



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

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

ASHARAM ROAD, VIJAYAPURA

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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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.

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

BLDEA's Vachana Pitamaha Dr.P.G.Halakatti College of Engineering and Technology, Vijayapur is a premier technical institute located in Northern part of Karnataka on a scenic stretch of land spread over 20 acres in Vijayapur, started in the year 1980 as a private Institute. 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 in the industries. The college is affiliated to Visvesvaraya Technological University (VTU), Belagavi and recognized by AICTE, New Delhi. Five UG Programmes have been accredited by National Board of Accreditation (NBA) during the year 2015 and also an ISO 9001:2015 certified institution.

It offers 8 UG programs, 5 PG programs in Engineering along with MCA, MBA programs, also has 5 Research Centres recognized by VTU, Belagavi to offer Ph.D. and M.Sc. Engg. Staff strength is reinforced with 21 Doctorates, 195 Post Graduates. The proactive core research activities by faculty have fetched the grant exceeding Rs.1.6 crore from VTU/VGST/AICTE/IEI/ISTE during last five years.

Vision

To emerge as a Widely Acknowledged Centre in Technical Education and Research to Cater the need of Society with a Futuristic outlook.

Mission

To Enrich Students with the essence of science and engineering knowledge, Professional ethics and social values.

To instill creativity and Research Temperament to Reach the Greater Heights of Professional Success.

1.2 Strength, Weakness, Opportunity and Challenges (SWOC)

Institutional Strength

- One among the renowned engineering colleges in Upper North Karnataka

- All faculty members are post graduates in engineering (ME/M.Tech.) or M. Sc. (with M.Phil.) in Science & Humanities
- Department laboratories are equipped with state of the art equipment
- Good working atmosphere amongst the teaching and non teaching staff.
- Decent relationship with the industry and other professional bodies
- Better management system since other than the Principal there are individuals who are responsible for Placements, Admissions, R&D Activities and Academic Activities
- Excellent hostel facilities for boys and girls
- The Civil, Mechanical, Computer Science & Engineering, Electrical & Electronics, Chemistry and Mathematics departments have been recognized as research centers by the Visvesvaraya Technological University (VTU) Belagavi.
- Excellent sports and gymnasium facilities for students
- Research fund setup by management for research activities
- Well established library with online access to journals and learning resources.
- Excellent support by the management for students excelling in academics, sports and cultural activities
- Usage of ICT tools in curriculum delivery
- Encouragement for student initiatives
- Student feedback system, faculty appraisal and reward system
- NBA accredited programs and implementation of OBE (Outcome Based Education) system
- Centers of Excellence have been established in emerging areas to facilitate student training
- Incubation Centre

Institutional Weakness

- Lack of big industries in the vicinity of the institute
- Connectivity by rail and air
- Industry-institution interactions
- Average/Poor Placement activities
- Lack of Quality input for UG and PG programs
- Lack of academic autonomy
- Research and consultancy activities
- Recruitment of senior faculty in cutting edge disciplines
- Health care measures
- Campus-wide network (Wi-Fi)
- Low key marketing strategies to build brand image
- Research funding from external agencies

Institutional Opportunity

- Starting new cutting edge post graduate programs
- Enhance research activities through sponsored R&D projects
- Establishing the centre of excellence in emerging areas
- Possible to change the curriculum as and when required by getting Autonomous status
- Networking with premier institutes & Industry for advanced, applied research & academic interaction through MOUs
- Catering to all sections of the society

- Establishing a continuing education cell
- Modern space creation
- Alumni Networking for Academic and placement activities
- Attracting meritorious faculty members from premier institutions

Institutional Challenge

- Increased availability of other attractive employment opportunities especially in the IT and communications industry will cause bright minds to select other career options.
- Similar sub-standard courses started by other institutions that risk creating confusion and reduce the standard of education
- Possibility of declining quality of students admitted because of the extremely large number of institutions that are being setup
- Stiff competition from the domestic and foreign universities
- Uncertainties in industry manpower requirements due to recession
- Difficulty in retaining experienced faculty and technical staff.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our institute is affiliated to Visvesvaraya Technological University, Belagavi. The curriculum is designed by the university. For effective implementation of Course Curriculum institute follows preparation of Lesson plans, Lecture Notes. Faculty members also attend seminars, workshops, FDP programs to update their knowledge. Every semester course assessment survey is done by Assignments, Continuous Internal Evaluation(CIE) Tests, Semester End Exams(SEE), Lab Tests, Seminars, Exit Feedback. Academic Coordinator of the institute monitors each faculty for the professional development and ensures the effective delivery of curriculum. Professionals from Industries, renowned researchers from reputed national level laboratories as well as experienced faculty members from reputed national level technical institution are invited by the departments to deliver special lectures on specialized subjects. All the departments conduct the conferences, seminars, workshops, Guest lectures, organize industrial visits every semester. Institute conducts national level technical fest yearly and different training programmes for the benefit of the students. Each department has set its own program outcomes and assessment is made every year. Institute organizes technical fests, welcome party and annual gathering, Alumni meet, Inter departmental sports, Awareness programmes, uses ICT technology to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights etc., into the curriculum. The institute collects feedback from various stakeholders (Employers, Parents, alumnis) to assess the performance. The feedback is then analysed in meetings and based on suggestions received, the comments are communicated to University. Other suggestions/inputs by the stakeholders are placed in BoG meetings and necessary action is taken to improve.

Teaching-learning and Evaluation

Students are admitted to various programmes through State level CET, COMED-K, management quota. The committee headed by the Principal reviews the admission process. Differently-abled student takes admission; they are counseled by faculty members about their needs. For slow learners, remedial classes are organized and

faculty mentors try to motivate them. To bridge the curriculum gap, bridge courses, orientation programmes, guest lectures, seminars, workshops are conducted on regular basis. To improve the teaching-learning process the Internal Quality Assurance Cell(IQAC) is in existence which consists of Principal, HoDs, Coordinators, Librarian. IQAC monitors students performance and teacher performance through a well-defined procedure. The Institute gives more focus on nurturing the students to be self-learner and they are trained to pursue higher studies and research. The teaching staff are encouraged to attend FDPs, STTPs, seminars/workshops to update their knowledge. Library & Knowledge information centre is well equipped with adequate number of text books, reference books, e-resources, NPTEL videos etc. for the benefit of staff and students. Online access of library resources is made available across the campus. Student academic performance is assessed and evaluated through Continuous Internal Evaluation(CIE) Tests, Semester End Exams (SEE). CIE are conducted as per the university norms. External evaluation is through SEE conducted by the university. University appoints evaluators to evaluate answer scripts of students. Institute has implemented Outcome Based Education(OBE) for the effective teaching-learning process. Defined course outcomes and program outcomes are assessed and evaluated through direct/indirect methods. Disability resource centre is in place which takes care of students with physical disabilities.

Research, Innovations and Extension

The management is encouraging research and innovation activities. It has taken several measures to create research ambience in the college. A faculty member is designated as research and development coordinator to promote and cultivate research culture. The management is funding seed money of Rs 5 lakh for young researchers to setup basic research facilities in identified area. Faculties are motivated to write research proposals for submission to various national funding agencies. The institute pays incentives to all the faculties who get research grants from external agencies. Incentives are also paid for making publications in peer reviewed national/International journals, book authors. So far our faculties have fetched total grants of more than Rs 1.6 crore from various funding agencies. Few departments have setup research facilities to help research scholars, UG, PG Students to do innovative project works. An innovation eco system is in place at the institute. Innovation contest are organized during institute tech-fest, Project exhibition, best projects are awarded. Institute has few collaborations with other institutions and industries. There is MoU between our college and KBITS(Karnataka Bio-Technology and Information Technology Services, Govt. of Karnataka. Under this, Incubation centre is setup at institute to nurture student ideas. Also BLDE Association is having MoU with University of Porto(Portugal) for Collaborative research. Our Institute is also involved in Extension activities. Our staff and Students have helped district administration in providing solutions to some of the problems. Our students do visit nearby rural areas to study the problems and provide low cost solutions.

Infrastructure and Learning Resources

Adequate physical infrastructure is available in the college for effective and efficient conduct of the educational programmes offered by the institute. Enhancement of additional infrastructure is done to take care of enhancements in student intake additional courses, new regulations implemented by regulating authorities like AICTE, UGC & VTU. Provision in the annual institute budget is made for the new facilities to be created. Also, the college is allocating budget for curricular, extra-curricular & administrative activities. Campus maintenance cell is in place for the maintenance of physical infrastructure. The institute has a state of the art library & information center which has reading rooms to accommodate 450 students at any time. A digital library section is in place to facilitate the students & staff to use online/stored digital content. Library is automated with library management software. A collection of about 82000 volumes, 25000 titles, print journals are available for the

usage of students & staff. Library functions for longest duration during examination period. The institution has created ICT facilities for the benefit of students & staff. Office automation software is in place. All the Classrooms are fitted with LCD/LED projectors for effective curricular delivery. Wi-Fi facilities are made available for student community in hostels also. High speed internet connectivity is helping the knowledge hungry staff & student community. Campus maintenance cell is in place to take care of campus cleanliness. The cell responds quickly to any complaints from any corner of the institute.

Student Support and Progression

Our college is much concerned about one of the most important stakeholders i.e. students. The institute administration is always keen in framing such policies which are in the interest of students and their well being. Student's facilities and amenities are made available as per the guidelines of Regulation authorities.

In order to make students more employable, we are offering value added courses in the relevant area through in-home training centres. Sometimes we invite external agencies to provide training in emerging areas. There is active training and placement cell to train & place our students. Effective mentoring system is in place to help each individual to perform well. The college is supporting meritorious students through scholarships, awards, prizes.

We are organizing career guidance program through training and placement cell. Expert from industries and other agencies are invited to provide enough information to our students to help them to choose the right career. GATE training programs are organized to help all students who wish to go for higher studies. Eminent personalities such as IAS, IPS officers are invited to motivate our students to take up civil service examinations.

The institute has come up with many initiatives to involve our students in community extension services. Students visit nearby villages, Schools to render their services. Cultural events, sports events and extracurricular activities are organized to foster skills of students.

Alumni are our assets; we take every opportunity to interact with our alumni through regular alumni meet. We have a practice of inviting our alumni to functions as advisors.

Governance, Leadership and Management

The institute has defined its vision and mission statements in line with the objectives of the BLDE association.

The BLDE management issues well formulated objectives, directives and guidelines to the institute.

The institute plans and implement the directives through a set of committees. All the staff members are part of various committees. The institution Board of Governance(BoG) monitors the implementation of various policies. Faculty performance appraisal system is in place. After the analysis of performance of staff they are encouraged to upgrade their professional competence

The institute budget is approved by the finance department of BLDE Association. The allocated budget is effectively utilized by the departments. Financial audit is done by the auditor identified by BLDE association.

Internal Quality Assurance System is set up with an objective of bringing continuous improvements in

academics, administration, research and finance. Academics audit is done at the institute to monitor the performance of student's teaching-learning process etc.

Institutional Values and Best Practices

The core values are

ACADEMIC INTEGRITY

SERVICE TO COMMUNITY

ETHICS

INCLUSIVENESS

ENTREPRENEURSHIP

The BLDEA management and Institute administration is very sensitive to environmental issues.

Every possible attempt is made to keep the campus clean and green. The institute has a committee for the same.

The institute has implemented environment friendly practices, such as e-waste management, green-practices, rain water harvesting, solar LED lighting system etc.

Every possible provision is made available for the benefit of differently abled students.

The institute has formulated and introduced few best practices one or two are mentioned below.

Outcome Based Education(OBE) - Implementation of Outcome Based Education(OBE) in the academics. This has helped both students and staff to do better in academics.

FEE Waiver Scheme - The institution has supported meritorious, economically weak students by offering scholarships. Students excelling in sports and other extracurricular activities are awarded.

BLDEAs VACHANA PITAMAHA Dr. P. G. Halakatti college of Engineering and Technology has a distinction of providing best possible engineering education to students belonging to all classes.

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	Asharam Road, Vijayapura
City	Vijayapura
State	Karnataka
Pin	586103
Website	www.bldeacet.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	V. P. Huggi	08352-261120	9741727860	08352-262712	principal@bldeacet.ac.in
Professor	P. K. Gonnagar	08352-261121	9886177080	08352-262945	pkgonnagar@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	23-09-1980

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Karnataka	Visvesvaraya Technological University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	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	10-04-2017	12	
COA	View Document	27-05-2017	12	

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	Yes

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	AICTE Saansad Adarsh Gram Yojana SAGY
Date of recognition	25-11-2017

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Asharam Road, Vijayapura	Urban	14.2	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	116
UG	BE,Mechanical Engineering	48	PUC II	English	180	150
UG	BE,Automobile Engineering	48	PUC II	English	30	3
UG	BE,Electrical And Electronics Engineering	48	PUC II	English	120	100
UG	BE,Electronics And Communication Engineering	48	PUC II	English	120	97
UG	BE,Computer Science And Engineering	48	PUC II	English	120	109
UG	BE,Information Science And Engineering	48	PUC II	English	60	43

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UG	BArch,Bachelor Of Architecture	60	PUC II	English	40	29
PG	Mtech,Civil Engineering	24	BE	English	18	17
PG	Mtech,Mechanical Engineering	24	BE	English	18	4
PG	Mtech,Electrical And Electronics Engineering	24	BE	English	18	3
PG	Mtech,Electronics And Communication Engineering	24	BE	English	18	3
PG	Mtech,Computer Science And Engineering	24	BE	English	24	7
PG	MBA,Master Of Business Administration	24	ANY DEGREE	English	60	16
PG	MCA,Master Of Computer Applications	36	BCA BSc BE	English	60	8
Doctoral (Ph.D)	PhD or DPhil,Civil Engineering	36	PG	English	8	0
Doctoral (Ph.D)	PhD or DPhil,Mechanical Engineering	36	PG	English	8	1
Doctoral (Ph.D)	PhD or DPhil,Computer Science And Engineering	36	PG	English	8	1

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	21				49				183			
Recruited	11	6	0	17	17	3	0	20	139	44	0	183
Yet to Recruit	4				29				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				126
Recruited	120	6	0	126
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				51
Recruited	41	7	0	48
Yet to Recruit				3

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	10	6	0	1	0	0	2	2	0	21
M.Phil.	0	0	0	1	0	0	3	1	0	5
PG	1	0	0	15	3	0	134	41	0	194

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	0	0	0	1

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		13	1	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	329	15	0	0	344
	Female	300	3	0	0	303
	Others	0	0	0	0	0
PG	Male	32	0	0	0	32
	Female	26	0	0	0	26
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	41	32	48	53
	Female	41	34	37	32
	Others	0	0	0	0
ST	Male	3	10	7	5
	Female	3	5	4	4
	Others	0	0	0	0
OBC	Male	100	239	284	349
	Female	69	156	207	150
	Others	0	0	0	0
General	Male	309	185	183	183
	Female	236	188	174	157
	Others	0	0	0	0
Others	Male	10	11	12	0
	Female	4	6	6	0
	Others	0	0	0	0
Total		816	866	962	933

3. Extended Profile

3.1 Program

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

Response: 975

Number of self-financed Programs offered by college

Response: 18

Number of new programmes introduced in the college during the last five years

Response: 6

3.2 Students

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3251	3269	3414	3181	2673

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

2016-17	2015-16	2014-15	2013-14	2012-13
523	522	521	519	466

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

2016-17	2015-16	2014-15	2013-14	2012-13
675	745	684	646	608

Total number of outgoing / final year students

Response: 4171

3.3 Teachers

Number of teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
243	238	232	210	173

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

2016-17	2015-16	2014-15	2013-14	2012-13
226	225	221	201	165

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

2016-17	2015-16	2014-15	2013-14	2012-13
226	225	221	201	165

Total experience of full-time teachers

Response: 2763.3

Number of teachers recognized as guides during the last five years

Response: 13

Number of full time teachers worked in the institution during the last 5 years

Response: 271

3.4 Institution

Total number of classrooms and seminar halls

Response: 71

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

2016-17	2015-16	2014-15	2013-14	2012-13
585.24942	986.0534	760.47084	486.39439	536.69677

Number of computers

Response: 1065

Unit cost of education including the salary component(INR in Lakhs)

Response: 0.656

Unit cost of education excluding the salary component(INR in Lakhs)

Response: 0.1189

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Institute follows the following procedure for effective implementation of course Curriculum prescribed by VTU Belagavi.

- In the beginning of each semester, courses are allotted to faculty according to their specialization and competency of handling the courses.
- The detailed Time Table is prepared by the HoD and the time table committee at department level.
- Lesson plans of individual courses and their objectives along with course outcomes are prepared before the commencement of semester and made available to all students through Course Book.
- Lecture Notes are prepared in advance and are checked by Module coordinators (Senior Faculty) and Academic Audit Committee members.
- The Academic Calendar is prepared in line with VTU Academic calendar, by the Academic Coordinator in consultation with the Principal and it will be discussed and finalized in the HoDs meeting. The same is made available to Faculty and Students before the commencement the Semester.
- Laboratory manuals are prepared and distributed to students so that they can get acquainted with procedure and correlate experiments with theory.
- Assignments and CIE Tests will be conducted as per the schedule of Academic Calendar.
- For effective teaching, LCD Projectors are made available in each Class room where the faculty can use ICT tools for effective teaching.
- Academic Progress will be monitored through Weekly Progress Report by the Academic Coordinator and HoDs.
- Students' attendance, curriculum progress for the individual courses are maintained by each faculty with Attendance register.
- Course files are maintained by all faculty for the allotted courses, which contains, course objectives, course outcomes, syllabus, attainment of COs, POs through assignments, CIE Tests and End Semester Examination results.
- HoDs conduct the meetings regularly with staff members to ensure the completion of syllabus.
- Academic Affairs Committee conducts monthly meetings to review the Academic progress.
- Alternative arrangements are made for the classes, whenever any staff is on leave. They will complete the syllabus by conducting extra classes.
- Remedial classes are conducted for slow learners.
- Attendance of each student is monitored very strictly on weekly basis by HoD.
- 20 students are allotted to each staff for mentoring.
- If a student remains absent for three classes, the mentor will intimate the same to their parents.
- Students 'Feedback for Teaching Staff will be collected twice in a semester, mid semester feedback collected by respective HoDs after Six Weeks from the commencement of semester and another one will be the End semester feedback collected by Academic Coordinator at the institute level.

Both are analyzed and action will be taken. These feedbacks will the faculty to improve their performance in effective delivery of the curriculum.

- Faculty members are encouraged to participate in FDPs, STTPs, and workshops to update their domain knowledge.

File Description	Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 10

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	3	1	0	1

File Description	Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 8.19

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	3	3	4	4

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 38.87

1.2.1.1 How many new courses are introduced within the last five years

Response: 379

File Description	Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 83.33

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 15

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

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

Response: 47.7

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

2016-17	2015-16	2014-15	2013-14	2012-13
1958	1965	1773	940	980

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

- Our institute makes every effort to address and integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights.

The affiliating University and AICTE issue guidelines from time to time to institutions. Those guidelines are implemented by the institute.

Gender	<ul style="list-style-type: none"> ◦ Awareness programs are organized on Gender sensitization. ◦ Activities are conducted through NSS unit of the college for gender sensitization. ◦ Ours' is a co-education Institute. ◦ Each year technical fests are conducted by each department where both girls and boys participate. ◦ Inter departmental sports are organized. ◦ Both boys and girls are made members of various academic, co-curricular and extra-curricular activities. ◦ Sports Secretary and Cultural Secretary from girls are in Gymkhana Committee. ◦ Every year Women's' day is celebrated.
Climate Change and Environmental Education	<ul style="list-style-type: none"> ◦ Awareness programs are conducted. ◦ Rain water harvesting system is there in our institute. ◦ Students also learn Environmental Studies subject in first year. ◦ Nature club is setup to create awareness about climate change and environmental protection. Tree plantation id also done by students.
Human Values and Professional Ethics	<ul style="list-style-type: none"> ◦ Constitution of India, Professional Ethics and Human Rights, subject is made compulsory for students.

	<ul style="list-style-type: none"> ◦ Lectures by experts are arranged to enrich the students on human rights. ◦ The grievance redressal cell caters issues regarding Human Rights.
File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years	
Response: 18	
1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years	
Response: 18	
File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships	
Response: 20.15	
1.3.3.1 Number of students undertaking field projects or internships	
Response: 655	
File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>A. Any 4 of the above</p>

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 1

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
23	17	32	31	50

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 86.97

2.1.2.1 Number of students admitted year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
816	866	962	933	838

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1048	1048	1048	1018	922

File Description	Document
Institutional data in prescribed format	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 75.87

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

2016-17	2015-16	2014-15	2013-14	2012-13
257	419	434	426	394

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Identification of Slow and Advanced learners:

Slow learners and Advanced learners are identified by the faculty by interaction during classes and Tutorials, performances in CIE Tests and End Semester Examination results.

Supporting or Special programs for slow learners

- Regular remedial and tutorial classes are conducted
- Attendance of those students are maintained who will be attending remedial classes in particular course in which they are weak.
- Student's performance is reviewed after each CIE Test by faculty members to check academic improvement.
- If financial problems are reasons to discontinue, management supports such students.
- Faculty members try to find out reasons for poor performance in IA tests/ poor attendance.
- They are motivated through personal counseling.
- They are also motivated by Motivational talks.

Supporting or Special programs for advanced learners

- The institute provides various facilities to them like-Merit students are given certificate and prize money so as to motivate them.
- They are nominated as General Secretary of the College.
- They are motivated and the staff helps them to participate in national level events.
- They are encouraged to take internships.

- They are given responsibilities to conduct national level tech fests where they acquire leadership skills.
- Motivational talks are arranged.
- They are motivated to take Mini Projects, KSCST sponsored Projects and Industry based projects.
- They are encouraged for higher studies and research and are coached for GATE exams.

File Description	Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 14.38

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.03

2.2.3.1 Number of differently abled students on rolls

Response: 1

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

Experimental learning:

The experimental learning involves engaging students to conduct experiments in laboratory and correlate with the theory studied in the class. Laboratory courses, Project Works, Mini Projects, Internships help the students to enhance learning experiences.

Participative learning:

Participative learning improves the knowledge, understanding, communication skill and leadership qualities of students. The activities like Technical Fests, Seminars, Co-curricular and extracurricular events, Guest lectures from Industry People and Renowned Academicians conducted during the semesters will enhance learning experience of students. College has created several self-learning facilities such as digital reading materials, NPTEL Videos, EDUSAT, Language laboratory, and web courses for students to build their confidence.

Problem solving Methodologies:

Problem solving methodologies learning focuses on providing students an opportunity to identify and solve complex/different problems on their own or in a group. In this method faculty serve as tutor or facilitator. Tutorials (only for difficult subjects), Assignments, Project works, Seminars provide learning experience through problem solving methodologies.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 48.23

2.3.2.1 Number of teachers using ICT

Response: 109

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 14.78

2.3.3.1 Number of mentors

Response: 220

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

The Institute gives more focus on nurturing the students to be self-learner and they are trained to pursue higher studies and research. Institute also follows Outcome Based Education(OBE) and initiated many innovative and creative teaching learning methods.

Methods adopted by Institute (Initiatives by Institute) for Innovative and creativity in teaching–learning methods:

- ICT methods of teaching: All Class rooms are provided with LCD projectors, audio and video tools with internet facility. ICT method of teaching enables the students to visualize and understand the concepts clearly.
- Teaching through models
- Organizing inter college and intra college Technical Events
- Organizing workshops/training programs
- Group discussions at classroom level.
- Industrial visit and interactions with eminent personalities.
- Learning beyond the class room, through organizing study tours, field visits, internships.
- Entrepreneurship development cell is established in college where students are made to learn the skills of entrepreneur where they come up with new ideas.
- Faculties offer mini projects to students.
- Tech fest is conducted annually in each department where students themselves involve and execute the fests and learn the communication and leadership skills.
- Our Institute has been identified as an incubation center for Karnataka New Age Incubation Network for Entrepreneurship Development and Mentoring by Government of Karnataka. The program encourages entrepreneurship and innovation by giving first preference to students, research scholars and alumni of the college. The main program objective is to find innovation projects that solve local problems. For management of program and execution of the projects a sum of Rs. 40 lakhs will be provided to our college.
- Guest lecturers: Guest lectures are arranged regularly from Experts from Industry and Academicians from renowned Institutions, to help the students to update the latest Technologies and it also provides an opportunity to students to interact with resource persons and learn new things.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 7.33

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
17	16	17	13	13

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 12.23

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

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 6.74

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	3	3	3	2

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 14.96

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
27	33	32	30	31

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The reforms made by the Institute to improve the CIE system are as follows:

- Conduct and evaluation of CIE tests are scheduled as per the Academic calendar.
- Question paper pattern for CBCS and Non CBCS system are made common for all branches.
- CIE test marks are displayed on notice board.
- Evaluated scripts are shown to students.
- CIE test marks disseminated to parents through SMS and through parents meet.
- For CBCS 2015 scheme, 15 marks for CIE test and 05 marks for assignment, but institute decided to conduct CIE test for 30 marks so that students can answer descriptive questions in a better way. Final marks will be out of 15 only.
- Analysis of each CIE test is done department level.
- Analysis is reviewed in the Academic Affairs Committee meeting.

File Description	Document
Link for Additional Information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The internal tests are conducted as per the guidelines of VTU. The Department Coordinator of Internal Tests prepares the time table according to the schedule of Academic Calendar, and allots the duty of room supervision to the faculty for smooth and transparent conduct. This information is communicated to all staff and students through circulars and display on notice boards.

The syllabus is divided into three portions i.e. first two modules for first CIE, next two modules for second CIE and fifth module and some portion from module 1 to 4 for third CIE.

Question papers are set in line with the guide lines of the Institute.

After each CIE evaluation is done within three to four working days and corrected booklets are shown to all students. If there are any discrepancies, they are addressed and corrections are made in the booklet and marks list. Assessment marks of the students sent to their parents through SMS. After all the tests average marks obtained is also shown to the students, and their signatures are taken before sending final marks to the University.

Internal assessment of laboratory work is also very transparent, after each practical assessment is made and the end practical examination is conducted. Final internal assessment marks is based on the performance of all experiments and end practical examination.

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

Grievances at Institute level

- The faculty members evaluate the CIE-tests as per the scheme prepared within four days after the completion of the exams and display the results on the respective notice boards.
- Scheme and CIE-test booklets are made available to the students.
- The students can meet concerned course teacher for any grievances in the internal marks.
- The concerned faculty member will promptly address the issues related to evaluation.
- In case of any discrepancy, students can approach Institute Grievances Redressal Cell.

Grievances at University level

After the evaluation of university exams, the results are displayed on the university website. Students if not satisfied with the results, they can apply for Photo-copy, which is sent through e-mail and further the students can apply for revaluation.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

For every semester, Academic Coordinator prepares academic calendar in consultation with Principal and all HoDs. The academic calendar comprises the schedule for conducting all three Continuous Internal Evaluation (CIE) Tests. The Academic Coordinator ensures that the schedules of CIE tests are strictly followed. Time schedules for conducting CIE Tests will be given by Academic Coordinator to all Head of the Departments through Circular.

Each department is having a coordinator for conducting Continuous Internal Evaluation Tests. He prepares the time table for each test as per the dates of academic calendar and time slots given by Academic Coordinator. Coordinator also assigns the duties of room invigilators to the faculty. Question Papers for CIE Tests will be prepared as per the guidelines issued by Academic Coordinator. As we are following OBE, the CIE test questions will be mapped against defined course outcomes, POs and Bloom’s Taxonomy levels. Question Papers will be collected in advance by the Coordinator and will be given to the room invigilators 10 minute before the start of the Test. Tests will be conducted following all examination related rules of VTU. Academic Coordinator and all HoDs will monitor the conduct of CIE tests.

The evaluation of test books will be done by respective course coordinators and the CIE test marks will be displayed within four days after conduct of CIE tests. The department coordinator will consolidate the CIE marks of all semesters. Performance analysis of students in CIE tests will be done by HoD and the report will be sent to institute academic coordinator. This process will be completed within four days of announcement of CIE marks.

File Description	Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Program outcomes are stated as per the guidelines of NBA. Program specific outcomes are defined for program by the Head of the Department after thorough discussion with the senior faculty members of the department. They will be finalized in Department Advisory Board meeting.

Program Outcomes and Program Specific Outcomes are displayed on website of the Institute and Departments. Also POs and PSOs are displayed in all class rooms and laboratories. They are also printed in Course Book which will be given to all the students. They will be circulated to the entire faculty by respective Head of the Department. Apart from this they are also communicated to students by the faculty in the class.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The process used for accessing the attainment of POs is depicted in the figure 2.6.2 (given in additional information). Each of POs evaluated are indirectly and directly assessed under the following categories

Indirect Assessment

- a) Course exit survey by student feedback through course outcome.
- b) Programme exit survey by student feedback
- c) Final year seminar by staff feedback
- d) Final year project work by staff feedback

Direct Assessment

Internal and External Assessment Marks.

Indirect Assessment

a. Course exit survey by student feedback through course outcome

1. Student feedback is taken for each course for the attainment of course outcomes at the end of each semester from 15 students on a scale of 3.
2. Overall Attainment of POs is carried out through the attainment of Course outcomes and results are tabulated.
3. The summarized results are checked for minimum attainment of POs.
4. The tabulated results are represented graphically.
5. If the attainment of POs is less than 70% (2.1 on a scale of 3), redefine the process of attainment of POs.

b. Programme exit survey by student feedback for attainment of program

outcomes.

1. Final semester Student feedback is taken every year.
2. Feedbacks are taken on a scale of 5 for various POs.
3. The collected feedbacks are summarized and tabulated
4. The summarized results are checked for minimum attainment of POs.
5. The tabulated results are represented graphically.

c. Final year seminar assessed by staff feedback for attainment of programme outcomes.

1. Every year staff feedback is taken to assess the extent to which programme outcomes are achieved by final year seminar.
2. Feedbacks are taken on a scale of 5 for various POs.
3. The collected feedbacks are summarized and tabulated
4. The summarized results are checked for minimum attainment of POs
5. The tabulated results are represented graphically.

d. Final year project work assessed by staff feedback for attainment of programme outcomes.

1. Every year staff feedback is taken to assess the extent to which programme outcomes are achieved by final year project work.
2. Feedbacks are taken on a scale of 5 for various POs.
3. The collected feedbacks are summarized and tabulated
4. The summarized results are checked for minimum attainment of POs
5. The tabulated results are represented graphically.

Overall attainment of POs

1. Programme exit survey by Student feedbacks , **Final year seminar and project assessed by staff feedback** are consolidated and tabulated for overall attainment of POs
2. The Overall attainment of POs are checked for minimum attainment
3. The tabulated results are represented graphically

4. If the attainment of POs is less than 70% (3.5 on a scale of 5), redefine the process of attainment of POs.

Direct Assessment

Internal and External Assessment Marks

Internal and External Assessment marks of each student from 3rd semester to the 8th semester for each course are considered for the attainment of programme outcomes. The percentage attainment of POs is evaluated for each course and for each student. If the average attainment of POs is less than 60%, redefine the process of attainment of POs.

File Description	Document
Any additional information	View Document

2.6.3 Average pass percentage of Students

Response: 76.44

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 675

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 883

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.23

File Description	Document
Database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 162.56

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
89.57	21.30	0.17	1.25	50.27

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 0.44

3.1.2.1 Number of teachers recognised as research guides

Response: 1

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.94

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 51

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

KBITS Incubation Centre at BLDEA's V. P. Dr. P. G. Halakatti College of Engineering & Technology, Bijapur

The IT Incubation Centre would foster a platform for the engineering students with innovative and smart ideas and avail the necessary support for its successful completion. It looks forward to the participation of innovative students, alumni and research scholars from BLDEA's V. P. Dr. P. G. Halakatti College of Engineering & Technology, and also the local entrepreneurs in and around the Bijapur, to be a part of this venture to get wide knowledge on financial, technical and marketing assistance provided by governmental and non- governmental agencies. It'll act as a platform for budding student entrepreneurs to; Meet successful students- turned- entrepreneurs, Get information and suggestions to make your ideas a reality, Connect with mentor opportunities and learn about entrepreneurial resources and education programs.

Our Mission

Promote entrepreneurial leadership across all disciplines, facilitate entrepreneurial activity amongst students, and invite entrepreneurs to use Incubation Center services so as to develop end products for commercialization.

Our objectives are:

- The main objective of the scheme is to encourage students, research scholars and alumni to share their ideas to solve chosen problems which are local centric and to validate, refine and nurture the ideas.
- Incubation center shall provide an ecosystem to convert the ideas into proof of concept and upgrade them to a level of commercial value.
- Promotion of technology based new enterprises
- Creating value added jobs and services
- After successful incubation, encourage and lead the teams towards setting up a business enterprise.
- Providing support services to entrepreneurs.

Physical Infrastructure consists of Personal Computers, Internet connection, Printer/Photocopier/Scanner, Meeting/Conference room with projection equipment, Library, Faculty mentoring is available

Admission to Incubation Centre & Eligibility

IT Incubation Centre is open to anyone who wants to make a difference. However, students of BLDEA's college of Engineering and Technology, both past and present will be given a preference in terms of priority of admission into the incubator and charges as running cost of the incubator. The incubator is also open to faculty from BLDEA's college of Engineering and Technology. Applicants must fulfill above criteria for making an admission in the IT Incubation Centre, for incubation programme.

In last 3 years we've incubated 30 student ideas and implemented 15 prototype models, and also two startups (OrgHome & Innoovatum) have been registered from the incubated projects/ideas.

The grants received are given here <http://bldeacet.ac.in/ise/achievements/>

File Description	Document
Link for Additional Information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 140

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
41	33	28	22	16

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

File Description	Document
List of Awardees and Award details	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

Response: 2.03

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
225	91	64	28	13

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

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

Response: 1.21

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

2016-17	2015-16	2014-15	2013-14	2012-13
111	37	53	25	25

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The institute is incessantly organizing a number of outreach activities which relate to academic, social, cultural, community service, adventure, etc., and all culminating in building a healthy society contributing to nation building. The institute with the help of many voluntary organizations and NGOs organizes the outreach programs. The institute has conducted several blood donation camps and tree plantations. The expenditures for the same are generally borne by institute.

The institute management always motivates student’s participation in social activities and drives for adhering to ethical values. All students on admission shall enroll in any one of the extension activities like drive against pollution, social awareness, blood donation, flood victim relief operations and adopting schools in the nearby rural area through the departmental student’s associations. Student’s association organizes various meetings on Human Rights, rallies of important issues such as AIDS awareness, National Integration, Environmental protection. The institute ensures holistic environment amongst the students as well as staff to make them responsible citizens. The institute is conscious of its role in campus community connection, wellbeing of its neighborhood community and has initiated a number of community development activities. These activities includes,

- Involving students in blood donation camps.
- Making the college playground available to neighboring communities on weekends and allowing for hosting sports to nearby institutions.
- Conducting the flag hoisting at national festival involving the local government authorities and guests.
- Organize computer literacy programmes for school children’s.
- Quality check for the road construction
- Basava Jyoti - Model village Project - A model village is community based initiative for welfare of

society aiming to provide basic facilities like sanitation, drinking water, drainage, road and other public related services to improve socio- Economic condition of the village and making itself – sustainable.

- Technical opine report – submitted technical opine report to Deputy Commissioner for reconstruction of roads under master plan of Vijayapur city.
- City wall painting during world Architect day.

The college through its extension activities promotes and imbibes students with social justice and responsibility. The active participation of students in social service activities gives them an opportunity to understand the life style and standard of living of the underprivileged and their not so well to do peers thereby instilling a feeling of empathy and courteousness. The following programmes are conducted by the college as part of extension

activity:

- AIDS awareness lectures.
- Awareness programmes on ill effects of Tobacco/Gutka.
- Tree plantation programmes, clean and green programmes, creating awareness about protection of environment are taken up by the volunteers.
- Participation of volunteers in blood donation Camps.
- On regular basis cultural competitions are held on the campus for all the local colleges to participate and there is a good response to such programs by the local community.
- Organize computer literacy programmes for school childrens.
- Plantation programme- Blind School Ashram road, Vijayapur

File Description	Document
Link for Additional Information	View Document

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

Response: 5

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	1	1	2	1

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

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 32

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

2016-17	2015-16	2014-15	2013-14	2012-13
14	5	6	3	4

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

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 2.33

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
231	30	0	20	80

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

3.5 Collaboration

<p>3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years</p> <p>Response: 131</p> <p>3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>33</td> <td>17</td> <td>9</td> <td>12</td> </tr> </tbody> </table>					2016-17	2015-16	2014-15	2013-14	2012-13	60	33	17	9	12
2016-17	2015-16	2014-15	2013-14	2012-13										
60	33	17	9	12										
<p>File Description</p>		<p>Document</p>												
<p>Number of Collaborative activities for research, faculty etc.</p>		<p>View Document</p>												
<p>Copies of collaboration</p>		<p>View Document</p>												
<p>3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>Response: 24</p> <p>3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>9</td> <td>0</td> <td>2</td> <td>0</td> </tr> </tbody> </table>					2016-17	2015-16	2014-15	2013-14	2012-13	13	9	0	2	0
2016-17	2015-16	2014-15	2013-14	2012-13										
13	9	0	2	0										

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

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. Most of the class-rooms are equipped with LCD / LED projectors.

Each department has Laboratories as per the requirements of AICTE norms. The laboratories are well equipped with equipment, computing facilities and softwares as per the need of VTU curriculum.

Institute has separate workshop with machine shop, carpentry section, smithy, sheet metal section, and two Drawing halls.

Institute has 1065 Computers distributed among different Departments. Institute has subscribed to the Internet connection of 70 Mbps Leased line, besides BSNL Broad Band Connection. Most of the PCs are connected to internet either through wired or wireless connections.

Institute has Central Library with 86,575 volumes of books of 22,550 titles. Students and faculty member can have access to these books. The library reading room has seating capacity of 450. Students can get the books issued periodically. The central library and the reading rooms remain open up to 8:00 p.m. Besides, Department libraries are in place in each Department, which can provide additional books to the students. Institute has Digital Library with subscriptions to many e-resources (e-journals/periodicals). It also has a Language laboratory which enables students to upgrade their English language skills.

Institute has seminar halls and an auditorium, which are used for conducting guest lectures, conferences, technical symposiums, etc.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The institution has adequate facilities for sports, games and cultural activities: Sports ground for outdoor games, Gymnasium room, Sports room for indoor games, spaces for cultural activities and Cultural cell, Open Air Theatre, Yoga and meditation Center, and Multi-utility Cultural hall. Besides, each Department has a seminar hall that can be used by cultural team for events like intra-group quiz, debate, easy competition etc.

The institute organizes various activities under Cultural cell which include: Independence Day celebration, Republic Day celebration, Gandhi Jayanti, Lal Bahaudar Shastri jayanti, Ambedkar Jayanti, and celebration of birth anniversaries of prominent freedom fighters. National level student youth FEST, Orientation programs and freshers day program to first year students, Annual social gathering, Farewell function to outgoing students, Prize distribution function, Engineers' day, Teachers' day, Women's day celebration etc. are also organized at our institute.

The facilities for Sports and Cultural events include:

Auditorium & Seminar room

- a) The institute has its first a fully air conditioned auditorium having 600 seating capacity (Nearing Completion).
- b) The institute has its second a fully air conditioned seminar room with seating capacity of 200
- c) Open Air Theater with 2500 sitting capacity
- d) Around 6 seminar halls in Departments.
- e) Group Discussion (GD) room
- f) Multi-Utility Cultural Hall

Sports and cultural uniforms and materials

- a) Sports kits are provided.
- b) Sports materials for Cricket, Hockey, Volley Ball, and Football etc.is provided.

Extra-curricular and co-curricular activities are conducted by the Institute every year.

Cultural and Sports committee. Details of the activities are as follows-

Sports details participated

Sl No	Name of the Activity	No of students
1	Chess	Men and Women (12)
2	Table Tennis	Men and Women (20)
3	Shuttle Badminton	Men and Women (10)

4	Cricket	Men (25)
5	Volley Ball	Men (20)
6	Football	Men (30)
7	Basketball	Men and Women (20)
8	Kho-Kho	Men and Women (15)
9	Kabaddi	Men (08)
10	Hockey	Men (15)
11	Handball	Men and Women (10)
12	Weightlifting	Men (05)
13	Athletes	Men and Women (30)
14	Throw ball	Men (20)
15	Lawn Tennis	Men (05)

Cultural & other activities details

Cultural program

Sambhrama is an annual "Cultural Fest" celebrated during April/May. During this fest various cultural and sports events are organized. Winners are felicitated on the day of Sambhrama.

All these events will be conducted during annual cultural week, Students and staff will be involved in all the events. Around 500 winners from various events will be given special prizes. The department with highest winning will be considered as the champions of the year in Cultural activities.

Dance Western Solo dance, Western Group dance, Tribal dance, Folk dance, Indian Classical dance, Contemporary dance, Disco / electronic dance.

Music Hindustani Classical music, Western music, Rock bands, Different Instrument players, Jugal-bandhi etc

Theater Drama, One act play, Mime, Skit, mono acting, etc

Fine arts Rangoli, Pencil sketching, Cartooning, Clay modeling, Spot painting, Collage, Installation, etc

Literary Debate, Quiz, Elocution, IT-Quiz, Logo quiz etc

Other Activities

Independence day and Republic day

Every year as part of Independence day college conduct events like Debate, Elocution, patriotic singing, Drawing etc.. on the eve of independence day college organizes plantation, Swachha Bharat mission, etc

Kannada Rajyotsava

Events related to Kannada Culture are celebrated to mark the birth of State of Karnataka on November 1st of every year.

Intercollegiate Technical Fest-

INVICTUS

Invictus is a two day National Level Technical Fest organised by the Institute during Feb/March of every year. Various technical events such as technical quiz, programming, paper presentation etc are organised by all the departments. Students from neighboring states and districts of Karnataka participate in the event.

Fresher's day Welcomes all the newly admitted students to college, All the parents of the newly admitted students will be present at the event to take a college tour.

File Description	Document
Link for Additional Information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 73.24

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 52

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 66.81

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
400	600	500	450	250

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

The Library and Information Centre is completely automated with NGL NewGen Library (version Core Engine Discover 3.1.4) software in the year 2015. The entire collection of the library is updated in the Database, and also bar-coded to the entire collection. For students and staff OPAC (Open Public Access Catalogue) is provided, it acts as a gateway of the library. The book can be searched by author, title or any key word etc. Apart from OPAC WEB OPAC (Web enabled Online Public Access Catalogue) is also installed. With the help of this students can search, reserve the books by seating in any corner of the campus. The library and Information Centre is planning to go for RFID technology soon.

- Nature of automation (fully or partially)

Library is fully automated

- Version

NGL Core Engine version 3.1.4 Discover (AMC Renewal copy Enclosed in additional information)

File Description	Document
Any additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

SI No	Name of the Book/Manuscript	Author/Editor	Publisher	Number of Copies	Publishing Year
1	Mc Grand Hill Encyclopedia of Science and Technology Sciences Vol-I	Mc Grand Hill Publishers New York	Mc Grand Hill Publishers New York	1-15 Vol 15 copies	1982
2	Hydroelectric Engineering Practice, Vol - I	Brown JG Editor)	CBSPD, Shahdra, New Delhi	Vol-1 2 copies	1984
3	Hydro Electric Engineering Practice - Vol - II Mech and Electrical Engineering.	Brown JG Editor)	CBSPD, Shahdra, New Delhi	Vol-2 2 copies	1984
4	Hydro Electric Engineering	Brown JG Editor)	CBSPD,	Vol-3	1984

	Practice - Vol - III Economics, Preparation and Maintenance		Shahdra, New Delhi	2 copies	
5	History of Science And Technology In India	Kuppuram G & Kumadamani (Editor)	Sandeep KPrakashan, Delhi	Vol-1-15 15 copies	1990
6	The Realm Of Science	Brown Stanley B	Touchstone Publishing Co, Louisville, Kentucky	Vol-1-21 21 copies	1972
7	Encyclopedia of Fluid Mechanics	Cheremisinoff Nicholas P (Editor)	Gulf Publishing Co, Honston	Vol-1-6 6 copies	1985
8	Encyclopedia Britanica - Micropaedia - Knowledge In Depth - 15- Proboscidea Rubber	Encyclopedia Britannica Inc, Chicago	Encyclopedia Britannica Inc, Chicago	Vol-1-19 19 copies	1983
9	Manufacturing Industry	Rees Abraham	Dauids & Charles	Vol-1 1 copy	1972
10	Handbook of Concrete Engineering	Fintel Mark	CBS, Publishers, Distributors, Shahdra, New Delhi	1 copy	1986
11	Electrical Engineers Reference Book	Laughton M A And Say MG (Editors)	Butterworths, London	1 copy	1980
12	Kent's Mechanical Engineers Handbook Design And Power Volume	Salisbury J Kanneth (Editor)	John Wiley And Sons, New York, Toppan, Japan	1 copy	1985
13	Encyclopedia Of Electronics	Gibilisco Stan And Scalter Neil Editors	Mc-Graw-Hill Book Co. New-York	2 copies	1990
14	Indian Standard Code Of Practice For Reinforced Concrete IS-1343	Indian Standard Institution	Indian Standard Institution, Manek Bhavan, New-Delhi-110002	1966 tonwards	1980

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 21.52

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
29.5	2.75	17.32	24.31	33.72

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	View Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 10.07

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 350

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Institution has adequate IT facilities with Desktop PCs, Servers, Laptops, high-speed internet connectivity and Softwares. The details of the computing facility available in the institute are given below:

1. Computers

Sl.No	Specification	Qty
1	Intel Core-I7, 8GB RAM, 1TB HDD	02
2	Intel Core- I5, 2GB/4GB DDR3 RAM,500GB HDD	40
3	Intel Core-I3,2GB/4GBDDR3 RAM, 320 GB/500GB/1TB HDD	460
4	IntelCore2Duo,1GB/2GB RAM, 160GB/320GB HDD	198
5	Intel Dual Core-512MB RAM, 80GB HDD	38
6	Intel P-IV 256MB RAM, 40GB HDD	291
7	Intel P-III 64MB RAM, 20GB HDD	30
8	LAPTOPS	03
9	Servers	03
10	Total No. of PCs	1065

Below is the list of some Important Operating Systems & Application Softwares available in different departments:

OPERATING SYSTEM SOFTWARES

- Windows O.S. (Volume License)
- FEDORA 17
- LINUX RED HAT VERSION 7.1

APPLICATION SOFTWARES

Dept. of Electrical & Electronics Engg

- CIRCUIT MAKER 2000 (STANDARD & PROFESSIONAL VERSION)
- AUTO CAD-2014

Dept. of Computer Application.

- IBM RATIONAL SOFTWARE ARCHITECTURE (IBM RATIONAL SUITE ENTERPRISE STUDIO).

Dept. of Mechanical Engineering

- Solid edge V-19
- CATIA V5R14
- M.S.C NASTRAN
- ANSYS
- CADEM

Dept. of CSE/ISE

- MATLAB, RELEASE R-20 13B.
- RADXE AE ADVG N/W NAMED USER LIC
- ORACLE STD EDT ONE 11 I WIN
- TURBO C++, SUIT
- LABVIEW CKT DESIGN S/W FOR EC & LD LAB

Dept of Civil Engg

- AGIS MASTER LAB KIT-9.03
- SURFER+GRAFER (ACADEMIC LICENSE)
- E SURVEY DIAMOND
- AUTOCAD 2018
- STAD PRO-V8I

Dept. of Automobile Engg

- AUTOCAD 2005 educational version stand alone

Dept. of Architecture

- ARCHICAD ver 8.1
- ARTLANTIES for archicad ver 4.5
- Vector Works-2017

Dept. of Electronics & Communication Engg

- CADENCE software
- MATLAB version 7.9
- XILINX including model sim
- LabView Ckt Design Software

OFFICE

- Tally erp 9
- Tech Admin Fee Software
- ACCREDIA Plus Contineo Software
- Pay Pack Salary & TDS 5.18

Library

- ODLL-ORELL DIGITAL LANGUAGE LAB
- NEW GEN LIB LIBRARY AUTOMATION S/w
- B.TECH GURU CMS Solutions

C. Internet Facility at the institute:

Institute has the subscription for 70 Mbps Leased internet connection (of which 10 Mbps is exclusively used for Girls’ Hostel), the connection being taken from Supersonic Broadband Services, Vijayapur. Internet service is available in the Institute for faculty and students. Most of the PCs in the campus are connected to Internet either through wired or wi-fi networks. Wi-fi facilities are provided locally in each Department. The Principal cabin, Office, HOD and faculty cabins, Computer labs in all Departments have the Internet connectivity. . Internet facility is also provided to the students at both Boys and Girls hostels, so that the students can access Internet after office hours.

The College has a Digital library to enable students to access e-resources. The College has Language Laboratory to facilitate students to improve their proficiency in English language.

The IT facilities in the institution are frequently updated based on the need of the Curriculum. The following are the recent updations of major IT facilities in our institute.

Sl. No	IT Facility	Date of Updations	Nature of Updations
1	Oracle 11G R2 Std. Edition (30 users)	2012	Upgrading to New version
2	C++ RAD XE (50 users)	2012	Upgrading to New version
3	Desktop PCs Intel Core- I5, 2GB/4GB DDR3 RAM,320GB/500GB/1TB HDD	14-12-2013	Procurement of New PCs with new configuration

	(40 Nos)		
4	Microsoft Volume License	6-5-2014	Purchase of paper licenses
5	Internet connections from SKY.NET: Leased 10 Mbps (02 lines) and 15 Mbps (1 Line)	9-10-2015	Upgradation of Internet connections to high speed leased line connectivity
6	Intel Core i3, 4GB RAM,500GB HDD, 18.5" LED Monitor (160 Nos)	13-10-2015	Procurement of new PCs with new configurations
7	Internet Connections from Supersonic Broadband services: 70 Mbps Leased Internet connection.(10 Mbps at Ladies Hostel)	27-10-2016	Upgradation of Internet connections to high speed leased line connectivity
8	HP Commercial Desktop Intel Core i7, 1 TB HDD, 8GB DDR RAM, 18.5" LED Monitor (02No)	25-11-2016	Procurement of new PCs

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio

Response: 3.05

File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 56.45

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

2016-17	2015-16	2014-15	2013-14	2012-13
386.6	400.48	377	361	278

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

Library:

Newgen ILMS has the Web Enabled OPAC facility for easy access of materials to the stakeholders of the institute out side campus. Through this facility users can search books and journal, renewal for borrowed books, new arrival for the month etc.,. Users are receiving Email and SMS alert facility for their transaction. This facility saves the time of users and library staff. It is satisfying the fourth law of library science 'Save the time of users/staff'.

Equipments:

All Equipments of all laboratories in the departments are well maintained to run experiments as per curriculum in a systematic manner by Institute fund. The major equipment's are calibrated every year during vacations (or as and when required by departments) for precise measurement.

Repair is carried out if any faults are detected. And also, a qualified team of technical staff is available for maintenance and networking facilities of computers.

The major steps taken for location, upkeep and maintenance of sensitive equipments are as follows -

- 1) Provision of UPS to ensure constant power supply.
 - 2) Provision of generator-set for uninterrupted power supply.
 - 3) Some of the staff members are given the responsibility for supervision of maintenance works.
 - 4) The college has one permanent staff member for general electrical maintenance and maintenance of generator on a regular basis.
 - 5) All laboratory instruments are serviced on a regular basis. When need arises qualified personnel are called for servicing.
 - 6) Institute has 24 hours water supply connection from the corporation. The corporation water is collected at underground tank at hostel. The collected water is lifted to different part of the institute by 3HP and 5HP pumps. The hydraulics and hydraulic machinery lab will receive water from hostel and it is stored first at underground tank, then the storedwater is lifted to overhead tanks for carrying out the lab experiments.
- The institute has got overhead tanks at places of RO plant, lavatories,labs etc to meet the required water demand. All overhead andunderground tanks are cleaned once in 2 months. Pump maintenance isdone as and when required.
- 7) MCBs have been installed in locations where sensitive equipment's are located.

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 33.93

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

2016-17	2015-16	2014-15	2013-14	2012-13
1869	1746	1243	212	419

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0.57

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
7	2	2	39	34

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

- 1. For competitive examinations**
- 2. Career counselling**
- 3. Soft skill development**
- 4. Remedial coaching**
- 5. Language lab**
- 6. Bridge courses**
- 7. Yoga and meditation**
- 8. Personal Counselling**

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 11.26

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

2016-17	2015-16	2014-15	2013-14	2012-13
463	465	256	268	319

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 30.5

5.1.5.1 Number of students attending VET year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
722	1269	1345	641	853

File Description	Document
Details of the students benefited by VET	View Document
Any additional information	View Document

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

Response: Yes

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

5.2 Student Progression

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

Response: 16.38

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

2016-17	2015-16	2014-15	2013-14	2012-13
298	78	100	36	43

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 6.07

5.2.2.1 Number of outgoing students progressing to higher education

Response: 41

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 100

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	16	11	16	14

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	16	11	16	14

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 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) during the last five years.

Response: 3

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	1	1	0

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

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

There is an active Student Council & representation of students on academic & administrative bodies/committees of the institution as follows.

- Sports Secretary (Men and Women)- takes care of sports activities

- Cultural Secretary (Men and Women)
- General Secretary- takes care of all co- curricular, extracurricular and cultural activities.
- Student representative is also taken in all department affairs.

Sports Secretary is selected every year based on their participation and achievements in sports. The institute academic topper is selected as General Secretary.

The institute has also academic and administrative bodies that have student representatives on them.

Academic:

- Department Advisory Board

Administrative:

1. Anti-Ragging committee
2. Cultural Committee
3. Technical Festival Committee
4. Canteen Committee
5. Sports Committee

File Description	Document
Link for Additional Information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 2.6

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	7	2	1	2

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Yes, the institute has a registered Alumni Association which contributes significantly to the development of the institution through non financial means.

- Every year the meeting of alumni is called by different departments and valuable suggestions are collected and discussed.
- Special meeting is also arranged for a range of batches of alumni, as per the demand of alumni.
- The institute is in touch with all the alumni through social network site such as Facebook ,Whatsapp etc.
- Alumni's are invited as Chief guest during Annual gathering and Fresher's Day celebration to present their experience.
- They are also invited as guest lecturers from all departments regularly.

File Description	Document
Link for Additional Information	View Document

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

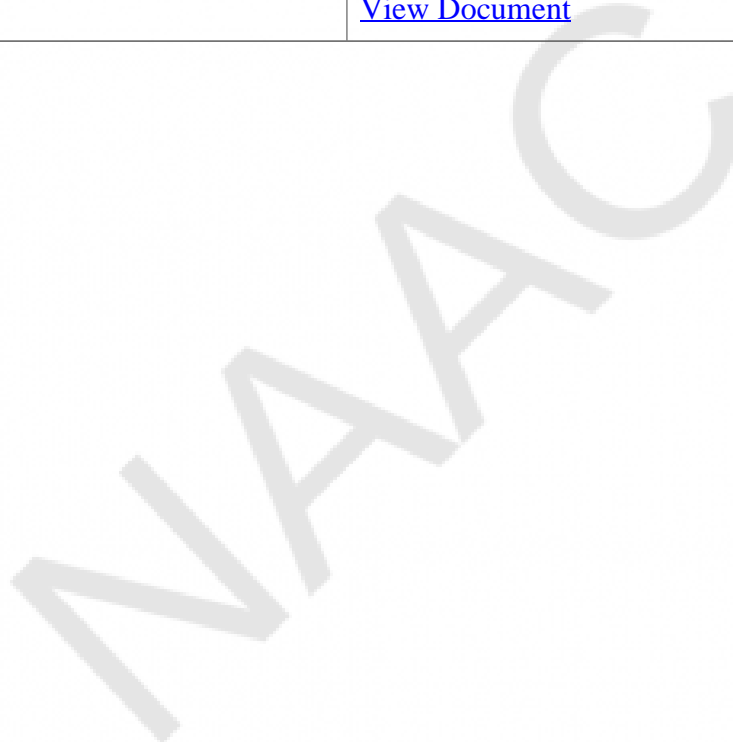
5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 13

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	4	4	1	2

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Report of the event	View Document



Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision and Mission of the Institute: Vision and Mission statements of the institute are defined keeping in view the objectives of the founder members of the BLDE Association.

Vision:

- To Emerge as a Widely Acknowledged Centre in Technical Education and Research to Cater the Need of Society with a Futuristic Outlook.

Mission:

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

Governance:

The organizational structure of the institute is as shown in Figure 6.1.1, (given in additional information). The governing policies, rules and regulations for the institutions coming under the umbrella of BLDE Association are framed/ revised by the management of BLDE Association. The Chief Administrative Officer and Administrative Officer (for professional colleges) frame/ revise policies for the institutions and are approved by the President of BLDE Association. The framed policies are implemented at the institute level under the supervision of Principal, Vice-Principal and other stake holders. Any additional policies that are necessary to realize the institutional vision & mission are framed at institution and the approval is obtained by the President of BLDE Association.

The dynamic and visionary President and Board of Directors of the Association formulate/ revise new policies/ existing policies to suit the present trends in education system and for the benefit of the stake holders.

Various committees such as Academic, R&D, Admissions, Library, Hostel & Canteen, Student Welfare, Grievance Redressal, Anti Ragging etc. are formed as a part of decentralization and to effectively manage various activities.

Teachers of Professor, Associate Professor and Assistant Professor cadre are on various committees as chairman/ members. Supporting staff and student members are also included in various committees.

Some of the perspective plans which are implemented:

- Establishment of Centers of Excellence (at least one in each department) to deliver add-on courses to students in emerging areas. Bosch-Rexroth Centre established at a cost of Rs. 1.25 Crore. Intel-FICE Embedded Systems Laboratory at a cost of Rs. 5.00 Lakh are just few centers to name.
- Research funds (as a seed money) is being provided to prospective young faculty members to start research in upcoming areas of science, engineering and technology
- Fee-waiver scheme for meritorious student

File Description	Document
Any additional information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Yes, the Institution Organizational Structure shown in Figure 6.1.1, (given in additional information) indicates the participation of all the members in the management of institution affairs. Similarly, Figure (6.1.2) (given in additional information) shows the various committees formed at institute level. All the employees are given equal opportunity to participate in all levels of management. Staff members (teaching and non-teaching) are included as members of various committees such as academic, administrative, R&D and Training and placement.

Meetings are conducted on regular basis to discuss on various matters of the institute and department. Staff suggestions are invited and if feasible are implemented. Every month department meetings are held under the chairmanship of head of the department (HoD) where internal things are discussed and the HoD collects the suggestions from the faculties and present it in HoD's meeting which is held every month under the Principal as its Chairman.

The meetings at management level are held regularly to take stock of academics, administrative and maintenance & developmental activities to implement the policies and also to suggest measures / make recommendations to the Governing Body for better action in the respective areas.

A case study of decentralization:

Anti Ragging Committee: As per the guidelines of AICTE/UGC and affiliating University, an anti-ragging committee is to be constituted in the institute. Also, squads consisting of teaching faculty (for both boys and ladies hostel) are constituted. The squad members will visit the respective hostels during the said time and listen to the problems of first year students. Every Monday anti-ragging committee meetings are organized, to which PSI of nearest police station is invites, student members (hostel residents) are also invited. The minutes of the meeting are documented. If any problems are reported, then the committee will take immediate action to solve the problem.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Yes, the institute has perspective plan for development. The institution takes effort in finding the key performance indicators from various perspectives for performance assessment and development.

- 1.It addresses the various issues from the stake holder perspective and takes steps to fulfill the requirements of its students, their parents, employer community etc. The institution has an active placement cell addressing the training and campus placements.
- 2.Improvement in teaching-learning process by incorporating innovative teaching methodologies, ICT tools, creating a conducive learning environment.
- 3.There is also a perspective plan to provide an Tobacco free campus
- 4.The plan includes the programs for faculty development and student development.
- 5.The plan also includes the provision for getting Autonomous status, introducing new PG programs, improving placement activities, strengthening of infrastructure for research activities and motivating the faculty members towards Research, Consultancy, filing Patents, Higher studies etc

One example of perspective development plan: This is related to strengthening of research and development activities. This includes increasing the number of quality research publications in peer reviewed journals, participation by faculty members in international conferences to present their research papers, fetching more grants from various funding agencies and filing patents.

A plan was prepared by the research and development committee. The committee organized many workshops on writing research proposals, writing a good paper, awareness on intellectual property rights. Experts from other institutions were invited to provide guidance on above.

As a result, the number of publications by our faculty has increased from 10% (in 2014-15) to 25% (in 2016-17). Similarly, the number of grants received from various funding agencies shot from Rs. 20.00 lakh (in 2015-16) to Rs. 56.00 Lakh (2016-17).

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Position	Functions
President, Governing Council	<ul style="list-style-type: none"> • Frame directive principles and policies. • Amend and approve policies from time to time • Approve budgets
Principal	<ul style="list-style-type: none"> • Design & define organization structure. • Define delegate responsibilities of various positions in the organization • Ensure periodic monitoring & evaluation of various processes & sub- processes • Ensure effective purchase procedure • Define quality policy and objectives • Prepare annual budget • Conduct periodic meeting of various bodies such as Governing Council, Standing Committee, and Grievances Redressal Committee etc. • Employee recruitment process • Setting up key performance indicators
Institute Advisory Board (BoG)	<ul style="list-style-type: none"> • Define Mission, Vision, Long term and Short term goals, • Frame policies that help the institute in achieving expected quality.
Coordinator Administrative affairs	<ul style="list-style-type: none"> • Help Principal in administrative activities • Look after AICTE and VTU related matters • To assist Principal in preparing budget, analysis of revenue –expenditure • To bring in quality at all levels of administration • To implement Standard Operating Procedures • To look after the functioning of academic, training & placement and R&D cells
Coordinator for Admissions	<ul style="list-style-type: none"> • Action plan for attracting talented inputs • Execute the admission process • Frame strategies to improve admission status in consultation with <p>Principal and AO</p>

	<ul style="list-style-type: none"> • Arrange campaigns outside the state • Design and print admission brochure • Publicity of events
Coordinator for Research and Development	<ul style="list-style-type: none"> • Establishing Research Ambience • Industry Institute Interactions • Incubation Centers • Externally funded research • Collaborative research • Promoting publications • Workshops / Seminars
Coordinator for Academics	<ul style="list-style-type: none"> • Innovative Teaching Learning Methods • Effective delivery of curriculum • University Result Analysis • Targets and Benchmarking • Action plan for high risk subjects • Academic Excellence Action plans • Academic reforms • Action plan for backloggers • Prepare and execute academic calendar • Oversee the teaching-learning process • Initiate supplementary teaching measures
Coordinator for Training and Placement	<ul style="list-style-type: none"> • Enhancing Student Employability • Placement Networking • Identifying training needs of students • Value Added Training Programs • Organizing training programs for students (aptitude, technical, communication etc.) • Arrange campus interviews • Proposing annual T & P budget
I/C Alumni Association	<ul style="list-style-type: none"> • Ensure alumni registration • Prepare alumni news letter • Arrange Alumni meet at institute and other Alumni chapters • Proposing annual budget for the alumni activities
I/C Workshop	<ul style="list-style-type: none"> • Smooth running of college workshop • Preparing Material Requirement • Proposing budget for the workshop
I/C Entrepreneurship Development Cell	<ul style="list-style-type: none"> • Notify the students about various Entrepreneurship Development programs • Arrange Entrepreneurship Development Programs
Administrative Officer	<ul style="list-style-type: none"> • Service Books • Faculty personal files • Recruitment process • Maintain minutes of meeting (all) • Co – ordinate day to day activities of office

	<ul style="list-style-type: none"> • Purchase process • Annual College budget
I/C Library	<ul style="list-style-type: none"> • Plan and execute modus operandi of routine activity of the library • Plan and propose expansion / development • Maintain library discipline and culture • Prepare annual budget for library
I/C Sports and Gymkhana	<ul style="list-style-type: none"> • Ensure smooth conduct of sports • Ensure proper use of gym • Purchasing of sport items • Encourage students to participate in zonal tournaments • Creation and upkeep of sports facilities • Proposing annual budget
Head of Department	<ul style="list-style-type: none"> • Plan and execute academic activities of the department • Maintain discipline and culture in the department • Maintain the department neat and clean • Pick and promote strengths of students / faculty / staff • Monitor academic activities of the department • Propose Department Budget • Adhere to QMS Procedures • Maintain departmental records
File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: B. Any 4 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Broadly, there are four core committees constituted at the institute. They are:

1. Administrative Affairs Committee
2. Academic Affairs Committee
3. Research and Development Committee
4. Student Experience and Training & Placement Committee

Vice-Principal (Administrative affairs) looks after Administrative Affairs Committee, Vice-Principal (Academics and R&D) looks after Academics and R&D committees and a coordinator is designated to look after Student Experience and Training & Placement committee. The staff members and students are included in each of the above core committees as its members. Each committee will hold meetings with its members to discuss on various matters and the minutes of the meeting are registered. The resolutions made in these meetings are circulated among all the stake holders.

Before taking any important decisions, the matter is brought before the institute Governing Council for the approval.

Example: Resolutions made in the Academic Affairs committee meeting to bring in some reforms in academics to improve the performance of students in Internal Assessment Tests and Semester Examinations

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Following are the effective welfare measure taken for teaching and non-teaching staff of the institute.

- EPF
- Group Insurance
- Gratuity
- Concession in tuition fees for the employee children
- Leave as per BLDE Association Service rules
- Safe drinking water
- Clean environment
- Good lighting and ventilation and furniture at work place
- Computer with internet facility
- Safety measures in Laboratories where there are risks
- First Aid kits
- Canteen/Cafeteria facilities
- ESIC for non-teaching staff

File Description	Document
Link for Additional Information	View Document

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

Response: 1.42

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

2016-17	2015-16	2014-15	2013-14	2012-13
14	2	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document
Any additional information	View Document

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

Response: 7.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	11	7	7	3

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 49.29

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
142	136	124	97	31

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Yes. The institution has well defined performance appraisal system for teaching and non-teaching staff. The head of human resources of BLDE Association circulate the formats of performance appraisal for teaching and non-teaching staff. Certain performance parameters with respect to academics (results, teaching etc.), research publications and grants, consultancy, books authored, contribution to department and institution etc. are listed in the appraisal format. Points are allocated to each of the parameter. Two sections where in the head of the department and head of the institute appraise the performance of the employee. All the filled in performance appraisal forms are sent to HR head for further processing. This appraisal system is the basis for grant of increments, promotions, incentives etc.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Yes, the institute goes through the process of external financial audit. The auditor is identified by the and General Secretary and Finance Officer of B L D E Association, Vijayapur. The financial auditor designated by the B L D E Association visits our institution with prior intimation to conduct financial audit for the immediate previous financial year. Our institute accountants and office superintendent will help the auditor and his team by providing all the account related documents as and when asked by the auditor. The auditor and his team will go through all the finance related documents; ask for clarification to accountant/office superintendent/Principal/administrator. Also, the auditors will bring minor lapses to the notice of accountant and explain them the correct procedure.

Once the audit process is over, the auditor prepares the financial audit report. The financial audit report is submitted to the office of finance officer of B L D E Association. If any serious findings are reported, then the finance officer will call our accountant to get more information/clarification.

The institute does not conduct internal financial audit. However, stock verification of all the departments, Laboratory equipment and Library books is done annually by the staff members designated by the Principal. The stock verification report is submitted to the Principal.

File Description	Document
Link for Additional Information	View Document

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

Response:

Mobilization of funds:

The main source of the funds for institutional development activities is mobilized from student tuition fees. Other sources are grants received from various funding agencies for research, setup of laboratories and conduct of faculty development programmes.

Utilization of resources:

At the beginning of each academic year, head of the institution ask all the department heads to submit budget (departmental) for that academic year. Once the requirements from the departments is obtained, the budget is allocated by the head of the institution. Based on priority and need, the budget is approved.

Once the department budget is approved, then the budget for the entire institute is prepared.

Once the resources are allocated, it is the responsibility of respective department heads and co-ordinators to see that the allocated fund is optimally utilized.

6.5 Internal Quality Assurance System

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

Response:

Yes, Internal Quality Assurance Cell (IQAC) has certainly contributed towards institutionalizing the quality strategies.

Following are few practices implemented at the Institute-

Practice-1

Mechanism developed to get feedback from students. Provide feedback analysis and action taken.

Evaluation of teachers by students’ feedback is carried out at various stages as below:

- Self appraisal by faculty within two weeks of commencement of each semester.
- Mid semester appraisal after 1st I.A Test by respective HODs
- End semester appraisal (online) at the Institute level
- Exit feedback (online) from final year students at the end of VIII semester.

From Mid semester students’ feedback, faculties getting poor feedback are asked to improve to satisfaction of students by respective HOD or by Institute committee.

From end semester appraisal, faculty getting excellent feedback gets appreciation letters. Faculty getting poor feedback gets advisory note to improve.

Practice-2

- Tutorial classes for difficult subjects.
- Remedial classes for weak students (Slow Learners).
- Assignments for all subjects.

File Description	Document
Link for Additional Information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The institute has a well structured system and methodologies for the periodic review (assessment and evaluation) of teaching-learning process and learning outcomes.

Before setting up of IQAC, Academic Audit committee used to review the teaching-learning and learning outcomes. Now it is done by IQAC.

The following is the review process:

The institute pays maximum attention to the teaching learning process and takes necessary steps to

improve the same.

The teacher handling the subjects plans in advance the lecture delivery schedule, the mode of teaching. Keeping in mind the learning outcomes, the contents of the curriculum is delivered. First review as far as teaching is concerned is in the form of student feedback taken at the beginning of the semester (normally after 3-4 weeks of commencement of semester). In case of poor feedback, the teachers are called and they are advised to take appropriate steps to improve the same. In some cases, a senior faculty mentors such staff members.

Second review is again through student feedback taken at the end of the semester. This feedback is one of the performance parameter included in performance appraisal of the teaching staff.

Another set of review is through the performance of students in: (1) Internal Assessment tests and (ii) End Semester Examinations. Based on the passing percentage and number of students scoring, second class, first class and first class with distinction marks the quality of teaching-learning is assessed.

The learning outcomes for all the courses are defined. They circulated among all the stake holders through lesson plans/course file and department web site.

There is dedicated software for the assessment and evaluation of learning outcomes. Based on the marks scored by students in continuous internal evaluation tests and end semester examinations, the attainment of learning outcomes is assessed. For all the learning outcomes targets are set. If, one fails to attain the targets, an actions plan is asked from such staff members to improve the same.

File Description	Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 8.8

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
22	9	8	5	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)

Response:

As the institute is going for the first cycle of accreditation by NAAC, we are mentioning the improvements made during the last five years. The following board areas are identified to list the incremental improvements.

1. Academics

2. Administrative
3. Research and Development
4. Training & placement and Sports & Cultural

Improvements in Academics.

Year-2011-12

1. Two PG programmes started
2. Intake of Mechanical Engg enhanced from 90 to 120
3. Remedial classes for slow learners introduced
4. Assignments and Tutorials (for critical subjects) introduced. (not in university curriculum)
5. Online faculty appraisal

Academic Audit Committee setup to review teaching learning process.

Year-2012-13

1. Intake of UG programmes enhanced
 - ECE from 90 to 120
 - Civil Engg 30 to 60
2. Two PG programmes started in Mechanical & CSE departments
3. Civil, ECE, EEE and Automobile programmes got permanent affiliation from VTU, Belagavi
4. Construction of Class room complex for first year, MCA, MBA and Architecture started
5. OBE system introduced
6. Assessment and evaluation of CO, PO, PEO implemented
7. Students mentoring system started

Year-2013-14

1. Intake of UG programmes enhanced
 - CSE from 90 to 120
 - EEE from 30 to 60
2. Two PG programmes started
3. VTU granted permanent affiliation status to Mechanical and Computer Science programmes
4. Obtained ISO 9001:2008 certification from URS
5. MoU was signed between Karnataka Biotechnology and Information Technology Services (KBITS) and our institute to setup incubation center at our institute.

Year-2014-15

1. Started one PG programme in Mechanical Engg department

Year-2015-16

1. Five UG programmes (Civil, Mechanical, Electrical, Electronics and Computer Science) got NBA accreditation

Year-2016-17

1. OBE software purchased and implemented
2. Obtained ISO 9001:2015 certification from URS

Improvements in Administrative

1. Faculty performance appraisal introduced to grant increment and promotions
2. Grievance redressal cell, Anti-sexual harassment cell, SC/ST/OBC cell constituted
3. Decentralization in functioning the institute, various sub-committees were constituted for the smooth administration. The objective of this was to implement participative management
4. Roles and responsibilities of all the administrative people were defined

Improvements in Research and Development

1. Faculty publications in peer reviewed journals and conferences improved from 50 to 300.
2. Research grants increased from almost NIL to 95.00 lakhs
3. Centers of Excellence established in Mechanical and Electronics departments
4. Research facilities in Tribology and Sound & Vibration established
5. Number of faculty with Ph.D. qualification rose from 5 to 22

Improvements in Training & placement and Sports & Cultural

1. Students training programmes started to help placements of students
2. Placement cell strengthened by adding four deputy placement officers
3. Language laboratory started
4. Digital library started
5. LCD/ LED projectors fitted in all class rooms
6. NPTEL learning material made available
7. Code of conduct for students formulated
8. Yearly student events such as Invictus and Sambhrama introduced
9. Sports facilities- Basket ball ground constructed

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 0

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

Response:

The Institute shows gender sensitivity in all aspects starting from admission till they graduate successfully from our Institute. The institution has Anti Sexual Harassment Cell which looks after the issues pertaining to women.

1. Safety and Security- The institution gives high priority for safety and security of students, staff and infrastructure. The Institute has CCTV Cameras all over the prominent places of Campus. The Institute also has Security Guards in Uniform who monitor the campus 24/7.

The institute has separate bus facilities for girls. Apart from these, Girls are motivated to participate in various activities in cultural and sports.

2. Counselling- Each staff of our institute is assigned with 20 to 25 students when they first take admission to look after their progress, problems and do mentoring for 4 complete years. They also do career counseling. Along with this, Ladies teachers also meet girls and do mentoring if they observe anything unusual.

3. Common Room- There is a separate Ladies Room for girls in the Campus and also in Girls Hostel.

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 100

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 348000

7.1.3.2 Total annual power requirement (in KWH)

Response: 348000

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 10

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 10440

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 104400

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

Solid waste management: -The solid wastes generated in the college campus comprises of paper waste,

garden waste and small amount of plastic. The daily generated waste is collected in the large container. The collected waste is processed through the 2 vermicomposting pits constructed in the campus to obtain manure which is utilized in the campus garden. The constructed pit size is 3m x 1.2m x 0.8m.

Used old Journals, blue books and assignment copies are collected from the department and sent to the association office for further processing.

Along with the garden and paper waste some quantity of food waste is generated through hostel mess and canteens (2 Nos). The generated food waste is collected and handed over to cattle rearer.

Liquid waste management: -Liquid waste generated in the campus consists of sewerage from hostel and college Water closets and waste generated out of laboratories such as chemistry, environmental, Hydraulic and hydraulic machinery lab etc. the liquid waste generated from above sources are discharged to the municipal sewer line.

E-waste Management: -E- Waste materials are collected from all the departments and kept in a designated place. As per the Management and Handling rules, report of the total E waste generated in the institute is submitted to Karnataka state Pollution control board (KSPCB).

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The campus sprawls over 6 acres of land. The total roof top area of college is 19,853.25 Sq.m. An average annual rainfall of 553mm is observed in vijayapur. Based on this calculation the total amount of surface runoff estimated was 10, 978.84 cumec/year. The rain water harvesting systems for the above mentioned quantity are being planned and implemented in near future. In the proposed rain water harvesting system, part of the harvested rainwater is to be utilized in hostel and day today college water requirement. Excess harvested water is planned to be stored in underground sumps. Scattered surface runoff points are identified and ground water recharge is being planned.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

- Students, staff using

- a) **Bicycles:** - Nature club is actively working in the college and every semester it organizes pollution free day drive. On this day staff and students are asked to travel by bicycle or public transport.
- b) **Public Transport:-** To avoid usage of individual vehicles, girls students staying in hostel are provided with bus facilities to and fro from the college campus. College encourages students for usage of public transport by helping them in acquiring yearly bus passes.
- c) **Pedestrian Friendly Roads:-** In college campus separate parking areas for 4 wheelers and 2 wheelers are identified. Vehicles are restricted from entering the interiors of the campus. Security staff is appointed to monitor and regulate the vehicles in the campus making it an accident free zone.
- **Plastic free campus:** - Canteen and hostel mess are directed to use steel plates, plates and other utensils instead of plastic material, in order to make the campus plastic free. Message boards generating awareness regarding hazardous effect of plastic usage are displayed throughout the campus.
 - **Paperless office:** - The administrative section and departments are directed to use electronic systems for internal communications to avoid excess paper usage. Single sided used sheets are reused for rough print outs at the department levels. Two pages per sheet printout system is adopted for printing IA question papers at department levels.
 - **Green landscaping with trees and plants:** -Tree plantation is routinely done in the campus on important days such Independence Day and Environmental day. Staff has been appointed for maintenance of trees in the campus. Students have initiated Swachh Bharat Abhiyan in the campus. As the initial task of this Abhiyan the campus compound wall was painted by Architecture students, to bring in awareness regarding cleanliness.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.06

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0.13	1.548	0.02	0.18125	0.46649

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: E. None of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 2

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	1

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 1

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

File Description	Document
Report of the event	View Document
Details of initiatives taken to engage with local community during the last five years	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: No

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 8

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The Institute Celebrates the following national festivals and birth / death anniversaries of the great Indian personalities with enthusiasm and inculcate nationalism and fill moral values in staff and students -

1. Independence Day
2. Republic Day
3. Karnataka Rajyotsava on 1st November
4. Engineer's Day (Sir M. Visvesvaraiyah)
5. Gandhi Jayanti
6. Basava Jayanti on April 18
7. Teachers Day (Dr Sarvepalli Radhakrishnan)

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Yes, The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions.

BLDE association has framed service rules or policies for unaided professional colleges. The service rule book and policies are circulated among all un-aided professional colleges coming under its umbrella.

Transparency in Financial matters:

Student fee is as per Karnataka Examination authority and Fee Regulatory Committee guidelines. Applicable tuition Fee is paid by students through DD, PAYTM or SBI online portal.

The revenue generated from testing and consultancy is divided among institution and staff members involved in the work in a fixed ratio.

All purchases are made as per the guidelines issued by the BLDE Association.

Transparency in academics:

All the members of staff are advised to treat all students equally and stick to the norms /guidelines issued by institution higher authorities.

If any grievances arise, students approach grievance redressal committee chairman. If any discrepancies are noticed, they are set right.

Transparency in Administrative functions:

As said earlier, the BLDE Association has framed service rules/ policies. All the employees of the institute

are bond to follow these.

If any discrepancies or grievances are there, then the employee is free to approach Grievance redressal committee.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice-I

1. Title of the Practice

“Outcome Based Education (OBE) for Effective Teaching-Learning”.

2. Objectives

The aim of implementing OBE is to improve teaching-learning process thereby improving performance/ success rate of students. The underlying principle of OBE is “Keep end result in mind”. The OBE principle helps in defining objectives and outcomes of the course/ programme. After defining the objectives and outcomes, effective teaching methodologies are utilized to deliver the curriculum content. The OBE principle is students centric & not teaching centric. Teaching staff will make efforts to achieve the intended outcomes. The OBE is being implemented in our institute since 2007.

3. The Context

Creating awareness about OBE among staff and students was a challenging job for the institute management. Changing the mindset of staff and students, shifting from current practices to entirely new concept was another hurdle.

To overcome the above challenges, the designated co-ordinators organized workshops/ seminars on OBE for both staff and students. Invited guest lectures were organized to address the staff and students and to create awareness about OBE.

Writing course objectives and outcomes was another challenge. Workshops were organized on “How to write course objectives and outcomes”.

A seminar on Blooms Taxonomy was also organized for the benefit of faculty members.

4. The Practice

- Defining course objectives and outcomes, unit wise in line with Blooms Taxonomy.
- Preparing lesson plan, methods of content delivery.
- Identifying gaps in curriculum to achieve defined outcomes.

- Conducting IA tests assignments, tutorials in line with defined outcomes.
- Assessment and evaluation of outcomes.

5. Evidence of Success

- Improvements in results. (example for the department of civil engineering success rate of students admitted in the year 2010-11 and passed out in 2013-14, was 67% and it increased to 81.5% for students admitted in the year 2012-13 and passed out in 2015-16. (Refer-5.2.2).
- Improvements in quality of projects getting KSCST grants.
- Improved teaching learning process.
- Improvement in Placements
- Improved quality of students (CET-ranks)

6. Problems Encountered and Resources Required

Problems encountered:

- Lack of awareness among staff and students about the concepts of OBE.
- Changing the mindset of staff and students to align with OBE concepts.
- Defining course objectives and outcomes.
- Process of assessing and evaluating the course outcomes.
- Availability of OBE experts at institute.

7. Notes (Optional)

OBE is one of the best quality tool to implement in institutes of higher education to improve the performance of students. If OBE is implemented rigorously, intended outcomes are definitely achieved.

Best Practice-II

1. Title of the Practice

“Merit Incentives for staff and students”.

2. Objectives

The aim of this practice is to motivate enthusiastic staff and meritorious students.

The institute in consultation with BLDEA management has implemented merit incentives schemes to motivate staff and students. The incentives are performance based. The performance may be w.r.t academics, research, publications etc.

3. The Context

- Major hurdle to implement merit incentives schemes was convincing the BLDEA management. Benefits and financial implications of implementing merit incentives schemes were explained to the BLDEA management.
- Identifying the categories of scheme itself was another challenge. In consultation with members of BOG and other experts it was decided to provide merit incentives as stated below

For staff

- Paper publications in peer reviewed journals.
- Research grants.
- Presenting paper at reputed conferences.
- Publishing a Book/ Monogram/ Chapter in a Book.
- National/ State level awardees.

For students

- Class toppers and university rank holders.
- Fee Waiver schemes.
- Formulating the criteria / parameters to identify students and staff was yet another challenge. A team of experts was constituted to formulate the criteria.

4. ThePractice

- Circular is sent to all the departments seeking information on paper publications, research grants, any other achievements of staff and students.
- A team is constituted to scrutinize the applications.
- A list is prepared based on the defined criteria in various categories
- Incentive list is sent to the management for approval.
- Incentives are distributed in Annual gathering.

5. Evidence of Success

- Increased number in quality publications.
- Increase in number of research grants fetched.
- Increase in Book publications.
- Increase in number of FDPs/ STTPs organized (funded by external agencies).
- Rise in number of research proposals submitted to various funding agencies.
- Increase in number of faculty with Ph.D. qualifications.

6. Problems Encountered and Resources Required

Problems encountered:

- Convincing BLDEA management and taking approval.
- Taking approval from BLDEA management on financial budget.

- Experts to identify the categories, parameters or criteria of incentive schemes.
- Motivating staff and students.

7. Notes(Optional)

Providing merit incentives to staff and students is another best practice that institute has implemented. This practice not only motivates staff and students but also creates best culture in the institute.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The vision of the institute is “To emerge as a widely acknowledged centre in technical education and research to cater the need of society with a futuristic outlook”

From the vision statement it is evident that the institution has a clear vision of providing competent technocrats to the society.

The BLDE association administration has provided all necessary support to the institution in order to realize the set vision and mission.

At institution too, all the members of staff have contributed continuously for the realization of set vision and mission.

As a matter of fact, our alumni are working in respectable positions in public and private national and multinational companies.

Our graduates working in various organizations across the globe have made contributions directly/indirectly to the society.

Our graduates are into police services, politics, in research organizations academics, social service, software and have exhibited their own structure.

The other thrust area of the institute is to inculcate the culture of research among students as well as staff members.

In order to create a research ambience in the institute, BLDE Association announced research incentives, motivated faculty to pursue Ph.D in premier institutions, supported young faculty with seed money to initiate research.

As a result of above efforts, today we have a good number of faculty with Ph.D qualification, research

publications and research grants. Using research grants, research facilities have been established.

Both UG and PG students are motivated to take up live problems and provide solutions to them.

Following are the few projects undertaken by our students,

1. Solar and manual driven vehicle to flood affected people
2. A novel bicycle for Divyangas
3. Sugarcane planting equipments
4. Manufacturing of building blocks from waste plastic

Thus, the BLDE management and institute authorities and staff hence contributed in a big way to realize the vision of the institution.

5. CONCLUSION

Additional Information :

Today BLDE Association glows as one of the leading educational associations of Karnataka, conceived with a framework under the dynamic President and well known versatile visionary Shri M.B. Patil, Minister for Major Irrigation, Govt. of Karnataka.

After more than three and half decades of successful journey in engineering education; Our Institute is one among the renowned engineering colleges in North Karnataka. Further, scope and energy for continued dynamism in higher education curricular. The infrastructural facilities are the means for Academic Excellence and it has always been one of the significant advantages of the institution. The college has a rich convention of farsightedness and transformational leadership which has determined the institution towards the unique growth and development that it experiences today.

The institute management has a well-defined mechanism named SOP (Standard Operating Procedures) to monitor effective and efficient use of available resources towards the growth of the institute, every year the performance of each and every faculty will be analyzed, awarded/rewarded by the management at association level.

A proven record of relevant research, publications, development of entrepreneurship, placements and consultancy services by the faculties. Periodic soft skills training programmes like communication, personality development, motivation is designed as a part of the curriculum / syllabus right from the first year of college. Regular Industrial visits/Internships for the students are organized. Institute has excellent girl's hostel infrastructure accommodating 300 plus students, well built Boys Hostel, Canteen, ATM etc. Institute conduct outreach programs, Extensive/ Social events for the benefit of society.

Concluding Remarks :

The BLDEA's V.P.Dr.P.G.Halakatti College of Engineering and Technology is located in an economically backward area. It is fulfilling the need of professional education in engineering in this part. The institute is providing best quality education to the students. It has scope to give more employable students in this part of state.

Even though the curriculum is designed by university it is efficiently and effectively followed by different plans of the institute. The institute is achieving good results in academics as well as in co-curricular activities and in placements too.

To bridge the curriculum gap, guest lectures, seminars, workshops are conducted on regular basis. Internal external audit is done periodically.

Our institute is research centric. Many of the departments have their own research centers. Institute has various National/International Private/Government MoUs with other Institutions, Industries and Universities. State of art infrastructure is available in the college for effective & efficient conduct of the educational/Co-curricular, administrative, Social program offered by the institute & Association. Information center adds stars to the learning atmosphere in the campus. Various students support cells makes it to stand a step ahead to favor its

students in all the circumstances. Institute provides all the necessary guidelines for students for their higher studies in and out of country. Institute practices a healthy atmosphere in Research, Social, Environmental and eco-friendly activities too. Over all institute in involved to solve the emerging needs of the society by producing world class engineers.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>3</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>3</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	7	3	1	0	0	2016-17	2015-16	2014-15	2013-14	2012-13	5	3	1	0	1
2016-17	2015-16	2014-15	2013-14	2012-13																	
7	3	1	0	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
5	3	1	0	1																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>9</td> <td>7</td> <td>5</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>3</td> <td>4</td> <td>4</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	15	9	7	5	4	2016-17	2015-16	2014-15	2013-14	2012-13	3	3	3	4	4
2016-17	2015-16	2014-15	2013-14	2012-13																	
15	9	7	5	4																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
3	3	3	4	4																	
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus- Semester wise/ year-wise</p> <p>Answer before DVV Verification : A.Any 4 of the above</p> <p>Answer After DVV Verification: E.None of the above</p> <p>Remark : The given documents are not clear, and hence cannot be accepted as proof.</p>																				
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p>																				

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
271	436	452	426	394

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
257	419	434	426	394

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

2.3.2.1. Number of teachers using ICT

Answer before DVV Verification : 137

Answer after DVV Verification: 109

Remark : As per the email from NAAC.

2.6.3 Average pass percentage of Students

2.6.3.1. Total number of final year students who passed the examination conducted by Institution.

Answer before DVV Verification : 702

Answer after DVV Verification: 675

2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution

Answer before DVV Verification : 910

Answer after DVV Verification: 883

3.1.2 Percentage of teachers recognised as research guides at present

3.1.2.1. Number of teachers recognised as research guides

Answer before DVV Verification : 10

Answer after DVV Verification: 1

Remark : As per the given list, the documents attached do not match with the list. Hence modified accordingly.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
49	30	29	26	18

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
41	33	28	22	16

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

3.3.3.1. How many Ph.Ds awarded within last five years

Answer before DVV Verification : 3

Answer after DVV Verification: 0

Remark : The given proof is not sufficient.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
0	2	0	2	1

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	1	1	2	1

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
17	7	6	3	4

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
14	5	6	3	4

Remark : As per the clarification, the given numbers has been changed.

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
175	30	4	80	80

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
231	30	0	20	80

Remark : As per the clarification, the numbers in the given proof do not match with the HEI Input. hence the numbers has been modified.

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
82	22	17	10	8

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
60	33	17	9	12

Remark : As per the clarification, the numbers in the given proof do not match with the HEI Input. Hence modified.

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
17	8	2	1	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
13	9	0	2	0

Remark : As per the given clarification, the numbers in the given document do not match with the HEI Input. Hence, the numbers has been changed.

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
19.17	2.64	4.7	11.10524	62.64

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
29.5	2.75	17.32	24.31	33.72

Remark : As per the given clarification , the numbers in the HEI Input has been corrected accordingly.

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
761	550	359	315	371

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
463	465	256	268	319

<p>5.3.1</p>	<p>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) during the last five years.</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 427 1046 562"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>3</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 640 1046 775"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	4	3	2	0	0	2016-17	2015-16	2014-15	2013-14	2012-13	1	0	1	1	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
4	3	2	0	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
1	0	1	1	0																	
<p>5.3.3</p>	<p>Average number of sports and cultural activities/ competitions organised at the institution level per year</p> <p>5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1055 1046 1189"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>8</td> <td>3</td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1267 1046 1402"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>7</td> <td>2</td> <td>1</td> <td>2</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	2	8	3	2	3	2016-17	2015-16	2014-15	2013-14	2012-13	1	7	2	1	2
2016-17	2015-16	2014-15	2013-14	2012-13																	
2	8	3	2	3																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
1	7	2	1	2																	
<p>6.3.2</p>	<p>Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1682 1046 1816"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>4</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1895 1046 2029"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	27	4	0	0	0	2016-17	2015-16	2014-15	2013-14	2012-13	14	2	0	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
27	4	0	0	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
14	2	0	0	0																	

<p>6.3.4</p>	<p>Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years</p> <p>6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 468 1046 602"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>160</td> <td>139</td> <td>124</td> <td>101</td> <td>31</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 680 1046 815"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>142</td> <td>136</td> <td>124</td> <td>97</td> <td>31</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	160	139	124	101	31	2016-17	2015-16	2014-15	2013-14	2012-13	142	136	124	97	31
2016-17	2015-16	2014-15	2013-14	2012-13																	
160	139	124	101	31																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
142	136	124	97	31																	
<p>6.5.3</p>	<p>Average number of quality initiatives by IQAC for promoting quality culture per year</p> <p>6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1052 1046 1187"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>10</td> <td>8</td> <td>5</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1265 1046 1400"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>9</td> <td>8</td> <td>5</td> <td>0</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	22	10	8	5	0	2016-17	2015-16	2014-15	2013-14	2012-13	22	9	8	5	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
22	10	8	5	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
22	9	8	5	0																	
<p>6.5.4</p>	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements 2. Academic Administrative Audit (AAA) and initiation of follow up action 3. Participation in NIRF 4. ISO Certification 5. NBA or any other quality audit <p>Answer before DVV Verification : A. Any 4 of the above</p>																				

	Answer After DVV Verification: A. Any 4 of the above																				
7.1.9	<p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> 1. Physical facilities 2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities 5. Rest Rooms 6. Scribes for examination 7. Special skill development for differently abled students 8. Any other similar facility (Specify) <p>Answer before DVV Verification : C. At least 4 of the above Answer After DVV Verification: E. None of the above Remark : since no proof has been provided, the claim cannot be accepted.</p>																				
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	1	1	1	1	3	2016-17	2015-16	2014-15	2013-14	2012-13	1	0	0	0	1
2016-17	2015-16	2014-15	2013-14	2012-13																	
1	1	1	1	3																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
1	0	0	0	1																	
7.1.13	<p>Display of core values in the institution and on its website</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No</p>																				

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>547</td> <td>545</td> <td>544</td> <td>519</td> <td>466</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>523</td> <td>522</td> <td>521</td> <td>519</td> <td>466</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	547	545	544	519	466	2016-17	2015-16	2014-15	2013-14	2012-13	523	522	521	519	466
2016-17	2015-16	2014-15	2013-14	2012-13																	
547	545	544	519	466																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
523	522	521	519	466																	

1.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 309 986 421"><thead><tr><th>2016-17</th><th>2015-16</th><th>2014-15</th><th>2013-14</th><th>2012-13</th></tr></thead><tbody><tr><td>882</td><td>903</td><td>806</td><td>798</td><td>782</td></tr></tbody></table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 501 986 613"><thead><tr><th>2016-17</th><th>2015-16</th><th>2014-15</th><th>2013-14</th><th>2012-13</th></tr></thead><tbody><tr><td>675</td><td>745</td><td>684</td><td>646</td><td>608</td></tr></tbody></table>	2016-17	2015-16	2014-15	2013-14	2012-13	882	903	806	798	782	2016-17	2015-16	2014-15	2013-14	2012-13	675	745	684	646	608
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882	903	806	798	782																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
675	745	684	646	608																	
2.5	<p>Number of teachers recognized as guides during the last five years</p> <p>Answer before DVV Verification : 13</p> <p>Answer after DVV Verification : 13</p>																				

