guidelines CIE includes CIE Test,

Assignment/ Quizzes and Seminars as a formative assessment tool to assess the learning outcomes of students.

The process of conducting CIE tests is as follows:

1. **Planned Schedule:** The Institute plan the schedule for conducting CIE tests in the academic calendar. In advance this helps students to plan their studies accordingly.
2. **Common Question Paper Pattern:** The question paper pattern is made common for all programs. This helps to maintain uniformity and fairness in the evaluation process. The course coordinator also prepares scheme of evaluation of CIE question paper.
3. **Syllabus Coverage:** Three CIE tests conducted to assess the leaning outcome of students span across the course syllabus. The portion to be covered for each test is planned and is intimated to students at the beginning of each semester.
4. **Time bound Evaluation:** Evaluation of CIE tests will be made within four days after each test.
5. **Transparency:** CIE test marks are displayed on the notice board, and evaluated books are shown to students.
6. **Communication to Parents:** CIE test marks are communicated to parents through SMS and informed in parent meetings also.
7. **Performance Analysis:** Analysis of each CIE test is done at the department level, and a suitable action plan will be prepared to improve the performance of students.
8. **Review Process:** The analysis is reviewed in the department meetings, and appropriate changes are made to improve the system's effectiveness.
9. **Quality Analysis:** The quality of CIE test question paper is assured by the scrutiny committee consisting of module coordinators of each department, this helps to maintain the quality and relevance of the test questions and ensure that they measure the desired learning outcomes.

Grievance redressal system: Students can approach the Grievance Redressal Cell, in case of any CIE related grievances.

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:

The Program Outcomes defined by National Board of Accreditation (NBA) reflect the graduate attributes. The institute follows the guidelines of the NBA in defining the Program Educational Outcomes (PEOs) and Program Specific Outcomes (PSO) for all programs. The Heads of the Department, in consultation with senior faculty members, defines the PSOs for each program. The final PEOs, and PSOs are reviewed and

approved in the Department Advisory Board meeting, ensuring that all stakeholders are involved in the process.

The POs, PEOs, PSOs are disseminated among all the stake holders through department faculty and staff meetings, alumni meet, parents meet, in the class rooms, orientation programs (at department level). The same are also published on department websites, department magazines, lab manuals, lab journals, course plans, class rooms, laboratories, department office etc.

The Course Outcomes (CO), are defined for all the courses of the curriculum by the respective course coordinators.

The COs of all the courses are displayed on the respective department websites for the information of students. The COs are also included in course files of the faculty and course plan. Each faculty member communicates to the student members all the COs of their course at the beginning of the semester (usually during first / second class). Thereby, students shall come to know what skills, knowledge, expertise they are going to gain at the end of the course.

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 attainment of Course Outcomes (COs) in our institution is done through a comprehensive set of assessment tools and processes. As part of the Outcome-Based Education (OBE) approach, the COs for each course is defined based on the Programme Outcomes (POs) and other requirements. At the end of each semester, the attainment of COs is assessed and evaluated to determine whether they have been achieved or not. This assessment is conducted through various methods, allowing for direct measurement of student knowledge and skills. Direct attainment with weightage of 90% is measured by evaluating student's performance through CIE, and the Semester End Examination (SEE). These methods provide strong evidence of student learning and directly assess the achievement of COs. The weightage given to each of the assessment tools is as per university guidelines/scheme.

Indirect method of assessment of COs is through course exit survey/course satisfaction survey. A weightage of 10 % is given to indirect assessment.

Attainment of Program Outcomes (POs) and Program Specific Outcomes (PSOs)

The attainment of Program Outcomes (POs) and Program Specific Outcomes (PSOs) is done using both direct and indirect assessment tools. The direct attainment of COs in each course is mapped to the relevant POs and PSOs. The attainment levels for each PO and PSO are calculated by taking a weighted average of the attainment of all the contributing COs. Indirect assessment of POs and PSOs is done through program

satisfaction surveys (exit surveys) taken from the outgoing batch students. These surveys provide valuable feedback on the attainment of POs and PSOs from the students' perspective. The weightages for direct and indirect assessments are defined to determine the overall attainment of POs and PSOs.

The evidence for the assessment of COs, POs, and PSOs in the Civil Engineering branch is provided as a sample document. This includes sample formats of program satisfaction surveys, data on attainment levels, and any other relevant evidence to support the evaluation process.

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: 94.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
730	711	748	668	772

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

2021-22	2020-21	2019-20	2018-19	2017-18
757	743	783	707	838

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:

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: 180.67

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
26.715	4.23	7.285	83.068	59.375

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:

1. Institute Innovation Council (IIC): The IIC is established as per the guidelines of the All India Council for Technical Education (AICTE). It aims to foster innovation and problem-solving skills among students. The council organizes events that help students understand real-world industrial or social problems and encourages them to come up with innovative solutions.
2. Indian Knowledge System (IKS): To promote the Indian knowledge system, our institution has incorporated internships at the first and second-semester levels focusing on Indian arts and culture. We also have efforts in place to preserve and promote traditional Indian knowledge, arts, culture and traditions.
3. IPR Cell: The institute has established active IPR cell. Under this cell, the institute shall bear expenditure for filing application for patent which are found genuine by department, institute and management level committee. If the patent is commercialized, the sharing of earning is to be done between researcher and the BLDEACET as per the guideline developed from time to time.
4. Entrepreneurship and Development Cell (EDC): The EDC focuses on promoting entrepreneurship among students. It conducts events such as invited talks and seminars by successful entrepreneurs and industry leaders. These activities aim to motivate and inspire students to pursue entrepreneurial ventures.

5. Start-up Incubation Center: The start-up incubation center provides support and resources to students and faculty members who have startup ideas. The center nurtures and strengthens these ideas, helping them develop into viable businesses. It provides guidance, mentorship, infrastructure, and networking opportunities to aspiring entrepreneurs.

6. Library and Information Centre: The library and information centre is a valuable resource hub for students. It offers access to a wide range of information, including technology trends, government policies and regulations, and economic and innovation-related content. This centre supports students in their research, studies, and overall academic growth.

7. Memorandum of Understanding (MoU): The institute has established partnerships and collaborations with industry, research and Academic Institutes through MoUs. These agreements provide students with valuable exposure to the industry and allow them to benefit from industry experts' guidance. The MoUs contribute to shaping the students' entrepreneurial journey and future prospects.

8. Research and Development Cell (R&D C): The R&D Cell plays a vital role in facilitating knowledge transfer and research activities in the institute. It organizes events such as conferences, seminars, and workshops on research methodology and ethics. These activities promote research culture and provide students with opportunities to showcase their research findings.

In addition to these centres and cells, the institute also has research centres recognized by Visvesvaraya Technological University (VTU). These centres focus on fundamental and advanced research in various fields of engineering and science. They aim to increase publications and contribute to the advancement of knowledge.

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: 50

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**

2021-22	2020-21	2019-20	2018-19	2017-18
27	9	4	6	4

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: 0.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	32	30	28	23

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

Response: 0.45

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

02-08-2023 05:14:18

2021-22	2020-21	2019-20	2018-19	2017-18
12	36	20	15	12

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:

Institution encourages students to participate in extension activities to fulfil its vision and mission statements. These activities not only contribute to the holistic development of individuals but also address societal issues and spread awareness among the community. Some of the extension activities carried out by the students are:

1. **Development and managing efficient garbage disposal system:** Students actively work towards improving the waste management practices in their surroundings. This includes initiatives like promoting segregation of waste, recycling, and creating awareness about the importance of proper waste disposal.
2. **Enhancing student enrolment in higher/technical/vocational education in villages:** The focus here is to encourage students from rural areas to pursue higher education and technical or vocational training. Students organized counselling sessions, workshops, or awareness campaigns to highlight the benefits and opportunities available in these fields.
3. **Swachh Bharat Abhiyan:** Students participated in the nationwide cleanliness campaign initiated by the government. They engaged in activities such as cleaning public spaces, organizing awareness programs on cleanliness and hygiene, and promoting the proper use of sanitation facilities.
4. **Tourism promotion:** Students worked towards promoting tourism in their region or locality. They organized events, create promotional materials, or collaborate with local authorities and businesses to attract tourists and showcase the cultural, historical, or natural heritage of the area.
5. **Solutions for energy conservation:** Students explored the ways to conserve energy and promote sustainable practices. This includes organizing energy-saving awareness campaigns, conducting

workshops on renewable energy sources, or implementing energy-efficient measures in the institution and community.

6. **Awareness on digital money transactions:** In the era of digitalization, students have taken the initiative to educate people about digital payment methods and promote financial literacy. They conducted workshops, demonstrations, awareness drives for village people to encourage the use of digital transactions and ensure the safe and secure handling of finances.

7. **Improving education quality in villages:** Students have contributed in enhancing the quality of education in rural areas. They organized teaching sessions, provide educational resources, or mentor students to improve their learning outcomes.

8. **Tree plantation:** Students actively participate in environmental conservation by organizing tree plantation drives. They understand the importance of green cover and worked towards increasing the number of trees in their surroundings to create a sustainable and healthy environment. One of the initiate is Koti Vruksha Abhiyan- a initiative of Dr. M.B. Patil, Honorable President, BLDEA).

During the COVID-19 pandemic, students collaborated with the Taluka Health Officer to conduct vaccination drives for the people of Vijayapur. Additionally, they organized awareness programs to educate the community about COVID-19 protocols and safety measures.

Outcomes- By engaging in these extension activities, students develops various professional characteristics such as teamwork, collaboration, leadership, and active participation in national initiatives and societal issues. These experiences contribute to their holistic development and enable them to make a positive impact on both themselves and society at large.

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 student community of BLDEAs V P Dr P G Halakatti College of Engineering and Technology, Vijayapur actively participates in extension activities through NSS UNIT and other student clubs of the college. The list of activities includes Higher Education Awareness Programs, Medical camps, Blood donation camps, COVID-19 vaccination camps, and various cleanliness and awareness campaigns, that showcase the diverse range of activities that our staff and students involved in.

Participation in these activities provides several benefits to the students. It enhances their motivation and sense of purpose as they actively contribute to societal welfare. By engaging with local communities, students develop a stronger social connect and gain a better understanding of the problems and challenges faced by people in different areas. They also have the opportunity to identify and work towards finding solutions to these problems.

Extension activities play a crucial role in creating awareness among the local village people. By addressing topics such as digital transactions, computer literacy, cleanliness, energy management, and the harmful effects of liquor and tobacco consumption, students empower the community with valuable knowledge and promote positive behavioural changes.

Recognition and appreciation received from the government and non-government organizations are a testament to the impact and significance of these extension activities. Such recognition not only boosts the morale of the students and faculty but also reinforces the institution's commitment to social responsibility and community engagement.

Overall, participating in extension activities not only fosters a sense of responsibility, empathy, and active citizenship among the students, preparing them to be socially conscious individuals and future leaders also creates positive impact on communities they serve.

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: 46

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**

2021-22	2020-21	2019-20	2018-19	2017-18
12	11	14	8	1

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: 36

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:

BLDEA's V.P Dr P G Halakatti College of Engineering & Technology is situated in a Lush green campus of 14.09 acres with beautiful landscape, aesthetic architecture, spacious classrooms, well-equipped laboratories and good infrastructure for curricular & extracurricular activities. The institute has adequate number of well-furnished, spacious and well-ventilated classrooms, which are also well-illuminated. The classrooms are maintained as per norms for proper visibility and audibility. They are equipped with teaching learning aids such as green boards, projectors and AV systems. All the classrooms and laboratories are having good ventilation and are fitted with fans. Also, all the computer laboratories of all the departments are fitted with air conditioners.

ICT Enabled class rooms

The institution has adequate facilities for teaching–learning, viz., classrooms, laboratories, computing equipment etc. Institute has adequate classrooms, which are utilized for the conduct of classes during working hours as well as for tutorial classes and remedial classes. All the class-rooms are equipped with LCD / LED projectors.

Laboratories

Each department has laboratories as per the requirements of affiliating university curriculum and AICTE norms. The laboratories are well equipped with state-of-art equipment, computing facilities and software meet the requirement of university curriculum of all years (including first year).

Library

The Library and Information Centre is the central facility in the college and is automated with NGL-NewGen Library (version Core Engine Discover 3.2) library automation software implemented in the year 2015. The entire collection of library books and E-Books is updated in the Database, and books are bar-coded for easy tracking and fast circulation.

Sports

A spacious playground is available for outdoor and indoor games such as cricket, football, volleyball, athletics, throw ball, Kho-Kho, kabaddi, table tennis, carom, badminton, and chess. Male & Female physical director are In-charge of Physical department and they train students and organize sports events.

Cultural Activities:

The cultural activities are regularly conducted by the institute cultural committee. The facilities made available for Cultural activities include: dedicated cultural hall/room, musical instruments (table, drums, harmonium etc.). The cultural events are planned and organized by a team of faculty members and student members.

Other facilities for organizing cultural events include:

1. Air-conditioned auditorium with 650 seating capacity.

2. Three Air-conditioned seminar rooms with 200,110 and 100 seating capacity each.

3. Open Quadrangle with stage

Yoga centre and Gymnasium

Awareness of yoga and its practice has been included in the student induction program. Additionally, Yoga Day is celebrated every year at the institute. Further the college has a well-equipped gymnasium and yoga centre that is utilized by both students and staff, fostering a stress-free and healthy life.

Transport, medical and canteen facilities

The institute provides transport facilities for the students. Canteen facilities are also provided for students & staff which has adequate seating capacity. The quality of food is periodically checked by dedicated food committee.

Miscellaneous

The amenities and facilities also include well maintained Lift, Wheel chair for Physically challenged students, Reverse Osmosis (RO) water plant, Fire Extinguishers, UV Water Purifier, CCTV Surveillance, Solar plant & Rainwater harvesting. College has provisions of NSS and students' clubs for the extension activities to the neighbourhood and community development.

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: 30.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
164.99	108.15	186.36	212.24	256.58

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:

ILMS - Library Automation

The Library and Information Centre is the central facility in the college and is automated with NewGen Library (version Core Engine Discover 3.2) library automation software implemented in the year 2015.

Integrated Library Management System		
Year of Automation	2015 to 2022	2022 to T
Name of ILMS Software	NewGen	KOHA
Nature of Automation	Fully	Ful
Version	Core Engine Discover 3.2	21.

The entire collection of library books and e-books is updated in the database, and books are bar-coded for easy tracking and fast circulation. Library identity cards are issued to each user with the barcode of their USN/ Employee code. Open Public Access Catalogue (OPAC) and Web OPAC facility is made available

for the users of library facilities such as searching by author, title, availability, and other useful information. Quick Response (QR) codes for E-Resources collection, Books on particular subjects, and various tools are used to make the library a resourceful learning centre on campus. Remote access facility KNIMBUS system is available to access subscribed E-resources outside the campus.

At present, library has facility of 91781 books (available on shelves), with 24188 titles and 24352 electronic books.

Subscription of E-Resources

BLDEACET library is a member of VTU E-Consortium, by which we have access to over more than 5500 e-journals, e-books etc. This facility is utilised by the faculty, research scholars for their research activities. Also e-journals are utilized by PG & UG students. Institute has created an excellent infrastructural facility for library with all required software tools and technologies. Library services have been fully automated and are accessible on and off campus through remote access facility.

Research Support Services

The library is providing extensive research support services to the research scholars and faculty members. The institute is using **Turnitin**, a leading academic plagiarism tool to improve the quality of research publications. Library is constantly striving to identify and adopt the emerging academic and research support tools and helping the institute in achieving its vision and mission.

Digital Library is having 50+ terminals to serve the students. The whole set of NPTEL course materials and video lectures are available in the digital library. Students can watch and download the course materials. The library is subscribing more than 74 print technical journals covering science and engineering comprehensively.

Three spacious reading halls of 150 seating capacity each are available. One reading hall is exclusively for girl students. The ramp facility and wheel-chair facility made available for the physically challenged (Divyang) students on the ground floor at the library entrance. Daily newspapers are displayed on the newspaper stand.

Language laboratory is also available in the central library. Orell talk language lab software is installed in the server. Fifteen computer systems are provided for students' access.

The library is conducting various activities for the stakeholders to promote library services. The library department has introduced best practices like- The best User Award, Fast Learners Group, Library Quiz, Information Literacy programme for the new students and staff, and article requests from the research scholars and students are encouraged.

Usage of Library

The library has Visitors/IN-OUT module

In KOHA-ILMS application library is using IN-OUT plugin for visitor footfalls, OPAC login/hits count.

The library department is collecting usage report from the E-Resources publishers from time to time. The module records an average of 350 users per day.

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:

BLDEACET provides uninterrupted IT-enabled services to all its stake holders, which is managed by Institute IT committee. The institute IT committee comprises of Institute IT Head (a senior faculty member) and few faculties as its members.

At present, the institute has about 1059 desktop computers for the usage of both staff and students. The ratio of students to computer is 3.23:1. The college management is continuously updating its IT facilities/ resources to meet the needs of changing curriculum, changing technology trends. Internet facility is made available to faculty, staff and students of the institution for academic and research activities.

Computing Resources:

Institute has established good IT facilities, with 1059 Computer systems. The highest configuration PCs are of - i7 processor 12th Gen @ 2.60GHz, 16 GB RAM, 250 GB SSD and 1TB HDD. Besides, Internet connectivity of 700 Mbps (300 Mbps Leased line at Campus, 400 Mbps Broadband at Boys Hostel and Ladies Hostel) is provided using wired LANs or Wi-Fi networks.

Internet and Wi-Fi Campus:

The Wi-Fi internet facility is available in all the Departments, key areas at the Campus and at Boys and Girls Hostels. A 300 Mbps leased internet connectivity is available exclusively at the Campus, while the Broadband internet connectivity of 200 Mbps each is available at Boy's and Girl's Hostels. The Allconnect Network Service Pvt. Ltd., Vijayapur is the Internet Service Provider.

E-Services

The institute offers the following e-services to students and Alumni:

1. CollPoll: Administration, Accounting, Learning Management System (LMS).
2. Koha ILMS: Library Automation

3. Vaave: Alumni Database Management System

Updating the IT Facilities

IT facilities are adequately upgraded based on the requirements of updated Syllabus, increased student strengths and to have compatibility with latest versions of the software.

CCTV surveillance

The BLDEACET campus has a network of CCTV camera system for surveillance purpose. CCTV cameras have been installed in all the locations which are important from security point of view- Class rooms, Library, Corridors, Hostels etc.

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: 3.23

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

Response: 895

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: 25.13

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)

2021-22	2020-21	2019-20	2018-19	2017-18
104.88	102.94	168.24	168.46	227.34

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: 71.62

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

2021-22	2020-21	2019-20	2018-19	2017-18
1619	2024	2240	2341	2267

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

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

Response: A. All of the above

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

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

Response: 73.87

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**

2021-22	2020-21	2019-20	2018-19	2017-18
2384	2475	2252	1836	1874

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: 60.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
464	472	504	483	480

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

2021-22	2020-21	2019-20	2018-19	2017-18
831	843	787	709	773

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: 7.99

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.)**

2021-22	2020-21	2019-20	2018-19	2017-18
52	22	17	18	14

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

5.3 Student Participation and Activities

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

during the last five years

Response: 36

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*

2021-22	2020-21	2019-20	2018-19	2017-18
7	2	12	9	6

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

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

Response: 59.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
97	14	30	83	74

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:

BLDEA'S CET Alumni Association (BCAA) was registered under the Karnataka Societies Registration Act, 1960 (Karnataka Act 17 of 1960) in the year 2004-05 vide Sl. No. 36/2004-05 with the Office of the Registrar of Societies, Vijayapur, Karnataka. BCAA is a platform through which the alumni get in touch with their almamater and with their classmates. The primary objective is to reconnect, reminisce, and revisit the rich memories, connect with classmates, strengthen the bond, and savour the rich experiences gained over the years. The driving force behind **BCAA** is to encourage vibrant student-alumni interactions that would benefit our students in terms of learning, as well as the alumni in terms of sharing their rich expertise. In addition, our institute has subscribed to Vaave, a networking platform that facilitates seamless engagement and networking opportunities for our alumni community.

Objectives of BCAA:

- To provide an interface through which the alumni of the institute can keep in touch with the institute, faculty, staff and students of the institute and among themselves.
- To enable the alumni to take part in the institute's activities that will contribute to the improvement of the institute.
- To promote the exchange of skills and experience.
- To conduct seminars, workshops and guest lectures, FDP's.
- To help the alumni by giving advice to them on various technical problems that they might face in their work.

The various contributions by the alumni are as follows:

BCAA encourages alumni to deliver technical lectures, keeping students updated on the latest technological trends. Alumni are also invited to share their success stories, provide motivation and offer holistic grooming to the students. Additionally, career guidance sessions are scheduled to provide lectures and counselling to students. The dates and timings for these activities are planned in consultation with the BCAA Secretary, Department Coordinators and the Head of the Department (HOD).

BCAA takes several initiatives to enhance the employability of students and support their success as engineers. These initiatives include:

- Providing internships for students.
- Offering project assistance to students.
- Providing training opportunities to faculty members.
- Encouraging alumni to visit the college for campus placements.
- Promoting employee referrals to benefit the students.
- Facilitating industrial visits for students.

These endeavours collectively contribute to preparing students for the industry and increasing their chances of employability and success as engineers.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Governance and leadership is based on as per the norms of AICTE and VTU. For better governance, institution has also framed SOPs and is monitored through various committees. The BoG acts as the apex body for overall governance of the college. The principal, Vice-Principals, HoD and coordinators of each committee will ensure effective leadership, good governance and decentralization.

The vision of the college is to produce professionals who will be able to provide solutions to the problems of the society, keeping in view the environmental issues and practice professional ethics. BLDEAET has framed the following vision and mission statements.

Vision:

To emerge as a widely acknowledged center in technical education and research to cater the need of society with a futuristic outlook.

Mission:

1. To enrich students with the essence of science and engineering knowledge, professional ethics, and social values.
2. To instill creativity and research temperament to teach the greater heights of professional success.

The Institution has a pool of well-qualified faculty members to enhance the learning of the students and enrich the students with skills, expertise, knowledge, entrepreneurship skills and leadership qualities, making them employable and successful entrepreneurs.

Decentralization and Participative Management:

To achieve the objectives, the Institute has ensured effective governance and administration through decentralization of its operations and delegation of the necessary authorities and responsibilities. The governing policies, rules, and regulations for the institute are in place for effective governance. The framed policies are implemented at the Institute level under the supervision of the Principal, Vice-Principal, Heads of the departments and other stakeholders. Any additional policies that are necessary to realize the Institutional vision & mission are framed from time to time.

As part of decentralization and participative management various committees (in addition to mandatory committees suggested by AICTE and VTU) are formed at the Institute level. All the employees are given equal opportunities to participate in all levels of management. Faculty of Professors, Associate Professor, and Assistant Professor cadre are on various committees as coordinators/members. Supporting staff are

included in various committees as members and given responsibility also. Student members are also included in various committees such as anti-ragging, magazine, sports & cultural committees.

Regular meetings at the management level, institute level and department level are held in order to take stock of academics and administrative affairs, maintenance and developmental activities required to implement the policies. Approvals related to various matters are made in the meetings of BoG, conducted annually.

Internal Quality Assurance Cell (IQAC) of the institute consist of qualified members (including student members) belonging to different expertise. IQAC is responsible for taking important initiatives related to teaching-learning process, assessment and evaluation, research etc.

Perspective Plans:

The head of the institute discusses the broader components of the perspective plans with the stake holders of the institute and it is finalized in the BoG meeting. The Strategic Plan for the institute is developed for 5 years. Some of the salient features of the plan are,

1. Establishment of Centers of Excellence
2. Improving R&D activities (enhancing indexed journal publications, getting more research funds)
3. Research funds (as seed money) for prospective young faculty members
4. Fee-waiver scheme for meritorious student.

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

6.2 Strategy Development and Deployment

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

Response:

The Governing Council of the institute is constituted as per statutory norms. It includes Chairman, Nominees of Management, Members representing Academia, Industry and Faculty and Principal.

For the smooth implementation of framed policies and procedures (to realize institute vision) number of institutional bodies/cells/committees such as admission cell, exam cell, quality assurance cell, student welfare committee, purchase and finance committee, grievance redressal committee, anti-ragging committee, internal complaints committee, entrepreneurship development cell, research and development cell, alumni cell, training & placement cell etc., are constituted at the institute level to take care of matters related to the respective cells. All the committees meet regularly and lend their helping hand in smooth

administration.

BLDEACET has developed the policies related to recruitment and promotion, leave, research and development, rewards and recognition, performance appraisal etc. and these policies are published on college website for the information of all the faculty and staff members of the college.

The administrative setup at the institute level consists of BoG, Principal, Vice Principals, Heads of the departments, Coordinators of different cells/committees with well-defined roles and responsibilities. The principal, heads of the department and coordinators participate in decision making processes.

In order to develop better academic practices and enhance the competency of faculty and students, the management and IQAC has developed a 360-degree perspective Institutional Strategic/ Perspective plan within the system. The various committees with polices and SOPs like HR, R&D, TPO, EDC etc will help to reach the institution prospective plan.

Some of the salient features of the plan are,

1. Enhance Research culture
2. Enhance engagement with Industry
3. Enhance Alumni engagement
4. Enhancing number of industry-oriented skill development programs
5. Enhance the number of value-added courses
6. Enhance placements
7. Enhance interaction with society (outreach/extension activities)
8. Create the environment for interdisciplinary projects
9. Adopt diverse student learning environment.

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:

BLDE Association and BLDEACET take good care of its teaching and non-teaching employees. The contributions of employees in the overall development and progress of institution are valued and lauded.

The various measure adapted by the institution for the welfare and professional growth its employees are:

Employee Welfare measures:

1. Gratuity for both teaching and non-teaching staff
2. ESIC for non-teaching staff
3. Group Insurance for teaching and non-teaching staff
4. Medical Insurance for teaching and non-teaching staff
5. Leave facility as per BLDECET Service rules
6. PF for teaching and non-teaching staff
7. Fee Concession to the employee children for non-teaching staff
8. Maternity Leave
9. Day care center
10. Bus Facility

For Professional growth:

1. Financial assistance for attending national and international conferences, workshops, FDP, STTP

2. Incentives for publications and sponsored research projects
3. Share in consultancy charges.
4. Permission to faculty to deliver guest lectures at other Institutes
5. Visits to industry and higher learning Institutes for knowledge acquisition
6. Academic leave for writing various up-skill examinations
7. Reimburse NPTEL examination fees (for successful teachers)

Performance Appraisal system:

In the Institute, teaching is the primary function of the faculty. In order to achieve the goals of the Institute and excel in the teaching-learning process the BLDE Association has developed a comprehensive performance appraisal system for faculty and staff. The Performance appraisal is implemented in all its institutions through its Standard Operating Procedures Cell (SOP cell) from the year 2015 and executed annually. The appraisal system has been bifurcated into three categories i.e.,

1. Teaching staff with less than 8 years of experience
2. Teaching staff with more than 8 years of experience
3. Non-Teaching Staff (Supporting Staff)

The performance appraisal format consists of three major sections aggregating to 200 points;

1. Faculty self-evaluation (150 points)
2. Evaluation by the head of the department (20 points)
3. Evaluation by the head of the institution (30 points)

Above three major sections are further categorized into the following sub-sections:

1. Academic excellence (25 points)
2. Professional excellence (30 points)
3. Student's feedback (10 points)
4. Examination results (30 points)
5. Research and development activities (55 points)

Initially, the faculty member will fill the performance appraisal format and provide all the necessary evidences and self-evaluate. Then the format is evaluated by the head of the department and finally by the head of the Institute. Based on the number of points scored by each faculty members, grades will be assigned.

Effectiveness and follow-up action:

Faculty members with excellent grade will be honored through Appreciation Letters. The head of the institute and head of the department will interact with the faculty obtaining poor grade and is guided for possible improvements. To enhance the capability of such faculty, they are encouraged to:

1. Attend FDP, training programs and workshops
2. Undergo pedagogical trainings
3. To upgrade qualification by deputing them on academic leave
4. Pursue research by providing seed money if necessary.

5. To stay updated on current state of the art technologies.

The performance of non-teaching staff is monitored in the laboratory/ at department level by the respective laboratory in charge and head of the department. The newly recruited faculty on probationary period, are monitored and reviewed regularly as per HR policy of the college.

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: 53.3

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**

2021-22	2020-21	2019-20	2018-19	2017-18
61	147	126	85	73

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

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

Response: 55.28

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**

2021-22	2020-21	2019-20	2018-19	2017-18
130	125	140	122	143

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

2021-22	2020-21	2019-20	2018-19	2017-18
54	55	55	53	54

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:

Mobilization of funds: BLDEACET is a private un-aided, self-financing institute. The major sources of funds (as indicated in the below figure) are:

- ○ Academic fees
- ○ Additional funding sanctioned from various government/non-government funding agencies such as, AICTE, DST, VGST(Vision Group of Science and Technology), KSCST (Karnataka State Council for Science and Technology), KSTA (Karnataka Science and Technology Academy), VTU (Visvesvaraya Technological University) etc., for research and seminar proposals submitted by various departments.
- ○ Additional funding sanctioned from BLDE University for collaborative R&D projects submitted by various departments.
- ○ Funds received from the institutions/industries for consultancy work.

Utilization:

At the beginning of each financial year, department heads and coordinators of cells submit their departmental/Cell budgets. Budget is discussed in finance committee and formally approved in IQAC, based on priority and need. The budget will get its prior approval from institute Board of Governors and forwarded to Management for final approval. After financial resources have been allocated, department heads and coordinators are responsible for ensuring that the funds are used optimally for the intended purpose.

BLDEACET utilizes the funds for the institutional development activities such as faculty development, student development, enhancing library resources, sports facilities, organizing co-curricular & extracurricular activities, cultural events, organizing training programs, infrastructure development etc.

Financial Audit: Institute goes through two audit processes to maintain financial discipline, they are:

1. Internal Audit
2. External Audit

Internal Audit: Internal financial audit will be conducted twice in a year by the members of accounts department and designated members.

External Audit: External financial audit will be done by the financial auditors identified by the BLDE Association. Institute accounts section personnel coordinates with the auditor in the external auditing process. The financial audit report is submitted to the management and uploaded in website.

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:

The IQAC monitors the teaching learning process and also initiates new strategies for overall improvement of staff, students and institute ambience. Academic and Administrative Audit, Environment Audit, Green Audit, Energy Audit are conducted for monitoring the process.

The initiatives that have been taken for student development are Skill Based Training Program to enhance employability and Project Based Learning. Techno-social activities are conducted through Centre of Excellence for Rural Rejuvenation (COERR).

Following are the contributions of IQAC -

1. **Academic Policies:** The IQAC has implemented academic policies to enhance teaching and learning, fostering a conducive environment for best possible education.
2. **Academic Calendar:** The institution develops an aligned academic calendar with VTU incorporating essential activities, providing a clear timeline for effective planning and execution of academic engagements throughout the year.
3. **Formulated Code of Conduct:**

The IQAC has played a key role in formulating a comprehensive code of conduct to promote expected behavior and ethical standards among students, faculty, and staff, fostering a harmonious academic environment.

1. **Pedagogical Initiatives:**

The institution has implemented project-based learning, experiential learning, the flipped classroom approach, and has developed e-content to enhance students' engagement and foster interactive learning. The institution has implemented guidelines for online classes and actively participated in the Virtual Lab (V-Lab) project collaboration with VTU and NITK, enhancing technology-enabled learning and providing students with access to virtual laboratories during the Pandemic.

Workshops organized by the IQAC have focused on improving the teaching-learning process and integrating information and communication technology (ICT) tools to upgrade faculty skills and promote innovative teaching methodologies.

1. **Implemented Outcome-Based Education (OBE):**

The IQAC has successfully implemented Outcome-Based Education (OBE) practices to achieve specific learning outcomes and enhance the overall educational experience. The curriculum gaps have been identified and to meet the curriculum gaps, value added courses, guest lectures/training/workshops and internships were planned and conducted.

1. **Mentoring Process:** The IQAC worked towards improving the mentoring process, providing effective guidance, support and monitoring of students' academic progress and overall development.
2. **Conducting Tests to Identify Slow and Advanced Learners:** The IQAC has facilitated to

identify students with slower progress or advanced learning capabilities based on CIE and SEE performance that allows for tailored interventions and guidance to enhance students' performance.

3. **Feedback from stakeholders:** The institution actively seeks feedback from various stakeholders, like students, faculty, alumni, employers and parents to gather valuable information and enhance the overall quality of education and institutional processes.

4. **Self-Appraisal:** The institution conducted self-appraisal processes for faculty members, allowing them to reflect on their teaching methodologies, research contributions, professional development, and other aspects of their academic roles. This self-appraisal facilitated individual growth, identified areas of strength and improvement, and contributed to the overall enhancement of teaching and research quality within the institution.

5. **Academic and Administrative Audit:** Regular academic and administrative audits were conducted to evaluate compliance, identify areas for improvement, and ensure the institution's quality and efficiency with internal and external Auditors.

6. **Green, Environment and Energy Audit:** Regular Audits are conducted by external certified agencies to maintain eco-friendly environment. Suggestions given by the Auditing agencies are incorporated.

7. **Timely Submission of AQAR, NIRF and AISHE:** The IQAC ensures the timely submission of the Annual Quality Assurance Report (AQAR), National Institutional Ranking Framework (NIRF) and All India survey on Higher Education (AISHE), reflecting the institution's commitment to transparency, accountability, and academic excellence.

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](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. *Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

Response:

The institute shows gender sensitivity in all aspects, starting from admission until successful graduation from our institute. The institution has a College Internal Complaint Committee (CICC) and Women Empowerment Cell (WEC) that address issues pertaining to women.

Gender Audit

The Women Empowerment Cell of the institute conducts seminars and workshops for girl students and the ladies' staff about self-defence, health, law, etc. Our institute conducts a gender audit to understand the admission status, placements, and sports activities of girl students. The gender audit also includes assessing gender equality among teaching and non-teaching staff. By conducting a gender audit, our institute demonstrates its commitment to promoting gender equality and creating an inclusive environment. A gender audit helps the institute strengthen its commitment to diversity, equality, and social justice.

Facilities for women

- Safety and Security- The institution gives high priority to the safety and security of students and staff. The institute has CCTV cameras installed in prominent locations across the campus. Additionally, there are security guards in uniform who monitor the campus 24/7. The campus has streetlight connections, which ensure safety for the students and staff during night. The college CICC and WEC addresses women's grievances. Women have obtained good positions in college administrative posts.
- Hostel facility- BLDEACET has separate boys' and girls' hostels. The institute provides free transportation facility. In addition to this, girls are encouraged to participate in various cultural and sports activities.
- Common Room: There is a separate ladies' room for girls and Gents room for boys in campus. Sanitary napkin vending machines are kept in the Ladies restrooms. Recreational facilities are made available.
- All students are encouraged to participate in various technical workshops, seminars, and the Smart India Hackathon without any gender discrimination.
- International Women's Day is celebrated every year, during which eminent women personalities, qualified doctors, and psychologists are invited to address our female staff and students how to manage a mixed-gender classroom and workplace.
- First aid boxes are available in each department, and fire extinguishers are placed in prominent locations for emergencies.

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

02-08-2023 05:14:18

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 institution has implemented several initiatives to foster an inclusive environment that promotes tolerance and harmony among students and staff. These efforts aim to address various aspects such as cultural, regional, linguistic, communal, and socioeconomic diversities.

Tradition and culture day is celebrated every year in the institute during annual gathering, freshers' day, and Navaratri. This helps in promoting understanding, respect, and appreciation for various regional and linguistic backgrounds.

Students of the institute engage themselves through NSS and AICTE activity for social responsibility, community service, volunteer programs etc. This promotes understanding, respect, and harmony among different groups.

The university curriculum includes subjects like the Constitution of India and professional ethics and Universal Human values which is mandatory for all students across disciplines. These subjects educate students about their constitutional obligations and also emphasize the values, rights, duties, and responsibilities of citizens.

The institution has established good practices that ensure equal opportunities for all members, irrespective of their background, including cultural, regional, linguistic, and socioeconomic factors. These practices aim to prevent discrimination and provide a fair and inclusive environment for learning and work.

Republic Day, Independence Day and Karnataka Rajyotsava, are celebrated in the institute every year with the participation of all teaching, non-teaching staff, and students. Inspiring speeches are delivered by students, staff, and guests during these celebrations. These celebrations help promote patriotism, love for

the country, national unity, and integration among the students.

Ghandhi, Kanakadas, Basveshwar, Ambedkar Jayanti are celebrated in the institute. From these celebrations Students can learn from the courage, determination, and resilience demonstrated by these personalities in their respective fields. It encourages them to follow their footsteps and contribute positively to society.

Every year, Yoga, Environmental Day and Constitution Day are celebrated in the institute. These day celebrations help in physical well-being, social responsibility, and constitutional literacy among students, social awareness, and active participation in building a better society.

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: Skill Based Training Program to enhance employability

1. Objectives of the Practice:

1. To look for 100% employment for all students.
2. To recognize the core competencies of the students.
3. To train the students to meet the expectations of the industry through our Career Development Programmes.
4. To build confidence in students and develop right attitude in them and
5. To enhance students' soft and hard skills.

2. The Context

Placement training plays a major role in shaping the career goals of students. It is the dream of every engineering student to get placed in a top organization visiting their campus for recruitment. Keeping this key aspect in consideration, it is realized that training is important for engineering students to enhance their employability skills and achieve good placement in various industries.

At present, the competition for employment is increasing every day, and placement has become a challenging task. Training students and equipping them with life skills has become an important

responsibility of the institution. Along with domain expertise, the development of a holistic personality is also necessary. To meet these requirements, a fully-fledged training cell is operating in our college to enhance the capabilities of engineering graduates on par with industry standards.

3. The Practice:

1. The Institution provides a well-structured skill training program (both soft and hard) to all the students. They are:

- Phase 1: - Life skills, communication skills etc. (2nd Year)
- Phase 2: - Aptitude, Reading skills etc. (3rd Year)
- Phase 3: - Technical, GD, Personal Interview skills etc. (4th Year)

2. Apart from above training modules, the students are exposed to industry sponsored training programs, such as "Ready Engineer" program by TATA Technologies, Artificial Intelligence by Monocept.

3. The experts from industry are invited to give talk on their domain expertise, recent trends, industry practices and industry expectations (from fresh graduates).

4. Hard skills are imparted to students through centers of excellence established in various department of the institute.

5. Value-added programs are also conducted regularly by the departments to provide practical exposure and to meet industry requirements.

6. Industry visits/field visits, industry training, and internships are organized to enhance the chances of employment.

4. Evidence of Success:

1. Increase in placement numbers successively.
2. Increase in median pay package of placed students.
3. Progression of placed students to higher levels in short span of time.
4. Increase in number of companies (including top rated companies) visiting our campus for recruitment.
5. Trust of employers in BLDEACET graduates, enhanced.

The outcome of this practice has evidenced the increase in placement numbers in last five years.

5. Problems Encountered

- Academic class hours need to be adjusted for specific skill-based training requirements.

6. Resource Required

The basic resources required are separate computer facilities, a seminar hall, centers of excellence facility and a committed number of teachers and identified industry experts who are capable and responsible for serving in the training and placement cell.

Best Practice 2

Title of the Practice: Project Based Learning

1. Objectives of the Practice:

1. To explore technical skills among students and to give more exposure towards technical knowledge.
2. The main focus is on developing interest among students towards new innovation and fast-growing technology.
3. To improve students' creativity, communication, problem solving and teamwork skills.

2. The Context

All departments of BLDEACET organize project exhibitions in every odd and even semester. Major projects of final year students are organized in the even semester, while mini projects of all the lower (2nd, and 3rd year) semester students are organized in the odd semester. This exhibition provides a platform for students to showcase innovative projects developed in their academic pursuit, addressing industry-defined problems or user-defined problems with modern tools. It also offers an opportunity for students to demonstrate their learning experiences.

The outcome of the project exhibition was that students were able to gain communication skills, leadership skills, domain knowledge, interdisciplinary knowledge.

3. The Practice:

The institute has been organizing mini and major project exhibitions. Final year students from all departments will present their projects on a single platform. Individual departments invite experts to assess the projects of their final year students. On this occasion, the best projects will receive certificates and mementos as appreciation.

A mini project exhibition for lower semester students (3rd and 6th), including poster presentations by first-year students, is held in every odd semester. These projects are judged by internal or external experts, and the winners are awarded with certificates.

4. Evidence of Success:

1. Project ideas converted to startups
2. Obtained best project of the year award
3. Patents filing of best project works
4. Increase in a greater number of projects addressing societal/industry problems.
5. Improved communication skills and leadership skills.
6. Improved project report writing skills.

5. Problems Encountered

- Ensuring students projects to be completed in a timely schedule.
- Motivating students to choose real life problems.

6. Resource Required

- Facilities (project lab facilities, internet connectivity, computing facilities and other project specific facilities) for students to realize their projects.
- Faculty mentor /expert for guidance.

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

7.3 Institutional Distinctiveness

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

Response:

Vijayapur is a draught prone district and receive less rainfall compared to other districts of Karnataka. Also, the exposure of rural population to water conservation, energy conservation, low-cost housing and sanitation is minimal. Hence, to educate the rural population of Vijayapura district, the college has established **"Centre of Excellence for Rural Rejuvenation (COERR)"** on 9th September 2017 and it was inaugurated by Dr. G. R. Dodagoudar, Professor, Civil Engineering., Dept., IIT Chennai. Many farmers from different rural areas of Vijayapur district participated in the inaugural ceremony.

Objectives of the Centre of Excellence for Rural Rejuvenation:

1. To address the demand for domestic water requirements, optimal utilization of water for irrigation through proper water supply schemes.
2. To create awareness of sanitation and implement economical technologies for maintaining sanitation like waste water and sewage disposal.
3. To create awareness for water assessment for agricultural purpose and its effective use through minimal losses.
4. To expose them for use of agricultural equipment that reduces the labour and optimizes the agricultural aids.
5. To understand benefits of road network systems for intra and inter connecting villages and construction of the same with economical materials and methods.
6. Educate rural mass about Low-cost housing, Energy saving, computer literacy etc.

The **COERR** has initiated and implemented few programs keeping in view the farmers problems. The thrust is to help farmers to increase crop yield by sensitizing them on importance of **water conservation, soil conservation** and **implementation of new tools for productive farming**. The centre has organized number of programs to sensitize farmers on the existing issues and provided solutions to their problems. They are:

Contribution by the Civil Engineering Department for filling Minor Irrigation (MI) Tanks:

In Vijayapura district there are 225 Minor Irrigation (MI) tanks providing contemplated irrigation facility of about 43,000 hectares. On account of continuous droughts and scanty rainfall these tanks are filled once in five years or so and thereby affect the contemplated atchkat.

In Vijayapura district about 400 villages are getting drinking water from borewells and open wells. But all these water sources are fully or partially affected by fluoride. Most of integrated rural water supply schemes implemented by Karnataka Govt. are not working because the main source of water for these schemes will be groundwater. Due to continuous drought in the district these bore wells have become dry and all water supply schemes are lying idle.

With the above facts the people of Vijayapura district demanded to fill M.I. tanks by lifting water from Alamatti and Narayanpur reservoirs and Bhima flood water tanks which are not coming under Upper Krishna Project (UKP) stage3 and remaining tanks through UKP canal network.

Preliminary survey was conducted through the department of civil engineering and it was proposed to fill MI tanks under eight packages which are not coming under UKP-stage3 and remaining tank through canal network of UKP-stage3. After preliminary survey, a detailed Project report (Planning and design) was prepared and submitted to Government of Karnataka through Water Resources Dept., by the Department of Civil Engineering.

Contribution by Computer Science & Engg., Department.

The faculty of Computer science engineering department have demonstrated to farmers how the crop disease can be detected by continuously monitoring the health of the crop by using the technology (image processing) and remedial action can be taken to minimize the damage (if disease is detected).

Contribution by Mechanical Engg., Department.

The department of **mechanical engineering** is contributing its skills by providing simple solutions to the problems faced by farmers. The department has developed an attachment by using which sugarcane seeds can be sown in minimum time, cost and using minimum labour.

Contribution by Electrical and Electronics Engg., Department.

The **Electrical and Electronics engineering department** of our institute is contributing towards creating awareness about electrical safety, renewable energy sources, and farm automation to village people. Another contribution by this department is, development of a vehicle (manual pedalling) to rescue villagers during flood situation.

Impact of Centre of Excellence for Rural Rejuvenation:

- Satsified rural mass, after implementing the suggestions given by COERR.
- 43000 hectares of land irrigated thriugh filling of MI tanks.
- Afterfilling of MI tanks, the farmers are utilizing the water to grow crops in assured irrigation conditions with controlled utilization of water and getting optimum yield of crops.
- There is assured water source for the rural water supply schemes.

- Increase in ground water table because of ground water recharge.
- Fisheries activities are taking place by filling og these MI tanks.
- Awareness about water conservation methods and Soil conservation among rural population.
- Started utilizing modern farmimg equipment in agriculture.
- Started implementing low cost housing solutions, sanitation solutions etc.

File Description	Document
Any other relevant information	[View Document](#)
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Accreditation by National Board of Accreditation (NBA):

The programs of the college have been accredited by NBA. The quality of different processes and procedures followed by the college is ensured by getting accreditation status. Following is the history of accreditation.

UG Programs Accredited	From-To
Civil Engineering Electronics and Communication Engineering Electrical and Electronics Engineering	2005-2008
Mechanical Engineering	2006-2009
Civil Engineering Mechanical Engineering Electronics and Communication Engineering Electrical and Electronics Engineering	2015-2018
Electronics and Communication Engineering	2015-2017
Civil Engineering Mechanical Engineering Computer Science and Engineering Electrical and Electronics Engineering	2018-2021
Civil Engineering Mechanical Engineering Computer Science and Engineering Electrical and Electronics Engineering	2021-2022
Civil Engineering Mechanical Engineering Computer Science and Engineering Electrical and Electronics Engineering	2022-2025
Electronics and Communication Engineering	Evaluation done by NBA

Information Science and Engineering	expert team Result awaited

Institutional Achievements:

BLDEACET has been selected by the Director of Technical Education under Regional Eco-system for Technical Scheme of Government of Karnataka	2023
Karnataka Education Summit Award – Excellent Contribution in Education	2016
AICTE Certificate of Appreciation –Saansad Adarsh Gram Yojana	2017
NAAC Accreditation (First Cycle)	2018
VTU Institutional Award for Sports & Cultural Achievements	2017-18
ATAL Ranking of Institutions on Innovation Achievements (Promising)	2021
KSCST – Best Performing College of the Year	2020-21
IIC Certification for 3.0	2021-22
MoUs- Lublin University Poland, Factory Mind(Norway), Karnataka Science and Technology Academy (KSTA) , MONOCEPT, AEROWIRE, HCL	2019 onwards
Startups Incubated - 03	2019 onwards

Teacher Achievements:

The faculty members of the college have been rendering their services in as chairmen, advisors, members, in various committees of Government of Karnataka, and boards of VTU. Also, the faculty members have chaired sessions at international conferences, got best paper awards, award for best research publication.

Student Achievements:

University Ranks: 09

Gold and Silver Medals in Sports and Cultural Events: 04

Best Student Awards by ISTE: 04

Best Innovation Award by KSTA: 01

University Blues: 05

Team Game Achievements: 05

Concluding Remarks :

BLDEACET, a professional college functioning under the umbrella of century old BLDE Association is engaged in providing quality education in engineering, business administration, architecture, and computer applications to the students of not only North Karnataka but to every needy student of India at affordable cost.

The strength of BLDEACET is in its teaching-learning process (based on OBE) backed by qualified, dedicated, and experienced faculty and staff. Our faculty members are making continuous efforts to enhance their skills for excelling in academics, research and development.

The management of BLDE Association, all the stakeholders of BLDEACET are committed to provide best possible education to all the students, help students get placement in reputed national and international organizations and create necessary infrastructure to meet the demands of the stake holders.

02-08-2023 05:14:19