SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

K. L. S. GOGTE INSTITUTE OF TECHNOLOGY (AUTONOMOUS)

JNANA GANGA UDYAMBAG - 590008 BELAGAVI KARNATAKA
590008
www.git.edu

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

KLS Gogte Institute of Technology (KLSGIT), the flagship institute of Karnatak Law Society was incepted in 1979. It is across a sprawling mango meadow of over 23 Acres and has 450KW roof-top Solar power plant. KLSGIT, a permanent affiliate and Autonomous institution under Visvesvaraya Technological University(VTU). It has Seven B.E. programs, B.Architecture,Seven M.Tech programs, MBA and MCA. Five B.E programs are accredited by National Board of Accreditation, NBA expert team visit conducted for 2 M.Tech. program. The institute is NAAC A+ graded**.** KLSGIT has VTU approved 10 research centers. It has the honor of sheltering over 4500 students and 270 teaching and 200 staff.

All the departments have well equipped laboratories with modern facilities for experimentation in areas like Flexible Manufacturing Systems, 3D printing and scanning, High Voltage Engineering, VLSI, Total Station and full-fledged structural Lab. The campus has 1Gbps Internet connectivity.

Institute also has a very good industry connect. Courses in the form of electives are offred by the industries. It secured ‘Platinum’ category in AICTE-CII industry connect survey 2020-21.Training and Placement Cell conducts training programs with emphasis on soft skills.

Our alumni are found in several blue chip organizations in India and abroad. Many reputed companies have been visiting the institution for Campus Recruitment.

The institute offers a thorough living and learning experience through it's spacious class rooms, scintillating air conditioned computer labs, latest pedagogy, wi-fi ambience, learned staff, voluminous library, separate hostels for girls and boys, hygienic canteens, banking facility etc. Department associations, Student Clubs/ Chapters, NSS organise co-currcilar and extracuricular activities. Sports is also given equal importance. Students of our

college have represented the University in sports competitions. At the institute level, the tech fest "AVALANCHE" and cultural fest "AURA" is conducted every year. These events are planned and conducted by the students. This helps the students to polish their leadership and event managemnt skills.

The institution impart quality education and provides ample opportunities to the students that encompasses sustainable holistic development thereby enhancing the career prospects as well as life skills of the students. Undoubtedly every single stakeholder appears to be proud and contented here.

Vision

Gogte Institute of Technology shall stand out as an institution of excellence in technical education and in training individuals for outstanding caliber, character coupled with creativity and entrepreneurial skills.

Mission

To train the students to become Quality Engineers with high standards of Professionalism and Ethics who have Positive Attitude, a Perfect blend of Techno-Managerial Skills and Problem solving ability with an analytical and innovative mindset.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Supportive and proactive management.
2. Well defined Vison and Mission. The institute’s plan is aligned with the institute vision.
3. The autonomous status of the institute is extended for a period of 10 years, from academic year 2020-21 to 2030-31.

4. The college is placed in the NIRF rank band of 201-250 during last two years.
5. Accredited by NAAC with “A+” Grade during the 1st cycle.
6. Five B.E programs are accredited by NBA upto June 2022 and Two M.Tech programs were accredited by NBA upto June 2021. Expert team visit is completed for the next cycle.
7. The institute is placed in the Platinum category by AICTE-CII industry connect survey.
8. The institute is placed in A-category by NPTEL.
9. The instate has academic MoU with Shibaura Institute of Technology, Japan.
10. Preferred institute in north Karnataka by the students.
11. Qualified, experienced, and dedicated teaching faculty with good retention ratio.
12. Excellent teaching-learning process.
13. Outcome Based Education is implemented.
14. Student quality is good.
15. Very good infrastructure and facilities for teaching- learning process.
16. Students are placed in reputed companies.
17. Motivation and financial support for the faculty members for research, attending FDPs, Workshops, Conferences.
18. Effective use of ICT tools in teaching learning process.
19. Professional Society Chapters in every department.
20. Opportunity for students to be part of Student clubs such as Rotaract, RISE, Shourya, Vayuputra, NSS.
21. Secured and Safe environment for students.
22. Opportunity for students to learn the present technology through Industry offered courses for the students.

Institutional Weakness

1. Location disadvantage.
2. Start-up culture is slowly picking up but needs to be enhanced.
3. Research culture needs to be strengthened.
4. Consultancy activities are limited to Civil Engineering, Chemistry and Mechanical Engineering only.
5. Quality of publication needs improvement.
6. Budget Utilization is less.
7. Outside interaction by the students to improve.
8. Training sessions for technical and nontechnical staff is less.
9. Lack of funded projects.
10. Less placements for the students of Civil, Mechanical and Electrical engineering sectors.
11. Interdisciplinary projects and research has to increased.

Institutional Opportunity

1. Leveraging autonomy for introducing Certification courses and diploma courses.
2. Better implementation of features of NEP2020 such as courses from Arts, Commerce, Law and other,
3. Use alumni base for institutional growth.
4. Network with institutes of national repute, industries, and research organizations for collaborative work.
5. Staff and student exchange program with foreign universities and leading Institutions in India.
6. Improving the NIRF ranking.
7. Establishing Center of Excellence in key areas.

8. Encouraging and guiding students for competitive examinations like UPSC, IES, GATE, CAT, TOEFL, IELTS, GRE etc.
9. Attracting GATE qualified students for taking admission to M.Tech programs.
10. Product based R&D leading to more patents and IPRs

Institutional Challenge

1. Establishment of Private Universities can cause competition.
2. Quality and the number of student intake is reducing in certain departments due to priority and changes in choice.
3. Competition in research funding opportunities.
4. Availability of quality faculty in emerging areas.
5. Improving the employability of students coping with rapid change in the industrial requirements.
6. Campus Placement of M.Tech. students

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute is conferred with autonomous status and is under Visvesveraya Technological University(VTU). Having autonomous status, the institute can design it's own curriculum. Choice Based Credit System is followed. Total credits to be earned for the award of degree is given by the University. The framework of the Curriculum is prepared accordingly. The design of the curriculum plays a vital role in proper molding the student's career.

In a present scenario, the institutes have to introspect the requirements and aspirations of the students and have to design the curriculum to meet the present-day challenges. The institute offers B.E and M.Tech. program, B.Arch., MBA, and MCA program. The UG curriculum is revised after 3 years and the PG curriculum is revised after 2 years. The outcomes that the students' attain at the end of the program are well established. Extensive academic exercise is carried out for the restructuring of the courses and the course content. **The curriculum is in sink with the Vison statement and Outcomes.**

The curriculum encompasses the following:

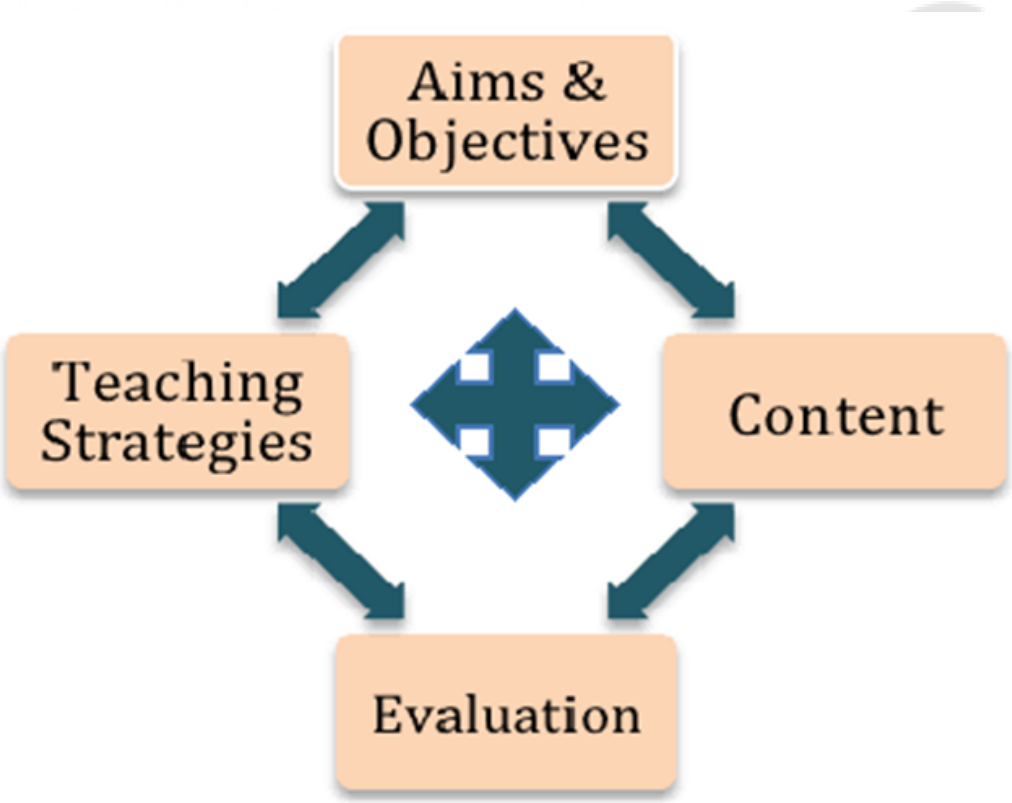
- Core foundation courses in each discipline
- Elective courses in emerging areas in their respective discipline
- Exposure to other discipline of engineering through open electives
- Use of modern tools, softwares and computational techniques
- Industrial experience through internship and industry sponsored projects
- Professional exposure through expert talks, industry driven courses and visiting faculty
- Courses in Professional Ethics and Human Values, Constitution of India, Environmental Science, and Intellectual Property Rights
- Scope for field visits
- Promoting self-learning through projects and online certification courses
- Communication skills and Professional development
- Scope for Cocurricular and Extracurricular activities, sports, NSS and NCC.

Diverse needs of the curriculum are catered in a professional way through deliberations and discussions in the department meetings, Heads of department meetings, Boards of Studies and Academic Council. Inputs are also taken from the industries associated with the programs.

Feedback from all stakeholders is collected. The inputs given by them are used for planning the curriculum which result in better performance of the students and the growth of the institution.

The impact of rich curriculum is reflected in good placements in reputed organisations.

Teaching-learning and Evaluation



Tri-semester system is followed at KLSGIT. Academic calendar during each semester mentioning the duration, schedule of internal assessment, semester end exams is published. The course objectives,content, outcomes, mode of content delivery and assessment methods for each course are properly defined.

The course(subject) allocation is done by considering specialization and the choice given by faculty members. The lesson plan based on course content and duration for the semester is prepared. This helps timely completion of the course in an effective manner

Teaching-learning process comprises of blend of traditional and modern methods to make it more interesting and rewarding.

The conventional chalk and talk method facilitate faculty members to interpret and explain the content for better understanding by the students. Apart from traditional chalk and talk methods, faculty members use ICT tools such as presentations, educational videos and simulation software. Online teaching-learning, a new noem, is adapted. In addition to this, seminars, expert talks and field visits are arranged.

Experiential learning, participative learning and problem-solving methodologies are well adopted to ensure the holistic development of students. **Experiential learning** is through practical, seminars, projects; **Participative learning** is through seminars, participation in activities of the professional societies such as IEEE, ASME, CSI, NASA, department activities, techno-cultural fests; **Problem-solving methodologies** include assignments, internships, industry sponsored projects, research projects and participation in various technical competitions.

In few courses, the ICT components are embedded which include use of open source/commercial software for computation/simulation and statistical analysis. Students in 1st year of engineering use MATLAB for solving linear or differential equations.

Students are encouraged to register for certificate courses which reinforce lifelong learning. Training and Placement cell conducts events to hone the students' soft and communication skills.

The evaluation process consists of Continuous Internal Evaluation (CIE) and Semester End Examination (SEE). The weightage of CIE:SEE is 50:50. The CIE includes tests, assignments, quizzes, course seminar and project presentation. The SEE is either in the written form or in the form of the practical or presentation. Internal and external faculty members, experts from industry are involved in the evaluation process. 10-points grading system is adopted for SGPA and CGPA.

Research, Innovations and Extension

The institute offers UG , PG and Ph.D/ M.Sc.Engg.(by Research) Programmes. The institute has 10 Research centers recognised by the University. 80+ faculty members have Ph.D degree and 55 are guiding 145 research scholars in various domains of cutting edge research. 60 research scholars have completed Ph.D degree. Small portion of reserch work in the form of project is given to UG students also.

All the laboratories are well equipped with modern equipments and computational facilities. Institute has budgetary provision for R & D activities. This budget is used as seed money for building resarch facility, attending workshops/conferences, FDPs, presenting research-work. Faculty members have received grants from AICTE,VGST, KCTU, DST, SERB. In addition to the grants received, the institute provides the additional funds required for the research activity.

Many faculty members have published good number of research papers in National and International (Scopus and SCI-index) journals with good impact factor. Department of Chemistry, Civil Engg., Mechanical Engg. and Architecture are involved in consultancy work. Civil Engg. and MBA departments conduct many tarining programs for working professionals.

Center of Excellance in Additive Manufacturng, Microwaves, NanoScience and Astrophysics have been established. B.E students take up activities in these centers.

Faculty members have filed 3 patents and 4 copyrights. The institute has incubation center and NAIN by KTech, an initiative of Govt. of Karnataka. Startup culture is catching up in the institute. Presently, Institute incubation center has three startups by group of faculty and students. Few have incubated and left the institution. To ignite young minds with innovation, a course on Design Thinking was introduced for 3rd year B.E students and now 'Idea to Innovation lab' has been introduced in the 1st year B.E from 2021-22. The curriculum has a credit course on Research Methodology and IPR.

Students and faculty are actively involved in various extension activities related to society problems through students clubs/Chapters such as NSS, RISE, Rotract, IEEE. Many activities such blood donation camp, fund raising for the flood affected people, Vaccination drive during the Pandemic, Handicraft, Educating the rural people on health and hygiene, tree plantation are arranged.

Infrastructure and Learning Resources

The Institute has clean, beautiful, and green campus spread across 23 acres of land with built up area around 55000+ sq. mts. The institute has very good infrastructural facilities including well ventilated and illuminated classrooms, state-of-the-art laboratories, library, and sports facility. The institute has center of excellence in Manufacturing, Nanoscience, Microwave and Astronomy.

Administration and Academics activities are spread over in different buildings present in the campus.

- Main building houses the administrative office, Examination office, Department of Civil Engineering, Electrical and Electronics Engineering, Electronics and Communication Engineering, Applied Science, Innovation and Startups.
- Mechanical and Aeronautical department building
- Building having Architecture department, MBA, Library, Sports and auditorium of 450 capacity.
- Infotech building accommodates Department of Computer Science, Information Science, MCA, Computer Center and Training and Placement Cell.

KLSGIT has good facilities for indoor and outdoor sports activities. Other facilities such as health center, Bank with ATM, security office, playground, gymnasium, canteen, eat-outs and hostels are also available in the campus.

ICT are extensively used for administration and academics activities. The entire campus has internet facility with wi-fi connectivity, ICT enabled classrooms, seminar halls, etc. Internet bandwidth has been upgraded to 1Gbps with BSNL and Railtel as service providers.

Library is spacious and library management is fully automated using KOHA. It has enough textbooks and reference books, e-journals and e-books, books of general topics and Kindle. Library is a member of VTU consortium for e-journals.

Maintenance department takes continuous review of infrastructure and other resources.

The institute has a fleet of 13 buses. Also, an Ambulance is present.

The institute adheres to properly designed waste management system. Social Responsibility, Human values, professional ethics are inculcated through participation in activities like Independence Day, Republic Day, International Yoga Day, Women’s Day, Blood donation camps, tree plantation organized by various student clubs.

The institute has adequate power backup facility and 450 KW Roof-top Solar power unit. Green initiatives like rainwater harvesting and Sewage treatment plant exit in the campus. Recently, a Charging Station for the Electrical Vehicles has been established. Faculty members and students who have the electrical vehicles make use of this facility.

Student Support and Progression

- The institution has robust anti-ragging mechanism in place, in the form of anti-ragging committee and anti-ragging squad to make the campus ragging-free.
- Mentoring: For each student, the institute designates a teacher to take care of problems relating to academics and otherwise at a personal level.
- Institute creates awareness and arranges for getting scholarships from various bodies to the students.
- In the institution, there are more than 25 Student Clubs / Chapters which organize various events like hackathons, technical activities, cultural activities, quiz competitions, debate and discussion etc.
- Students to participate in various sports / competitions:
    - Institute allows special Internal Assessment Test for those who participate / represent the institute / University in various sports / cultural events during regular IA Test.
    - Institute provides daily allowance and uniforms for all sports every year and the materials required for regular gymkhana activities.
- A registered medical practitioner visits the college daily to offer medical services to the employees & students of the college as per the requirement.
- To support slow learners, remedial classes, extra classes are conducted on a regular basis.
- The Training and Placement Cell guides and helps the students in securing jobs commensurate with their knowledge and achievements, by organizing campus interviews and exploring various avenues for their placement.
- Continuous placement training is offered to equip the students on personality development, communication, soft skills, confidence building, interview skills, and tests of reasoning, aptitude, by experts in the respective fields.
- Career Development programmes are regularly conducted through accomplished resource persons across a wide spectrum of industries.
- Additionally, all the departments are also involved in various activities pertaining to personality development and employability skill development.
- Institute provides free transport facility to the students.
- Every year, toppers' felicitation function is conducted to encourage the students to do their best during exams.
- Students are covered with Life Insurance.

There is a Grievance Redressal Committee, Internal Complaints Committee, Disciplinary Committee and Sexual Harassment Committee.

Governance, Leadership and Management

The institute vision and mission is prepared after thorough deliberations with the stake holders. The vision and mission is futuristic and progressive in nature. All the institute activities and decisions are aligned with the vision and mission. The aim is not only to give the state of the art education but also value based education to develop future citizens of India.

The institute has well set hierarchical governance and administrative set up. The Governing body comprising of well qualified professionals possess a great vision. The Karnatak Law Society, the umbrella organisation under which our institute operates, has a standing of 80 plus years. The processes are well defined and continuously improved according to the changing situation. It is believed that excellence is a journey and not a goal.

Principal with the help of Deans, HoDs, Section Heads takes ideas to the Governing Body. The Governing Body, of which Principal is a member makes progressive decisions for the continuous improvement of the institute. The decisions of the Governing Body are implemented by the faculty, staff under the guidance of the Principal. The administration believes in using technology for the fast and fair implementation of policies. The budgeting, accounting and auditing are rigorous exercises at the institute for maintaining transparency.

It is believed that human resource is the greatest asset of the organisation. Importance is given to the well being of staff in all its decisions. This is evident from the fact that many employees superannuated from the institute after serving for long durations of 25 plus years. Many direct and indirect benefits are extended to the employees. Merit is the main criteria for the appointment and promotions. Ample opportunity is provided to faculty and supporting staff to improve their knowledge and skills.

Effort is made to mobilise funds from all possible sources likes fees, grants, endowments etc.. The mobilised funds are effectively utilised for the purpose for which it is collected. To maintain transparency, internal and external audits are conducted. The Interanal Quality Assurance Cell actively deliberates issues and comes up suggestions for the improvement of processes and services.

Institutional Values and Best Practices

KLSGIT has initiated several measures to imbibe values, promote gender equality, develop human values and professional ethics, promote Environmental Consciousness and Sustainability, create inclusive environment i.e., tolerance and harmony towards cultural/regional/linguistic/communal/socioeconomic and other diversities. True spirit of education is being practiced with no differentiation in caste/creed/religion and gender.

KLSGIT provides safety, security to students/staff. Events like *Women's Day Celebration, UMMEED* are conducted to promote gender equality.

Institute has implemented energy conservation by installing rooftop solar plant, biogas plant, sensor-based timer circuit, power-efficient equipment.

Institute has implemented degradable and non-degradable waste management by installing sewage treatment plant and disposal policies for solid/liquid/bio-medical and E-wastes. The institute has constructed rain-water harvesting systems, ground water recharge systems, water storage tanks and water recycling units to promote water conservation. To promote eco-friendly campus, institute has developed green environment, promoted use of electric-powered vehicles, pedestrian friendly pathways etc. At KLSGIT, Green audit is conducted regularly to inspect health of inhabitants and environment. KLSGIT has received a certificate of Appreciation from Smart Campus Cloud Network of TERRE (Technology, Education, Research and Rehabilitation for the Environment) Centre for signing a pledge "Not Zero- Net Zero" to become carbon neutral education institute.

KLSGIT has initiatives for achieving disabled friendly, barrier free environment in the campus through provision of Ramps and Lifts, Signage, provision of Human assistance for disabled. The Institution has organized events to promote tolerance and harmony towards cultural/regional/linguistic/communal/ environmental/socioeconomic and other diversities, to sensitize students and employees of institution to constitutional obligations.

KLSGIT has discipline committee and codes of conduct for students, teachers, administrators and other staff to ensure good academic atmosphere. KLSGIT celebrates national and International commemorative days, events

and Festivals to imbibe the importance of national integrity and patriotism.

Best practices of the institute include Outcome-Based Education (OBE), training on employability skills, toppers felicitaion, freshers' welcome. KLSGIT has developed strategic plan to be distinct and made progress to meet the present trends by promoting professional certification, environmental awareness programs, Covid vaccination drives. KLSGIT finds place in NIRF ranking, Times Engineering Rankings and secured ‘Platinum’ category in a survey jointly conducted by AICTE and CII.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	K. L. S. GOGTE INSTITUTE OF TECHNOLOGY (AUTONOMOUS)
Address	Jnana Ganga Udyambag - 590008 Belagavi Karnataka
City	BELAGAVI
State	Karnataka
Pin	590008
Website	www.git.edu

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Jayant. K. Kittur	0831-2498500	9449735400	0831-2441909	principal@git.edu
IQAC / CIQA coordinator	M.s.patil	0831-2405500	9611606975	0831-2441909	iqaccoordinator@git.edu

Status of the Institution	
Institution Status	Private and Self Financing

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

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of Establishment, Prior to the Grant of 'Autonomy'	21-11-1979
Date of grant of 'Autonomy' to the College by UGC	01-01-1970

University to which the college is affiliated

State	University name	Document
Karnataka	Visvesvaraya Technological University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	29-11-1988	View Document
12B of UGC	02-01-1992	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	29-06-2021	12	
COA	View Document	06-08-2021	12	

Recognitions

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Jnana Ganga Udyambag - 590008 Belagavi Karnataka	Urban	23	52000

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	Twelfth or PUCII	English	120	72
UG	BE,Mechanical Engineering	48	Twelfth or PUCII	English	180	80
UG	BE,Electrical And Electronics Engineering	48	Twelfth or PUCII	English	60	38
UG	BE,Electronics And Communication Engineering	48	Twelfth or PUCII	English	180	162
UG	BE,Computer Science And Engineering	48	Twelfth or PUCII	English	180	177
UG	BE,Information Science And Engineering	48	Twelfth or PUCII	English	60	47
UG	BE,Aeronautical Engineering	48	Twelfth or PUCII	English	60	43
UG	BArch,Architecture	60	Twelfth or PUCII	English	80	77
PG	Mtech,Civil	24	B.E or	English	18	18

	Engineering		B.Tech.			
PG	Mtech,Mechanical Engineering	24	B.E or B.Tech.	English	24	2
PG	Mtech,Mechanical Engineering	24	B.E. or B.Tech.	English	18	3
PG	Mtech,Mechanical Engineering	24	B.E. or B.Tech.	English	18	12
PG	Mtech,Electronics And Communication Engineering	24	B.E. or B.Tech.	English	24	6
PG	Mtech,Electronics And Communication Engineering	24	B.E. or B.Tech.	English	24	4
PG	Mtech,Computer Science And Engineering	24	B.E. or B.Tech.	English	24	10
PG	MBA,Master In Business Administration	24	Any Graduation	English	120	120
PG	MCA,Master In Computer Applications	24	BCA B.Sc. B.Com	English	90	90
Doctoral (Ph.D)	PhD or DPhil,Civil Engineering	60	M.E. or M.Tech.	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Mechanical Engineering	60	M.E or M.Tech.	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Electrical And Electronics	60	M.E. or M.Tech.	English	4	0

	Engineering					
Doctoral (Ph.D)	PhD or DPhil,Electronics And Communication Engineering	60	M.E. or M.Tech.	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Computer Science And Engineering	60	M.E. or M.Tech.	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Master In Business Administration	60	MBA	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Master In Computer Applications	60	MCA	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Physics	60	M.Sc.	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Chemistry	60	M.Sc.	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Mathematics	60	M.Sc.	English	4	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				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				40				69				198
Recruited	36	4	0	40	30	6	0	36	126	71	0	197
Yet to Recruit				0				33				1

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				90
Recruited	59	24	0	83
Yet to Recruit				7

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				135
Recruited	97	11	0	108
Yet to Recruit				27

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	31	4	0	21	2	0	14	11	0	83
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	3	0	9	2	0	96	54	0	165

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	2	0	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	0	0	0	16	5	0	22

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	13	7	0	20

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	433	36	0	0	469
	Female	254	17	0	0	271
	Others	0	0	0	0	0
PG	Male	142	7	0	0	149
	Female	105	11	0	0	116
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

NAAC

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	46	50	33	34
	Female	30	29	21	25
	Others	0	0	0	0
ST	Male	10	12	8	7
	Female	10	8	3	5
	Others	0	0	0	0
OBC	Male	332	328	75	91
	Female	227	202	51	59
	Others	0	0	0	0
General	Male	231	300	519	514
	Female	119	152	294	314
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1005	1081	1004	1049

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Aeronautical Engineering	View Document
Architecture	View Document
Chemistry	View Document
Civil Engineering	View Document
Computer Science And Engineering	View Document
Electrical And Electronics Engineering	View Document
Electronics And Communication Engineering	View Document
Information Science And Engineering	View Document
Master In Business Administration	View Document
Master In Computer Applications	View Document
Mathematics	View Document
Mechanical Engineering	View Document
Physics	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Globalisation and the technological advancements are greatly influencing style of working, engineering education and the job market. Engineering education has to change with the present needs and requires taking advantage of both traditional and innovative methods in education. The need to incorporate multi-disciplinary and inter-disciplinary knowledge into education is the need of the hour. At the institute, multi-disciplinary approach is being practiced through, i) Open electives ii) Multi-disciplinary projects iii) Courses offered by the industries To promote the concept of multi-disciplinary approach for the freshers a course on "Idea to Innovation" is introduced in first year of engineering from the academic year 2021-2022. It introduces design thinking approach, technology tools of different engineering discipline and also project based learning that will help to promote team work component. To prepare the engineers of tomorrow, engineering education is not only focus on core competency but also skill sets such as communication skills,

	interpersonal skills and responsibility towards society. In order to imbibe theses qualities, courses on English language and communication skill, human values and environmental sciences are present in the curriculum. In the new curriculum 2021-22, ability enhancement courses are introduced in each semester from first semester onward.
2. Academic bank of credits (ABC):	One of the provisions of the National Education Policy 2020 (NEP2020) is the introduction of the Academic Bank of Credit(ABC). Some of the features of ABC are: i. Multiple Entry and Multiple Exit ii. Allows to student at their own pace iii. Courses undergone by the student through online modes through National Schemes like SWAYAM/NPTEL, V-Lab etc. or of any specified University, shall also be considered for credit transfer and credit accumulation. In this regard, at KLSGIT, Professional Certification course is part of the B.E. and M.Tech. curriculum and the students have to undergo the certification course(s) from SWAYAM/NPTEL. These courses are considered for the credit calculation.Few lab sessions are conducted using the virtual lab facility. The other features will be taken up after getting the guidelines from the University.
3. Skill development:	With rapid economic growth and the new-age technologies, the need for skill development in the students becomes very important. Employability and the professional growth of an individual depends on the skills they have. Many components have been included in the academic curriculum to imbibe the necessary skills. The curriculum has courses on latest technologies, computational labs, seminars, internships, and project. These help the student to acquire the problem analysis and solving skills, communication, and presentation skills. Internship plays a very important role as the students during internship work in the industries /Corporate where they learn not only the industrial culture but also the interpersonal skills at the workplace. The Training and Placement cell coordinates and conducts various programs on career guidance and soft skills. The institute has MoU with Bizotec, Bengaluru which provides the training related to placement. The institution has various student clubs/chapters which conduct various co curricular and extracurricular activities. The student are encouraged to take art in

	games and sports activities at the college level and University. Techno cultural fests are organized by the institute where the students take the lead in planning and conducting all the events and the faculty members act as guide and facilitators. The departmental associations play an active role in organizing various activities regularly in the department. The faculty members participate and conduct various STTPs and conferences. The institute has initiated the concept of Industry-Institute partnered courses where the course is delivered by the industry experts and provides an opportunity for both students and faculty members to work on live projects in the industries. Start-up culture by the faculty and the students is slowing catching up in the institute.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In the present curriculum, Kannada the regional language of Karnataka is included as one of the courses and all the students learn this language. Adalita (Samskrutika) Kannada : For the students who have taken Kannada as their first or second language subject. Vyavaharika (Baleke) Kannada : The students who have not been taken Kannada in their high school also for those students who don't know Kannada how to write, read, talk, understand. Few of our faculty members are writing the Engineering text books in Kannada. Aura is a college cultural fest conducted every year. During this fest, plays, skits and dances representing the Indian Culture are performed. The institute is a member of Ek Bharat Shrestha Bharat Abhiyan. Activities related to it are conducted.
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. OBE is being practiced in the institute. The process that is being practiced for the implementation of the OBE in the institute is : 1.There is well defined Vision and Mission for the institute and the departments. 2.The Program Outcomes (POs) that meet the Graduate attributes are well defined. 3.Every program has 2 to 3 Program Specific Outcomes (PSOs). 4.For every program the 2 to 3 Program Educational Objectives (PEOs) are established. 5.The Courses are well designed. The inputs from the stake holders are taken while designing the courses. The Course Outcomes

	are properly written. Revised Bloom's taxonomy is used while writing the Course Outcomes. To meet the outcomes, the curriculum is embedded with applied science courses, professional core courses, professional electives, open elective course on Universal human values, course on Environmental science, internship, projects and online certification course. Also, talks by industry experts are arranged. 6.The outcomes are measured through both Direct and Indirect method. Direct Method : The outcomes are measured through the Continuous Internal Evaluation(CIE) and Semester End Examination(SEE). The CIE included the tests, assignments, Quizzes, course seminar and course projects. The SEE is either in the written form or in the form of the practical. Indirect Method : The outcomes are measured using the feedback by the stake holders. The outcome attainments are calculated and compared with target values. Action is taken in both the cases, when the target is met, or target is not reached. Other activities that are conducted to meet the outcomes are the events in Cocurricular and extracurricular activities by the department Associations, Student Clubs/Chapters and the Sports department. Based on the feedback from the stakeholders fine-tuning of the system is done.
6. Distance education/online education:	The NEP 2020 has a special focus on online education. One of the modes of online education is educating and motivating students to take the online courses from platform such as SWAYAM/NPTEL. In the present era, the role of online educational technology in providing the education is increasing gradually. With the imposition of lock down due to pandemic, online classes has become the new normal. It has taken an important place in the teaching-learning process. Sessions on the method and preparation required for the online teaching-learning process were organized for the faculty members.. Similar sessions were conducted for the students also. Google classroom was used extensively for teaching-learning process, documentation and communication. Lab sessions were conducted by the faculty members and were recorded. These recordings were shared with the students and the lab session was conducted online. The students performed the experiments when they attended the college physically. From the academic year 2020-21, flipped classroom also is

	introduced as one of the mode of content delivery. Training sessions were conducted for the faculty members. Information about the flipped classroom is also being given to the students.

NAAC

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
18	18	18	18	17

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of departments offering academic programmes

Response: 06

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4566	4634	4710	4748	4790

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1211	1243	1329	1243	1218

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4566	4634	4710	4748	4790

File Description	Document
Institutional data in prescribed format	View Document

2.4

Number of revaluation applications year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
324	318	197	334	380

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
644	577	539	628	603

File Description	Document
Institutional data in prescribed format	View Document

3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
270	278	289	286	267

File Description	Document
Institutional data in prescribed format	View Document

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
292	278	289	286	291

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1005	1081	1004	1049	1087

File Description	Document
Institutional data in prescribed format	View Document

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
377	377	370	370	356

File Description	Document
Institutional data in prescribed format	View Document

4.3

Total number of classrooms and seminar halls

Response: 102

4.4

Total number of computers in the campus for academic purpose

Response: 800

4.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
1081.09	1547.08	2143.05	1695.99	1316.98

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

The phrase "**Amrutam Tu Vidya**" which means **Knowledge is as blissful as nectar** and knowledge should find no boundaries when it flows out, is embodied in the ethos of Karnatak Law Society of which KLS Gogte Institute of Technology is a Flagship institute.

"Jnana Ganga", the river of knowledge is the adage by which the Institute functions, in trying to provide knowledge transfer to the students. The Vision and Mission of KLSGIT align with the needs of the local and global requirements of providing Quality education to create global citizens with ethics and human values.

Nestled in the industrial hub of Belagavi, having some of the best foundry industrries of the country, with a multicultural and multilingual semi cosmopolitan culture, KLS Gogte Institute of Technology is an autonomous institute under Visvesvaraya Technological University (VTU), Belagavi, Karnataka trying to actively understand the needs and participate in the development of the city at a local level and the country and globe at large.

The cirriculam design by the Board of Studies (BOS) for all programs is mainly responsible for the formulation of the program curriculum keeping in mind the relevance of the courses and their impact on technology and society. The BOS is constituted as per the regulations of VTU and it comprises of eminent academicians and researchers from premier institutes,representatives from Industry and Alumni. All programs have a well-defined process to formulate its program curriculum with involvement of all stake holders like employers, alumni,students and teachers.

The curriculum therefore has a good mix of latest and relevant courses adressings diverse areas of technolgy, science, management, humanities, employability skills and reseach and development.

All programs are autonomous since 2015. Subsequently the program curriculum has been revised/modified/changed in the following years: 2015, 2016, 2018 and 2020. In a normal course of events, the syllabus revision happens every 2/4 years and will remain in force till the batch of students graduate. In case there arises a need for syllabus revision in between the course (suggestion from industry, need by industry) a revision is taken up by internal BoS with due concurrence from external BoS members and placed before Academic Council (AC) for approval.

After due deliberations Programs offer subjects that adress the local issues of the Mechanical (foundery cluster) and Electrical industries (HESCOM) through student internships and industry collaborative projects. The Civil and Management departments work in collaboration with the city authorities in understanding local requirements for developmental work. The IT departments have strong industry

connect and provide solutions for issues accross the country and globe. Basic science departments are active in collaborative research in Nanoscience, Nanoparticles and optical Physics.

All the programs closely align their objectives to the mission and vision of the institute and follow a rigorous process to complywith the delivery of the cirriculum.

File Description	Document
Link for Additional Information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 88.89

1.1.2.1 **Number of all Programmes offered by the institution during the last five years.**

Response: 18

1.1.2.2 **How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 16

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Link for Additional Information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 100

1.1.3.1 **Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
644	577	539	628	603

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 34.14

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

Response: 366

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 1072

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 94.44

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

Response: 17

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

The Curriculum is designed to provide value added and holistic education to the students for developing ethical, moral values so as to groom them into responsible global citizens .The curriculum integrates the courses related to imparting sensitization of issues related to maintaining gender sensitivity and diversity , concern for environment and sustainability practicies, Professional Ethics and Value Education. Environmental Studies, Professional ethics and Employability skills training are the courses offered as mandatory under the Credit System. These courses offer a comprehensive knowledge on climate change and environmental and creating awareness on their role in preserving and protecting the natural ecosystem for better survival of future generations. This serves as training to the students to build a concrete foundation for a harmonious life in the society.

Each sudent of the institute is a member of at least one student activity clubs of international/national/local presence. Rotaract, IEEE, WiE, Shaurya Club, ASME, CSI,ACM,G-face,NCC,NSS etc are a few of these professional and club chapters. The activities taken up by the students of these clubs help in sensitising them towards gender balance, social responsibity, environmental concerns, building a spirit of national pride, child education, cultural balance and ethics.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 29

1.3.2.1 **How many new value-added courses are added within the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	7	9	5	4

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 58.29

1.3.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2578	2757	2785	2868	2680

File Description	Document
List of students enrolled	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 46.25

1.3.4.1 **Number of students undertaking field projects / internships / student projects**

Response: 2112

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
URL for stakeholder feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 79.84

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
961	1039	984	1007	1046

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

2020-21	2019-20	2018-19	2017-18	2016-17
1280	1280	1250	1250	1250

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 48.1

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
173	127	159	187	240

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 and organises special Programmes for advanced learners and slow learners

Response:

Response:

With an aim to provide quality education for all learners in order to empower them to recognize their true potential, thereby meaningfully contributing, and participating in societal activities, the Institute identifies slow and fast learners at a very early stage of the academic year. The domain knowledge of faculty with insights into the learning process helps the creation of active classroom learning. With the motivation to transform from teacher-centric classrooms to student-centric classrooms, the addition of appropriate assessments, which is the essence of outcome-based education, is regularly practiced in the Institute and monitored at the department and central level. Teachers identify the different learning levels based on the academic performance of students and accordingly customize their teaching strategies. Mentors keep a close watch on the behavioral and communication skills of the students to identify the necessary strategy for the personality development of the students.

Slow Learners:

The departments identify slow learners based on the following performance aspects of the students:

- Performance in the first internal assessment test conducted based on 30% of the course syllabus,
- Performance in the orientation and induction programs conducted in the first year,
- Low educational attainments,
- Unable to keep pace with the class in the course,
- Difficulty to cope with multiple tasks,
- Very low attention span,
- Poor English language skills.

Based on the above observations, faculty members in the department practice and implement a few strategies to enhance the learning curve of the slow learners to boost their academic performance are as stated below:

- Conducting make-up and remedial classes.
- Appreciating and rewarding the students for every small step, they take towards improvement.
- Setting short assignments regularly.
- Raising their confidence through peer learning.
- Motivating through real-time examples.
- Using Visual, Logical/Mathematical aids.
- Motivating them with practical and real-time application demonstrations to grab their interest to learn the concepts.
- Pair them with the advanced learner’s in-group activities.
- Assigning the tasks like preparation of inspirational and famous personalities’ biographical videos.

Advanced Learners:

The departments identify advanced learners based on the following performance aspects of the students:

- Performance in Intermediate examination and rank obtained in the qualifying examination.
- Performance in the orientation and induction programs conducted in the first year.
- Students who are ahead in the learning curve.
- Students who have better educational attainments.

Some special programmes implemented for further enhancement of academic performance and holistic development:

- Providing self-learning resources,
- Encouraging them to participate in extension activities like Ideathon, Hackathon, Bootcamps, and competitions organized by various Institutes in India and abroad,
- Providing need-based facilities for real-time projects,
- Providing coaching for competitive exams, facilitating add-on certification courses to meet industrial requirements,
- Guiding in technical paper presentations at the national and international level,
- Encouraging them to organize technical events,
- Giving assignments based on design and model making,
- Providing an interface with various reputed academic institutions and industries to explore their talents.

File Description	Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 16.91

File Description	Document
Any additional information	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:

At KLS Gogte Institute of Technology, Belagavi various techniques of teaching-learning are adopted to

make the process more effective and fruitful.

Student centric learning activities are as below:

1. Experiential Learning

1.1 Project work

- Project work is organized in two phases

1. Mini project and 2) Major Projects this is an essential element of each programme

- Internship in reputed organizations or Field Projects in industry

1.2 Participation in competition at various levels

- For Real time exposure students are encouraged to participate at National and International Level technical events

1.3 Field Visits

- Faculty identifies and propose academically significant Field visits and Surveys

1.4 Industrial Visits

- Departments plan and organise the industrial visits for students to provide exposure to industrial work ethics.

1.5 Industry Expert lectures

- Industry expert lectures by eminent experts from the industry from across the world are organized for every course to supplement the teaching process and provide experiential learning.

2. Participated Learning

2.1 Role play

- Teachers adopt role play method especially in management and PG Technical courses to supplement Teaching by way of participative learning

2.2 Team work

- All Departments organize student’s activities to promote the spirit of team work such as institutional social responsibility through NSS, village adoption, tree plantation, Swatchh Bharat and Health awareness camp to help the students to learn Art of living in a team for Social and community welfare.

2.3 Debates

- Debates: Debates are followed in many of the subjects where students are required to come with different opinions, thought processes thus the learning process gets justified in the argue-mental way of learning.

2.4 Group work

- Practical and workshops in all individual and group work under the guidance of teachers are also conducted.

2.5 Online Learning

- The students access online NPTEL classes, VTU e-learning portal and YouTube channels by college faculty to gain knowledge in addition to their regular curriculum.

3. Problem-solving Methodology

3.1 Interdisciplinary projects:

- The departments encourage interdisciplinary projects for advance learning.

3.2 Case studies

- Case study method is adopted in teaching learning process to make the students have logical thinking and practical knowledge to develop problem solving ability.

3.3. Analysis and Reasoning

- All questions in examination are based on analysis and reasoning.
- Inclusion of self-learning topic in every unit of subject syllabus.
- Free internet access in the library and Wi-Fi facilities in campus promotes the habit of self-learning and discussion.

3.4 Discussion and peer learning

- The Institute has 20+ students' chapters where the discussions and peer learning methods take place to enhance the technical, soft skills, managerial communications and business adoptions skills.

3.5 Quizzes and course activity

- Quizzes and course activity are conducted by subject teachers in all UG and PG programmes.

3.6 Research Activities

- Research activities are conducted in each Department under the guidance of faculty where the students of different semesters undergo research internships to get knowledge about the emerging areas and help them to promote in research aptitude.

File Description	Document
Link for Additional Information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

Response:

At KLS GIT, innovative teaching methodologies are adopted by the teaching community by using ICT tools.

- We have ICT enabled classroom with an overhead multimedia projector, recording camera, and internet connection on our campus.
- All the departments have access to the computer center (which is a centralized computing facility) and all the computers are connected to the internet through LAN as well as Wi-Fi.
- The use of industry-standard licensed software enables students to upgrade their technical skills.
- The institution is equipped with a library having volumes of books in all disciplines of engineering, architecture computer applications, and management. The Library has a membership to VTU Consortium and AICTE Consortium for E-Resources. It has subscribed 7000+ National and International peer-reviewed e-Journals access through Elsevier, Springer, Emrald, Knimbus, Taylor and Francis, sententia database. It has also access to 24000+ e-Books from Springer, Elsevier, Pearson publisher. There is IP-based and unlimited access to all E-Resources for its users. The Library enabled a cloud-based remote access service to all VTU-Consortium E-Resources for faculties and research scholars of GIT.
- The faculty members and students are given access to the e-books and various online journals of different disciplines to effectively update their knowledge through “DELNET”, an online resource of the database for e-books and e-journals.
- A separate Communication lab with computers, headphones, and communication tutor software is available on the campus for conducting communication training to improve the listening, speaking, and reading skills among the students.
- NPTEL videos, SWAYAM, COURSERA, technical magazines, and online journals are available to the student society to make understand and enlarge their creative ideas towards the current and technical affairs.
- Both boys and girls hostels are WI-FI hostels and students are using it for their learning through information and communication technology.
- Virtual labs are also used to conduct labs through simulations.
- Teaching-learning tools and techniques: presentation software, streaming software, other innovative learning tools, writing digital pad.

Use of ICT tools by Faculty Members-

A. **PowerPoint presentations**- Faculties are encouraged to use power-point presentations in their teaching by using LCDs and projectors. They are also equipped with a digital library, online search engines, and websites to prepare effective presentations.

B. **Industry Connect**- Seminar and Conference room are digitally equipped where guest lectures, expert talks, and various competitions are regularly organized for students.

C. **Online quiz**- Faculties prepare online quizzes for students after the completion of each unit with the help of GOOGLE FORMS.

D. **Video Conferencing**- Students are counseled with the help of Google meet applications.

E. **Video lecture**- Recording of video lectures using Impartus lecture capture tools are made available to students for long-term learning and future referencing.

F. **Online competitions**- Various technical events and management events such as Poster making, Ad-mad show, Project presentations, Business quiz, Debates, paper presentations, etc. are being organized with the help of various Information Communication Tools.

G. **Workshops**- Teachers use various ICT tools for conducting workshops on the latest methods such as SPSS, Programming languages, simulations, etc.

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

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 381:1

2.3.3.1 **Number of mentors**

Response: 12

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

The acdemic calender in line with the guidelines provided by the University is prepared and is mailed to the HoDs. The same is again discussed in the HoD meeting and finalised. The final acdemic calender is published on the website and circulated to the departments. The academic calendar includes the dates of commencement and completion of the semester, schedules of Continuous Internal Evaluation (CIE), other assessments of courses. It specifies the tentative dates of Semester End Examinations (SEE). This is helpful in pre-planning all the activities by the departments. The class time table is prepared and implemented accordingly. The teachers prepare lesson plans of their courses according to the academic calendar. The duration of each semestr is planned as per the guidelines of the University.

Once the academic schedule in prepared the subject allocation is framed as per the following procedure:

· HOD lists all the subjects and laboratories for the forth coming semester.

· HOD also receives requests from other department HODs to support for the open elective subjects which are floated for the students of other departments.

· HOD receives subject willingness from individual faculty members.

· HOD assigns subjects, laboratory sessions based on faculty’s subject expertise and experience.

· Subject allocation list is circulated among faculty members to get final approval.

· Time table is circulated to concerned faculty and the students and the same is displayed in notice boards and college website.

Course file preparation: Theory course file includes:

· Vision, Mission, POs, COs and PSOs of a course in the Department.

· Syllabus of the course.

· Lesson plan and course sheet.

· Course Outcomes (COs) as defined for each course.

· URL are listed for specific topics for easy/additional reference.

· Supporting activity details.

· Tutorial questions.

· Previous university questions.

· CIE Question bank with part A (quiz) and Part B (descriptive) questions.

· Academic calendar.

· Class timetable and individual course file is approved by course coordinator, IQAC coordinator and HoD

Contents of laboratory course file includes:

· Syllabus for the corresponding laboratory

· List of experiments

· Course Outcomes (COs) are defined for each laboratory course

· Additional lab experiments/open ended problem statement/ mini project/presentation/demo details

· Manual for list of experiments and additional experiments laboratory course file is approved by lab in-charge, IQAC coordinator and HoD.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Link for 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: 96.84

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	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. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 21.97

2.4.2.1 **Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
82	71	63	48	41

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 11.4

2.4.3.1 **Total experience of full-time teachers**

Response: 3077.7

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

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 11.8

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
27	16	5	6	5

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number

appeared in the examinations during the last five years

Response: 0.21

2.5.2.1 **Number of complaints/grievances about evaluation year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
21	20	7	0	0

File Description	Document
Number of complaints and total number of students appeared year wise	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Response:

In the Autonomous system equal weightage (50:50) is given to CIE & SEE components.

Continuous Internal Evaluation (CIE): The CIE component for UG and PG students currently stands at 50 Marks. The number of assignments and Quiz which are part of CIE have been enhanced. Setting up of question papers (internal and Semester end) is done following the Bloom's Taxonomy levels and mapping with COs and POs for each course as part of Outcome Based Education (OBE). Choice is limited in the internal examinations to ensure that the student prepares for the complete course content. The students need to secure 40% aggregate CIE marks to be eligible to appear for semester end examinations. Also students should secure a minimum of 40% marks in SEE to clear the course. IA & SEE QP are audited by Internal IQAC & subject experts. The CIE activities are carried out using the Dhi platform

Semester End Examination (SEE): The SEE component for UG and PG students currently stands at 50 Marks. Preparations for SEE involves QP setting, scrutiny, eligibility check, CIE verification, hall ticket issue, seating, Evaluation process & result generation. All these activities are carried out using the Dhi platform. The CIE marks are entered in Dhi by faculty members. The interdepartmental verification is carried out and CIE is frozen by faculty members. Later it is checked & approved by respective HOD in Dhi.

Question Paper setters are Internal as well as External subject experts from other reputed institutions. Later Scrutiny of Question papers is carried out by Internal & External experts. Mixing of Questions (unit wise) is done for SEE. Provision to view the answer script for any theory course is provided as part of the Open

day under strict faculty supervision. The academic & exam data of student is available on the Dhi app for parents & students ensuring transparency.

Positive impact

1. Continuous learning is ensured as CIE includes timely open book assignments, quiz, seminar, course projects etc.
2. Students are engaged in critical thinking and problem solving.
3. The students are now taking the IA test and final examinations with more seriousness.
4. Parents/students are able to access student data using the Dhi app.
5. Quality of question papers has improved.

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Program Outcomes: These are the statements that describe what the students graduating from programs should be able to do. These are well defined and based on the Graduate attribues. They are displayed on college website, HoD and faculty room, syllabus books and the classrooms.

Program Specific Outcomes: These statements are what the students of a specific program should be able to do at the time of graduation. The PSOs are program specific. PSOs are written by the department offering the program. There usually are two to four PSOs for a program.

Course Outcomes: These statement describe what students should be able to do at the end of a course. These are formaulated after delibrations by the faculty members who have taught the course. The same are approved in the department meetings and the BoS meetings. The course outcomes are printed in the syllabus copy and discussed with the students at the begining of the course.

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

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Attainment of the outcomes are obatined through Direct assessment and Indirect assessment.

Direct Assessment: Direct assessment tool is categorised into Continuous Internal Evaluation (CIE) and Semester End Examination (SEE).

1. Direct Assessment (80% weightage):

a. Continuous Internal Evaluation:

i. Internal assessment (IA) tests for theory courses

ii. Open Book assignments for theory courses

iii. Internal assessment for laboratories

iv. Course project / course seminar

v. Internship / final project

b. Semester End Examinations (SEE)

2. Indirect Assessment (20% weightage): Assessment is done using the feeback by the stake holders

Total attainment = 80% direct attainment + 20 % Indirect attainment

---

Following steps are followed for CO-PO attainment matrix:

DIRECT METHOD (80% weightage)

- Define Rubrics
- CO & PO attainment for CIE and SEE
- Overall CO attainment with 50% of CIE and 50 % of SEE
- PO attainment mapped with CO (50% of CIE and 50 % of SEE)

Ca**lculation of Direct Attainment:**

- Collection of student CIE and SEE marks scored.
- Mapping of CO, PO, Max Marks, Cut-off Marks setup is done.
- Average marks obtained for each question is calculated.
- Total students attempted a question more than cut-off is obtained. This is attainment of a particular Course Outcome/Program Outcome. This is based on the **rubrics given below.**

Attainment level	◦ Description
Low (1)	50% or less of students scoring more than average marks or set attain
Medium (2)	50 % to 60% of students scoring more than average marks or set attai
High (3)	More than 60% of students scoring more than average marks or set att

- For each of the questions, percentage of students of the total students attempted that question is calculated. Attainment is obtained for all three ranges.
- Average of all the three ranges is calculated.
- The Average attainment is marked against all the PO's applicable to that question.
- The average of the attainment is calculated based on CO-PO mapped to a question.
- The average of all the PO(n) values in the articulation matrix is found by sum aggregating and averaging it. This gives PO attainment.
- Similarly mapping each question with PSO and repeating the above process will give CO-PSO Mapping and attainment of PSO's is found by averaging out the values obtained for a particular question.
- Once the Calculation of Attainment Percentage is done and tabular column is populated as per the PO, PSO mapped to each question, calculate the average attainment of the program outcomes and average attainment of Program Specific Outcomes question-wise and division-wise.

Sample Attainment Calculation:

Similar calculations are done for the SEE also.

Total Direct Attainment = 0.5 x Attainment of CIE + 0.5 x Attainment of SEE

Total Attainment including Indirect attainment = 0.8 x Total Direct Attainment + 0.2 x Indirect Attainment

Program outcomes and Program Specific Outcomes are attained through the attainment of COs

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 97.72

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

Response: 1326

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

Response: 1357

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document
Link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.38

File Description	Document
Upload database of all currently enrolled students	View Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Research Policy

Research Policy Objectives:
1. To encourage faculty members to carry out research in Institutes/Universities of national repute.
2. To motivate faculty members and research scholar to submit research proposals to AICTE, VGST, DST, SERB, KSCST.
3. To provide seed money to faculty members to establish centre of excellence to carry out research.
4. To encourage faculty and Research scholar to carry out research, which are of societal concern.
5. To motivate every Department have research centre under affiliation of VTU.

Research Policy towards Research Guides and student:
1. Motivate eligible faculty members to register as guide for Ph.D./M.Sc. Engineering (by research) with VTU.
2. Research scholars are allowed to take up research work in his/her own interest of domain in consultation with Research guide.
3. Admission to Ph.D/M.Sc Engg.. (by Research) is as per VTU Regulations.
4. Doctoral committee consisting of Principal as chair person, Guide, co-guide(if applicable), internal domain expert, external domain expert and head of research center will monitor progress of research work.

5. Research scholar must follow norms defined by UGC/AICTE/VTU.
6. Ph.D. Guides and Research scholar should abide the rules and regulations of the University/Institute.
Research Promotion:
1. College has Research centre in each Department of Engineering and Sciences to facilitate faculty member to carry out their research.
2. Financial assistance for attending and presenting research papers in conference such as IEEE, Springer, and Elsevier etc. is provided.
3. College will promote and sponsor the faculty to conduct research related FDP/workshop / Continuous education programme and STTP.
4. College has established state of the art research laboratories in cutting edge fields.
5. Encourage faculty members and research scholars to submit research proposals to State/National funding agencies (DST, AICTE, SERB,VGST, KSCST)

Responsibilities of Doctoral Committee:

1. To monitor research work progress.

2. To check about ethical pratices involved in publishing reserach work.

3.To check correctness of data and thesis.

Institute has formulated the new Comprehensive R&D policy for promoting research grants, Research Publications and Other Research activities.

Link for New R&D Policy document: https://www.git.edu/wp-content/uploads/2021/12/New-RD-Policy-document.pdf

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 16.36

3.1.2.1 **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
66.50	8.00	5.00	2.29950	00

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 0.14

3.1.3.1 **The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	01	01	0	0

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document

3.2 Resource Mobilization for Research

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

Response: 85.03

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.565	17.804	17.49	0.26	47.91

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

3.2.2 Percentage of teachers having research projects during the last five years

Response: 2.52

3.2.2.1 **Number of teachers having research projects during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
7	04	12	05	07

File Description	Document
Names of teachers having research projects	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 19.26

3.2.3.1 **Number of teachers recognized as research guides**

Response: 52

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 30

3.2.4.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	4	1	3

3.2.4.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	10	10	10

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

KLS GIT has created various cells and student chapters to create an active flow of information and resources for transforming creative ideas into reality by creating an ecosystem of innovation.

Industry Institute partnership Cell (IIPC):

IIPC was established at KLS GIT with the vision to act as liaison between Industry and the Institute. With the help of dedicated faculty in specific domains the cell has also established Centres of Excellence in different Technical areas.

Objectives:

- Organizes training programmes on advanced manufacturing techniques, CAD/CAM/Casting software and techniques.

- Aids in the conduct of research work in various areas by providing facilities in the form of machines, software's and computing facilities.
- Aids in the conduct of project work for UG/PG students in various areas.

Intellectual Property Rights (IPR) Cell:

IPR Cell was established at the Institute in the year 2018 to create awareness and offer assistance to academicians, researchers, entrepreneurs and innovators to identify, protect and manage IPR effectively.

- To cultivate, inspire and support creative and innovative activities in the wide spectrum of areas like academic, consultancy and research programmes.
- To protect the legitimate interest of faculty / scholars / students and to avoid possible conflict of opposing interests.
- To lay down a transparent administration system for the ownership and control of intellectual properties like patents, copyright.

Incubation Centres:

Incubation Centres at GIT promote entrepreneurial leadership across all disciplines, facilitate entrepreneurial activity amongst students and invite entrepreneurs to use Incubation Centre services so as to develop end products for commercialisation.

Incubation centres at GIT are, **IT Incubation centre and New Age Incubation centre (NAIN).**

Institution's Innovation Council (IIC) helps to connect Institute with Industry.

Research centre:

Research at GIT aims to promote quality research so that the institute will stand as an institute with a strong emphasis on research and teaching.

Objectives:

- To enhance the awareness about research and innovation amongst the faculty as well as students and to take up innovative projects leading to improvement in the quality of projects and file patents.
- To encourage/facilitate the faculty/students to publish papers in leading journals/ conferences.

Professional Chapters:

At KLS GIT there are about 24 student professional chapters which offer opportunities to students for professional development, Networking, Recognition, Leadership quality, Opportunities and professional development.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 84

3.3.2.1 **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
35	13	25	5	6

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

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: D. 1 of the above

File Description	Document
Link for additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/ supervisors provided at 3.2.3 metric) during the last five years

Response: 4.75

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 76

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 16

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

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

Response: 0.94

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

2020-21	2019-20	2018-19	2017-18	2016-17
32	51	49	46	83

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

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response: 0.71

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

2020-21	2019-20	2018-19	2017-18	2016-17
73	44	37	24	19

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

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in

Scopus/ Web of Science or PubMed

Response: 5.29

File Description	Document
Bibliometrics of the publications during the last five years	View Document

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 21.5

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 47.57

3.5.1.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
8.08377	17.01120	8.32465	7.06232	7.08926

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 113.39

3.5.2.1 **Total amount spent on developing facilities, training teachers and staff for undertaking**

consultancy during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
1.88	3.4	99.48	8.63	0.0

File Description	Document
List of training programmes, teachers and staff trained for undertaking consultancy	View Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community,-sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

KLS Gogte Institute of Technology is actively involved in outreach activities through NSS/Rotract/RISE network. The institute has conducted various activities In and around the city and adopted village, which has made tremendous impact to the environment and all the neighboring community.

Emphasis is given on holistic development of student community by their engagement towards the social service which also contributes towards good citizenship. Large numbers of activities were conducted under NSS banner like Swacchatha Abhiyan, Blood donation camp, Waste land development, Health awareness, helping orphans, etc.NSS unit of KLS GIT has adopted one village in its neighborhood i.e Hunchanatti, Taluk and District Belagavi to sensitize the young generation of students on several social issues by engaging them in several social service activities.

Some of the programs organized are health awareness, waste land development, road safety awareness programs, awareness on effects of narcotic drugs, Cleanliness awareness program, open defecation eradication drive, Communal harmony, blood donation camps etc. The college on its parts donated furniture, books, computer to the government school of adapted village**.**

In association and collaboration with Department of Health, Government of Karnataka and local Panchay many social Cleanliness awareness programs / Swatch Bharat programs were organized. Road safety awareness is organized in association with Police department, Government of Karnataka. In each event more than 100 students with local people participate and make the programme effective.Communal

harmony and Drug awareness drive was a great success as we received very good responses from the Villagers and school students.

Health awareness camp 50 percent of total village has undergone Diabetic and Blood pressure checkup by the local Public Health department unit of Vadagao. Students who are involved in these programs get educated themselves and motivate their peers to take up such initiatives. Rallies were organized on various issues like drug abuse, Swachhata Aghiyan etc, during this volunteers participated with chanting slogans and holding banners, placards and attracted the people with street play.

Rise club GIT was started in the academic year 2019-2020. Raising innovation for social empowerment (RISE) club aims to get innovative ideas for social benefit. The members of the club aim to develop new ideas for social empoerment,which will benefit the society. The club tries to create awareness programs for common man and better environment .

Rotaract club will engage community development programmes sponsered by the institute.This network helps communities like flood affected people and villages near to the Institution.Club members will work to improve cleanliness,illiteracy, prevailing diseases, etc.

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File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 1

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	1	0

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

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 81

3.6.3.1 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
22	9	24	19	7

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

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 24.47

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
908	470	1772	2132	470

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

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 477.6

3.7.1.1 **Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

2020-21	2019-20	2018-19	2017-18	2016-17
1231	670	335	131	21

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.7.2 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)

Response: 28

3.7.2.1 **Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
17	6	3	0	2

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 Institutions 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 infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The institute has 23 acres of land and 55000+sq.m as builtup area. It houses all the required facilities for better teaching-learning process.

Classrooms: The Institute has required number of well-furnished, illuminated, spacious and well-ventilated classrooms. All the classrooms are equipped with required furniture, greenboard, LCD projectors and LAN / Wi-Fi connectivity. 20+ classrooms are provided with the lecture capture facility.

Laboratories: The departments have laboratories which have well-maintained equipment and facilities that meet all the requirements to conduct experiments as per the syllabus. Safety measures such as fire extinguisher and first aid units are placed in the laboratory. The lab facilities are also used for the research purpose.

NAAC

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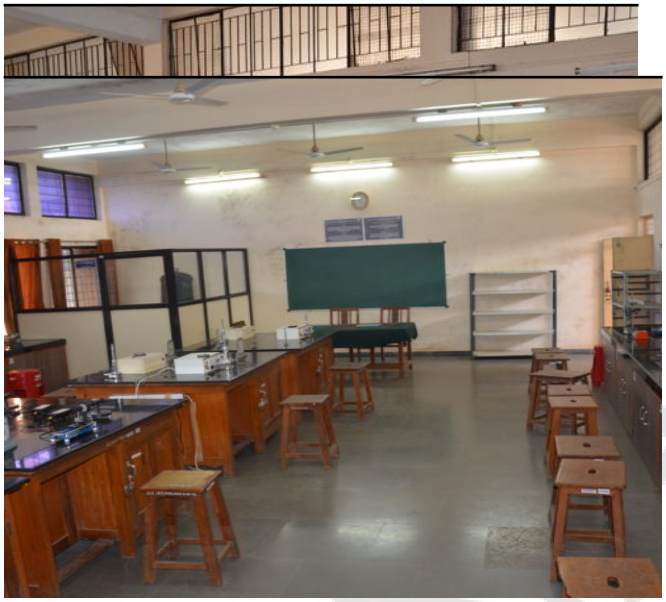
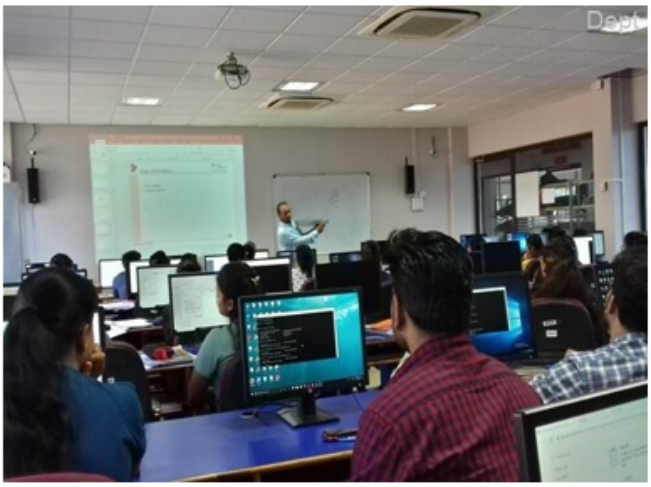


Seminar Halls and Auditorium: The departments have the seminar hall to conduct the department level activities and events. Apart from these, the institute has there are two large capacity seminar halls and an auditorium. The auditorium is of 450 seating capacity. Most of the college level events are conducted in the auditorium. Auditorium and seminar halls have furniture, LCD projectors, public address system and internet facility.

Sir. M.V. Seminar Hall

Computing facility: Computing facility required for the academics are located at the computer center**.** Separate labs have been earmarked for each department. The computer labs have the adequate number of legal software which are used for programming and simulation experiments. The main office, department office, HoDs have separate computers required for the administrative work**.** The institution has 1116 computers which meet all the academic and the administrative requirements. The institute has 1Gbps internet bandwidth.



Library: The Library and Information Center is the heart of the academic centre with 2500 sq. m carpet area and 430 sq.m reading room area. It has been designed to meet the information needs of the undergraduates, postgraduate, research scholars, faculty, and staff members of GIT. It has a collection of over 110935 Volumes and 30186 titles that supplement the Curriculum Course content and relevant to proposed subject and research areas. The entire collection is bar-code and important in- house functions like acquisition, cataloging and circulation are automated using the Koha Integrated Library Management Software. The library has subscribed to VTU Consortia.

The library offers many services to our patrons like Automated Circulation System, Online Public Access Catalogue, Online Purchase Suggestion, Database Orientation, Patron Management, Inter Library Loan Facility, Government Book Bank Facility, and Special encouragement for top three students in all branches, News Paper Clipping and Selective Dissemination of Information etc.

Koha software is used for issue/return records. Bar coding used Management Computerization is used for search.

Transport: The institute has a fleet of 13 buses for the students to commute from and to various parts of the city to the institute.

Health care center provides first aid facilities and has a tie up with a nearby hospital for any medical emergencies. An ambulance is available 24X7 to meet emergencies.

Canteen facilities: The institute has one main canten and three eatouts. Food served is hygienically prepared.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

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

Response:

Following facilities are available in the campus for cultural activities, yoga, games (indoor, outdoor) and sports.

- **Auditorium**
- **Seminar halls/rooms**
- **Campus Quadrangle**
- **Playground**
- **Basketball Court**
- **Indoor Sports Room**
- **Gymnasium for Physical Exercises**

Cultural Activities:

- The institute is known for its annual cultural extravaganza called “AURA” which has taken shape of a national level inter-college fest. To give a platform to the students to showcase their talents in various arts like music, dance, drama, personality development, fine arts, fashion, literary, quiz etc the committee is headed by the Principal and Deans along with a Cultural Secretary (Faculty) and Student General Secretaries.
- Dance, drama events and practice is conducted in the Silver Jubilee Auditorium which is well equipped with music system and public address system for a better acoustic experience.
- To conduct many events in parallel, Stages are created. The student committee has formed an official STUDENT COUNCIL which operates and conducts its meeting at the Student Activity Center (SAC) allotted to them above the Staff Recreation Center.
- Art workshops and practices are also done by the students in these various locations and facilities given by the institution like Library basement hall, SAC, quadrangle arena in the main building.
- Institute also has seminar halls with stage and public address system for many cultural activities.

Sports, Yoga and Gymnasium:

- The institution has an almost all indoor, out door and multi-gymnasium facilities for both men and women.
- The institution is having Cricket, Football, Volleyball, Hockey, Throw ball, Handball and Basketball as outdoor facilities, whereas Badminton, Table tennis, Carom, Chess, Snooker and Yoga as indoor facilities.
- The students are practicing weight lifting, power lifting, body building and daily training at the multi gymnasium.
- The students practice the games and individual sports like sprint, archery, high jump, high jump, Relay, marathon, cycling etc., athletics at morning hours and in evening.
- The institution has organized many sports tournaments at inter college zonal and university level. The college has a dedicated physical education director and supporting staff (male and female) to look after the needs and to support the students for sports activities. The institution facilitates the students by sponsoring the registrations, traveling expenses, stay and sports wears as and when it is required.

Auditorium **Open Theatre**

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste 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. *(Data for the latest completed academic year)*

Response: 85.29

4.1.3.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 87

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 33.97

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
202.73	446.21	975.43	819.4	374.42

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

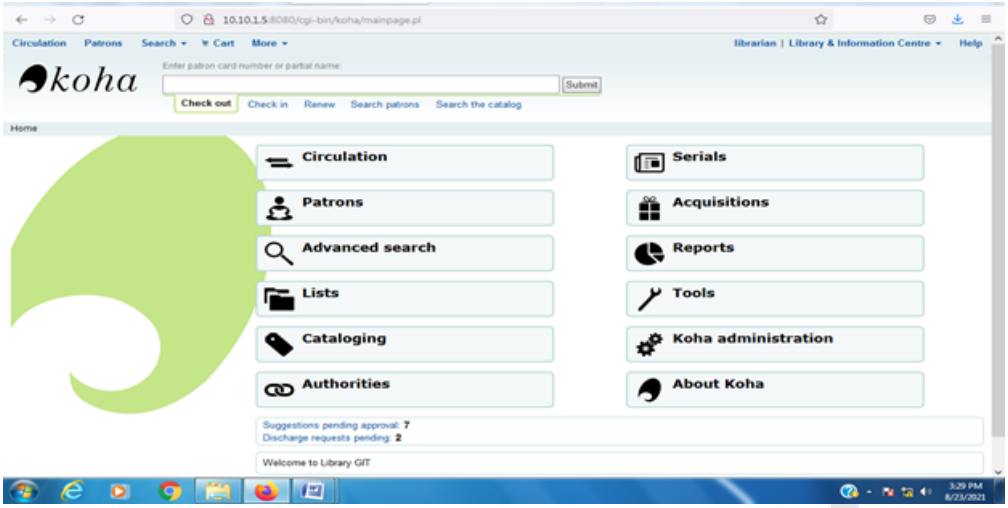
4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

- Name of the Integrated Library Automation Software used - **KOHA (Open Source Software)**
- ILMS (Koha) Version-**17.05.06**
- Nature of Automation - **Partially with Barcode (User IDs & Documents)**
- Year of Automation with KOHA - **2011**
- OPAC Link- **http://library.git.edu**
- Staff Client link- **http://library.git.edu:8080**

Koha is the international open source software which can be installed on both the platform Windows and Linux. The software has the various modules of library such as Circulation, Patrons, Serials Management, and Report generation, acquisition and admin modules which cover almost all library activity automation. We have the 24x7 dedicated server to the Koha software which helps students to check the OPAC, Library account and to pay any dues etc at any time.

Login View:



- **GIT Library Mobile App:**

The Students (Batch-2016) of Computer Science Engineering has developed Google's Android platform based Mobile app for Library. The mobile app is act like a plug-in and fetching the content from existing Koha library automation software. The mobile apps can run on Android and iOS Smartphone's, tablets and other devices and it is made available for free download through Google Play Store and iOS apple store. The name of the app is **"GIT Library"**. The app required 5.0 and above version of android.

File Description	Document
Upload any additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: B. Any 3 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 16.17

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
7.28	16.24	15.56	21.97	19.81

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 6.41

4.2.4.1 **Number of teachers and students using library per day over last one year**

Response: 310

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

4.3 IT Infrastructure

4.3.1 ***Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities***

Response:

IT Facilities:

Computer Centre looking after institute's networking services, consisting of authentic state of the art servers, high end Linux and Windows Laboratories and application software. Faculty can use technology assistance such as ceiling-mounted LCD projectors, roll-down screens, and white boards to combine conventional and new teaching methods through this center. IT infrastructure and accompanying facilities have been supplemented on a regular basis as needed by students and faculty. Computer Centre supports an institute wide fiber optic network (e-GITNET) that connects all academic departments, hostels, library and other important places inside campus facilitating high speed Internet access. The network of 500Mbps through dedicated Internet link along with 80 Mbps Broadband connections used to maintain consistency of high-speed network. Computer Center also has a 'Maintenance Cell' that attends to the in-house troubles by tickets generated from various departments of GIT apart from its responsibility of ensuring the overall health of the campus network. Biometric attendance system is also maintained here to bring in more transparency in attendance and other HR management formalities.

Legal Software

Computer Center has a vast collection of legal software that caters to computing and software needs of various engineering disciplines such as Computer Science, Mechanical Engineering, Civil Engineering, Architecture, Business Applications etc. The following is the list of different software available with Computer Center.

• Microsoft Campus Agreement

• MSDN Academic Alliance License

• Linux Freeware

• Applications on Windows Platform

• Applications on Linux Platform

• Database Packages

• CAD / CAM Packages

• Programming Languages

• Antivirus and General Tools

Computer Laboratories

After identifying core requirements in computing infrastructure and engineering discipline-specific laboratory prerequisites, the institute has established 16 well-equipped computer laboratories, according to

expertise areas which supports the following applications

• Linux Applications.

• Windows Applications.

• Programming and Applications

• CAD/M Applications.

• DOS Based Applications.

• VLSI and Design Applications.

• Network Applications.

• Database Applications.

• Language Lab Applications.

• Business Applications.

All the laboratories are on Gigabit Network and connected to server room with Fiber Optic Network. Power back up of 15-20 KVA UPS to each lab for computers and backed up by a 500 KVA generator for the whole CC Building. All the Laboratories are fully Air condition with Daikin Centralized Air Conditioning System.

Photographs of the computer Labs are uploaded as additional informantion.

Budget is uploaded as additional information under metric 4.3.2

File Description	Document
Upload any additional information	View Document

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

Response: 6:1

File Description	Document
Upload any additional information	View Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: ?50 MBPS

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

4.3.4 Institution has the following Facilities for e-content development

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing**

Response: D. 1 of the above

File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 66.02

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)**

2020-21	2019-20	2018-19	2017-18	2016-17
878.35	1100.87	1167.62	876.59	942.26

File Description	Document
Upload any additional information	View 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:

Maintenance department

- The college has maintenance department that supervises the maintenance of buildings, classrooms and other infrastructure facilities. The maintenance department is headed by **Dean Infrastructure and Planning** who in turn monitors the civil maintenance work. Dean Infrastructure and Planning is assisted by Foreman.
- The c**ivil maintenance work**, such as masonry and plaster works, painting, carpentry, plumbing, furniture repairs, whenever required, is outsourced. The foreman supervises the maintenance of civil works and reports the progress of the same.
- **Periodic reporting** on requirements of repairs and maintenance are submitted by the HODs to the Dean Infrastructure and Planning. The requirements are collectively processed so as to keep things ready.

Stock registration and verification

Every department maintains a stock register for the available equipment. Proper inspection is done and verification of stock takes place at the end of every year.

Maintenance of Waste management systems

The institute has embraced sophisticated methods for the Degradable and non-degradable waste management. The waste generated in the campus includes liquid and solid waste- both of biodegradable and non-biodegradable nature.

House Keeping

- Classrooms, Staffrooms, Seminar halls and Laboratories, Wash rooms and rest rooms etc are cleaned and maintained regularly by the house keeping staff. Dustbins are placed on every floor. Housekeeping is outsourced by the college. The college supervisor functions as the coordinator who monitors the quality of the work done and reports to Dean Infrastructure and Planning.
- Optimum working condition of all **Generators, Air Conditioners** on the campus is ensured through annual maintenance contracts (AMC). Apart from contract workers, the college has trained in - house electricians and plumbers.
- Lab assistants under the supervision of the Computer center coordinator and **System**

administrator maintain the college computers and accessories.

- The nonteaching staff is also trained in **maintenance of equipment** present in the laboratories.

Security

The campus maintenance is monitored through surveillance Cameras.

Electrical maintenance team

The college has trained in - house electricians and electrical work is adequately monitored and maintained by them. The electrical maintenance team is reporting to Head of Electrical and Electronics Engineering Department.

Pest control

Pest control of library books and records is done every year by the maintenance department.

File Description	Document
Upload any additional information	View Document

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 last five years

Response: 37.56

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
1905	1773	1761	1771	1586

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Institutional data in prescribed format	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 and non-government agencies during the last five years

Response: 0.1

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
3	9	4	4	4

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: B. 3 of the above

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

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 11.76

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

2020-21	2019-20	2018-19	2017-18	2016-17
901	918	392	520	0

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 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances

4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Upload any additional information	View 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

5.2 Student Progression

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

Response: 28.99

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

2020-21	2019-20	2018-19	2017-18	2016-17
571	396	291	215	326

File Description	Document
Upload any additional information	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: 3.22

5.2.2.1 **Number of outgoing student progressing to higher education.**

Response: 39

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: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
29	35	21	16	8

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
29	35	21	16	8

File Description	Document
Upload supporting data for student/alumni	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 won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 144

5.3.1.1 **Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
21	55	37	20	11

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document
Any additional information	View Document

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

Response:

1. **IEEE** KLS's GIT Belagavi Student Branch is operated by a team of students who manage all technical, co-curricular and managerial events related to science and technology which are used for humanity benefits. STUDENT CHAIRMAN is the team leader, VICE-CHAIRMAN is the associate of the Chairman, SECRETARY does the overall event, reports management. TREASURER takes care of all the expenses activities like budgetting, income and expense details, bills etc. JOINT-TREASURER is the associate for the financial work to treasurer. SAC and Co-SAC are the point of contact with student community to update about IEEE activities. EVENT LEAD acts as a leader to collaborate with everyone for events, like publicity, event materials etc. WEBMASTER takes care of the website and other social media accounts. The student branch has a separate Affinity Group for Lady faculties and Girl students. WIE STUDENT CHAIR and VICE-CHAIR are the volunteers to plan and manage WIE activities and specially International Women's Day celebration.
2.**The ASME** Student Chapter at GIT Belagavi is an undergraduate club comprised of students majoring in Mechanical and Industrial Engineering. The mission is to promote and enhance technical competency and professional well-being of our members through quality programs and activities in mechanical engineering. This student chapter has recently been established in Jan, 2019. The chapter is in frequent touch with ASME Headquarters in New York, USA. They organize regular competitions, industrial field trips, guest lectures and interactive events.
3. **The Institution of Engineers (India) (IEI)** is a constitutional body is an active cell in KLS GIT . The Institution has been serving the engineering fraternity for over a Century with its national and international presence through 125 Centres spread all over India. The students assist the faculty coordinator in leading the chapter, Organizing events, Keeps record of all meetings, events and ensure that all members have paid membership fees.
4. The students are part of **Board of studies** (BOS) in braches like electrical. The students are actively involved in syllabus framing and examination reforms.
5. The KLS GIT has **ACM chapter**, The ACM brings together computing educators, researchers, and professionals to inspire dialogue, share resources, and address the field's challenges. As the world's largest computing society, ACM strengthens the profession's collective voice through strong leadership, promotion of the highest standards, and recognition of technical excellence. ACM supports the

professional growth of its members by providing opportunities for life?long learning, career development, and professional networking. The ACM Student Chapter is organized and operated exclusively for educational and scientific purposes to promote knowledge and greater interest in the science, design, development, construction, languages, management and applications of modern computing

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 3.2

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	4	3	4

File Description	Document
Report of the event	View Document
Number of sports and cultural events / 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 other support services.

Response:

Alumni Association / Chapters at KLS GIT is not registered, however, they are active and conducting the events.

Our enthusiastic alumni from across graduation years and branches have been contributing to various activities all through the recent academic year.

- A total of **129** alumni-led webinars/expert talks were conducted on various topics – technical and otherwise.

- Alumni have been instrumental in fetching a total of 92 student internships.
- A total of 12 alumni are serving as visiting faculty / adjunct faculty and 9 as members on the BOS across departments.
- Students work on real-time and academic projects under the able co-guidance of alumni.
- Individual departments invite alumni as judges(s) for events and other academic related activities.

File Description	Document
Any additional information	View Document

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

Response: E. <2 Lakhs

File Description	Document
Link for additional information	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

Gogte Institute of Technology shall stand out as an institution of excellence in technical education and in training individuals for outstanding caliber, character coupled with creativity and entrepreneurial skills.

Mission

To train the students to become Quality Engineers with High Standards of Professionalism and Ethics who have Positive Attitude, a Perfect blend of Techno-Managerial Skills and Problem solving ability with an analytical and innovative mindset.

Articulation of Vision

Technology is transforming society like never before. Industry, Social organizations and people at large are adopting technology at a rapid pace. Industry 4.0 and Industry 5.0 have become the buzzwords. To keep pace with the industry and startup ecosystem, it has become imperative for technical institutes to adopt modern pedagogy like automation, robotics, additive manufacturing, internet of Things, Internet of Behaviors, Quantum computing , Data sciences, Nano technology etc...Hence, KLS Gogte Institute of Technology included '*Excellence in technical education*' as the key word in their vision statement. The unprecedented growth of technology has also been coupled with challenges. Cyber security, humanity, digital divide and bottom of the pyramid emerged as the bottleneck to put our steps forward. Apart from this, the character of learners and academia has become essential. To meet these challenges, KlS Gogte Institute determined to develop ' Learners and academia with '*character and calibe*r'

Articulation of Mission statement

The vision statement of the Institute Is the driving force in formulating the mission statement. The excellence in technical education goal will be achieved by imparting quality technical education that germinates '*Quality engineers*'.The quality is measured in three dimensions. First, The institute is determined to provide world class technical knowledge that industry readily accepts or learners will seed their ideas in entrepreneurship. Second, The institute understands upskilling requirements from employers. Hence, in the mission statement, it is stated that the institute is committed to upskill the '*technical and managerial skills'* of learners. Third and most important attribute is developing future citizens with the right '*attitude'*. However, the institute observed that decline in professionalism and ethics in the Generations Z and Generation Alpha, decided to strengthen educational values by strengthening learners ' *professionalism and ethic*s that leads to better India.

Development of Vision, Mission and Program educational Objectives(PEOs):

KLS Gogte Institute of technology believed in progressing through stakeholders value creation. Thus, the institute obtained inputs from stakeholders in formulating the Vision, Mission, and Program Educational Objectives(PEOs). These inputs from management, governing body, faculty, non-teaching staff, employers, Industry, Funding agencies and alumni were discussed in the institute IQAC meetings and final strategic intents were formulated.

Governing Council:

File Description	Document
Link for additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

Operational/Functional Plan development and implementation

Academic Calendar

The college prepares the academic calendar for the smooth functioning of the academic activities. The academic calendar includes internal tests, semester end examinations, club activities, intercollegiate events, annual days, and graduation days. Based on the institute academic calendar departments will prepare their calendar which shall be approved by Dean Academics and IQAC.

Dean and HoD Meetings

The institute built on the pillars of decentralization. As part of core values of the society, decisions of management and stakeholders are discussed in the Deans and HoDs meetings conducted every week. These proceedings are circulated among faculty and non teaching to convey the information.

Institutional committees:

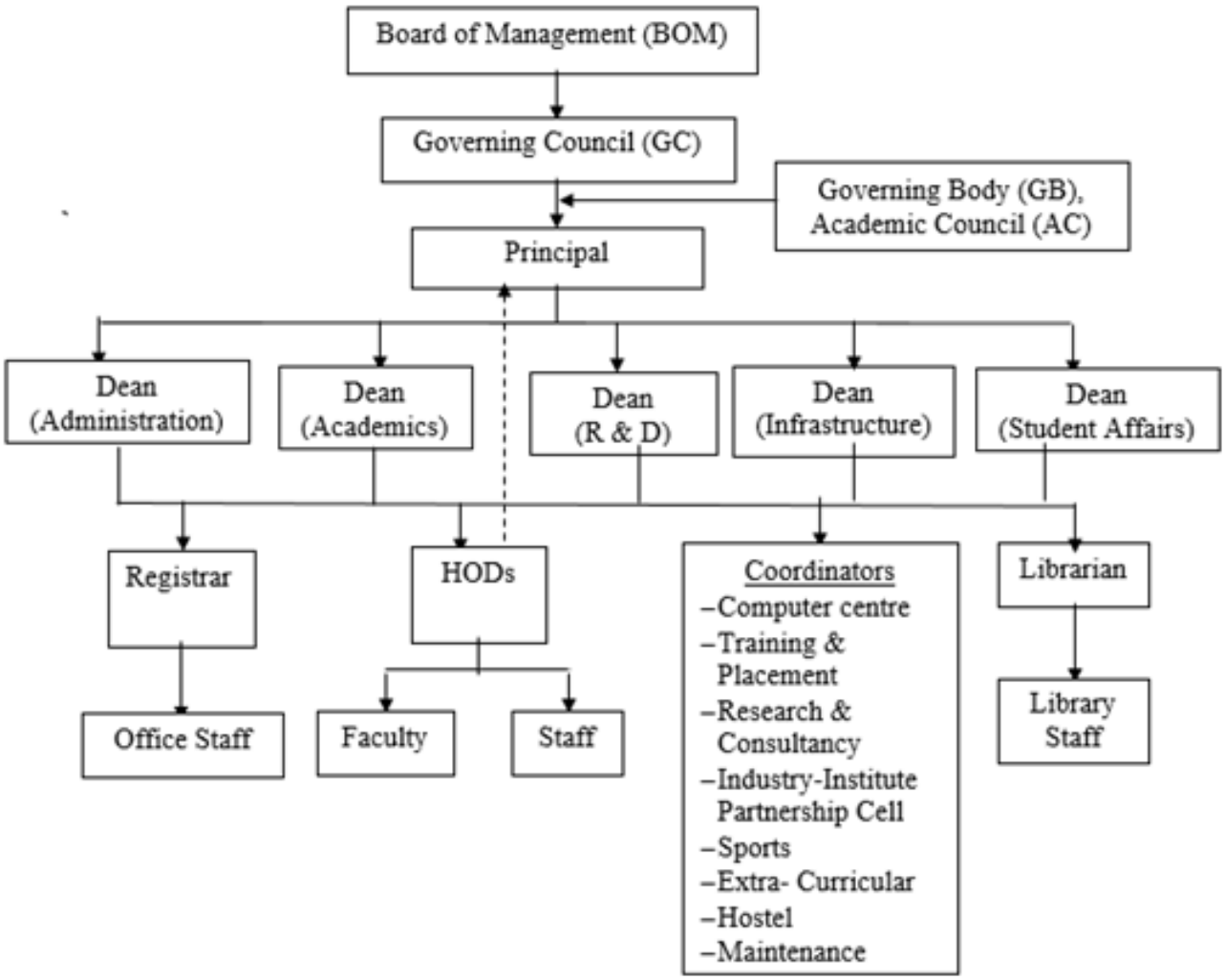
KLS GIT decentralized its operations to foster the growth and innovative practices. This decentralization also identifies the needs and facilities required by academic fraternity and provides necessary support. The institute has an IQAC cell that monitors the quality initiatives of the institute and prepares the best practices for future endeavors. The IRDC cell press for the innovation, publication and skill upgradation.The institute carved out an innovation cell to brings the start-up culture in the campus. The incubation cell of the institute is supported by the Karnataka government. The ISTE and IEEE chapters facilitate the technology trends and disseminate the same in the downline.

Financial Planning

The institute has well established financial systems. The departments prepare their annual budget requirements. The requirements include compensation, research assistance, Industry institute interactions, alumni workshops, faculty development, and social responsibility expenses. Further, infrastructure coordinators preprees the lab and civil requirements and submit the requirement plan to the head of the departments. In addition to this, HoDs prepare the department budget for the decision making bodies. Based on the department budget, the institution budget is prepared and submitted for governing council

and board of management for approval. After the approval, each and every expense has to be submitted through proper channel and proper format for the sanctioning. The sanctioned amount is checked against the utilization certificates provided. The financial audit is conducted at the department and institution level to check the proper utilization of financial resources.

Organizational Structure



Department Self appraisal

Every department has to conduct a self appraisal and find out its strengths, weaknesses , opportunities and threats. Based on the appraisal a review meeting was conducted by the Principal and management. The meeting resulted in creating the roadmap for the institute.

Alumni feedback

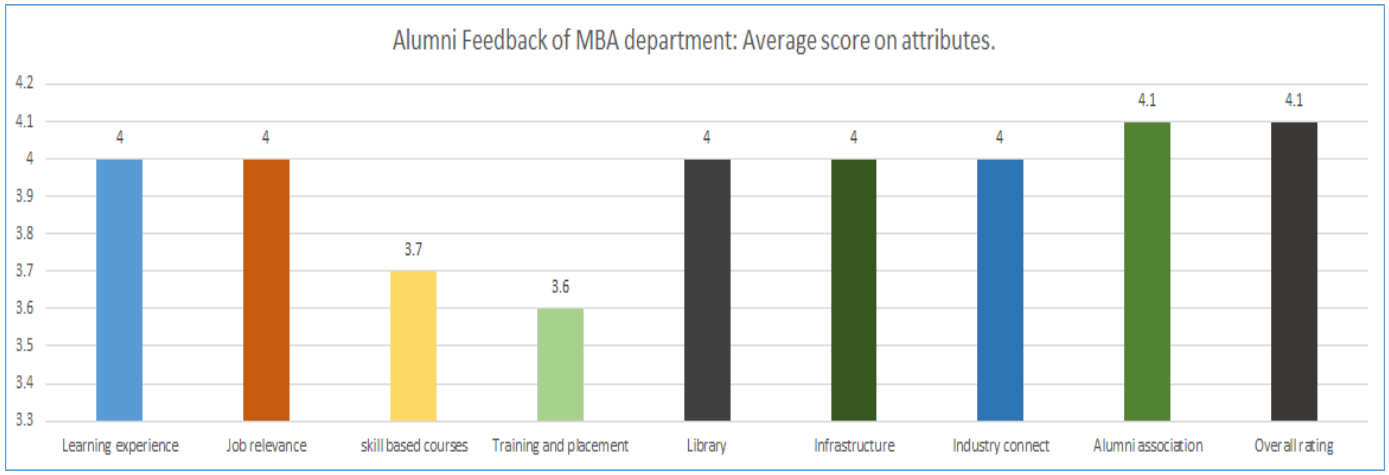
Date	Name & Contact no.	Suggestions
21/12/19.	Pramila.B.Kopp	Good College. Good staff. Good Experience
21/12/19	Subandhu Sinha 9650001657 subandhu_sinha@yahoo.com	Nostalgic trip
21/12/19.	Deepa. Kulkarni (Pujar). deepa.pujar@yahoo.com.	sweet memories to cherish. ☺
21/12/19	Nitin. R. Gizare ngizare@gmail.com	☹

Scanned with CamScanner

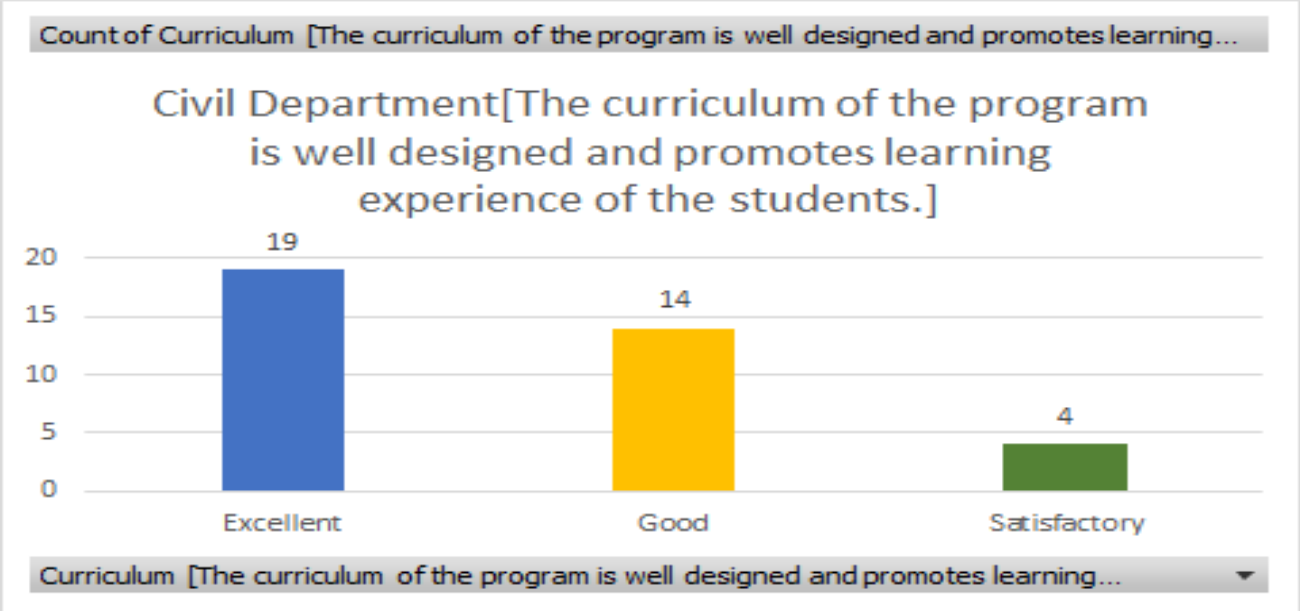
The sample document of alumni feedback of the E & C department.

The feedback was positive about the environment. Thus it is concluded that alumni are happy with learning and thus achieving our vision.

MBA Department Alumni Feedback



Exit survey



The exit survey conducted for students who pass out to verify the vision attainment and to find corrective actions required. It was found from the samples of civil department surveys that students are gaining knowledge through proper technical inputs.

File Description	Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The institute has the strategic plan of action for taking the development ectivities related to infrastructure, environment and academics.

One activity successfully implemented based on the perspective plan carried out is the **installation of Roof Top Solar Power Plant** at GIT Campus, which is an example of careful deliberations and strategic planning undertaken in the year 2017.

Considered the matter regarding finalization of agency for Roof Top Solar Power Plant at GIT Campus. As per the BOM Resolution No.13 dated 23.04.2017, a committee is constituted to finalize and fix Agency for installation of Roof Top Solar Power Plant at GIT Campus. Accordingly, a Report has been submitted by the Chairman, Governing Council, GIT and Principal GIT vide letter No. GIT/BGM/67/537/17 dated 03.06.2017 recommending to entrust the work to M/s Sterling and Wilson Pvt Ltd at the cost of Rs.1,23,00,000/-. Considering the contents of the Report and after discussion, it is hereby resolved to entrust the work of installing Roof Top Solar Power Plant at GIT Campus to M/s Sterling and Wilson Pvt Ltd at the negotiated cost of Rs.1,23,00,000/- subject to the following terms and conditions.

- The final price would be Rs.1,23,00,000/- 300 KW (i.e.Rs.41,000/PKW)
- The price is inclusive of all the applicable taxes, whatsoever.
- Comprehensive warrantee of five years is including in the price agreed upon
- All the component specifications must be listed by the College in the e-mail communication dated 17.03.2017 (Attachment: Scope of Work and Technical details)
- All the 3 building Roof Tops are to be used on as is where is basis.
- All the govt related Liaising work whatsoever for the project is in the scope of vendor.
- The installation and commissioning mut be completed within three months from the date of issue of Work Order.

Chairman, KLS has issued the Work Order on 06/09/2017. Date of commissioning is 30/06/2018.

File Description	Document
Any additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The institution has a well-defined de-centralized organizational structure. The organizational structure consists of Board of Management, Governing Council, Principal, Registrar, Dean Administration, Dean Academics, Head of Departments, Deans and Coordinators, Training and Placement officer, Examination section, Hostel coordinator etc. The principal is the head of the Institution. The principal provides guidance in planning and execution of all the academic and administrative activities. The principal is also member in the Governing Council. Decision taken by the principal in consultation with Board of Management and Governing council are decimated through Deans, Heads of the departments to all the faculty and the non-teaching staff. The Governing Body under the leadership of the Chairperson gives direction to the administration and decision-making, finances and regulation, purchases and development, and quality assurance of the college. The decisions taken are passed on to Principal of the institution. Principal is empowered to take a decision in the interest of the college with advice of the management.

- At the department level, Head of department can take the decisions that will help in smooth functioning of the department. The respective coordinators are responsible to administer decisions

related to academic work, workload, time table, purchases and maintenance, discipline and codes of conduct, curricular and extracurricular aspects of the college/department, subject to the provisions and ordinances of the college/university.

- The Internal Quality Assurance Cell also collaborates with the principal in ensuring a quality teaching and learning environment in the college. The IQAC of the college plays a key role in assessing and assuring quality in the teaching- learning and evaluation process. The IQAC conducts the bi-annual internal academic and administrative audit of departments and physical verification of laboratories to monitor and ensure quality in the college. Various skill-based and quality events are also conducted by the college under the aegis of IQAC.

- The Administrative Staff of the college is also characterised by a well-defined organisational structure, with positions according to the University rules and the UGC. The administrative decisions are implemented through the Administrative Officer, who is assisted by a team of section officers from the administration and the accounts section. The caretaker supervises the maintenance of the infrastructure and the working of housekeeping staff, electricians, gardeners, etc.

- Anti-ragging committee, Internal Complaint Committee, Grievance Redressal Committee are active in providing good care and attention to the students and staff of the college.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

Welfare Measures for teaching and non-teaching staff

· Contribution for employee provident fund scheme

· Gratuity paid as per Gratuity Act for staff members

· Leave encashment benefit for non-vacational staff

· Fee concession for faculty perusing Ph.D. at the research centers of college

· Admission and fee concession for the children of employee

· Loan without interest for purchase of computer/laptop

· Reimbursement of uniform expenses to Non-teaching staff, drivers and attenders

· Maternity leave given to the ladies staff

· ESI membership

· Staff cooperative society

-To support faculty by providing loan at concessional rate of interest

- Provides better rate of interest on Fixed Deposits for the staff

· Festival advance for non-teaching staff. Implementation of pay scales to teaching and non-teaching staff

· Emergency medical care and first-aid is available in the campus with one Nursing Assistant. General medicines are made available in the center.

· An Ambulance with all facilities is available in the college round the clock for emergency services.

· 24x7 ATM Facility in the campus

· Availability of Banking facility for financial transactions within the campus.

· All staff both teaching and non-teaching staff can avail sports facilities to improve their physical fitness.

Avenues for career development/ progression:

To enhance the professional development of teaching staff, following are the steps taken:

· Deputation of faculty for Ph.D./Post-Doctoral research

· Support for faculty to take-up sabbaticals in relevant industries.

· Faculty members are encouraged to take up research work and publish the papers. Funding is provided for the research work.

· Registration fee, Dearness allowance, travel grants for staff for attending various conferences, workshops and skill development courses.

· Support is provided for the faculty members to present technical papers in international conferences through international travel grant, and dearness allowances etc.

· Seed money grant for pursuing minor research activities and supporting for experimental setup to pursue Ph.D.

· Financial support is provided to the faculty for obtaining the patents in their relevant fields.

· Faculty are encouraged to take up consultancy activities by providing sharing of revenue in consultancy projects.

· Support is extended to the departments to organize workshops/FDPs/conferences in the College.

· Faculty are sponsored for their higher studies

· Financial support is given to the faculty members for attending workshops/conferences/FDP etc.

· Subscription of e-Journals to the faculty members through the central library.

· Orientation programs are conducted for the newly recruited faculty members. Principal and the senior faculty members address them. The topics such as policies of the institution, opportunities provided for the career growth, classroom management etc. are covered.

· Motivational lectures by eminent personalities are arranged

· Advanced and licensed software are provided for enhancing the professional skill sets of the faculty.

To enhance the professional development of the non-teaching staff, the institution encourages its staff to:

· Update their computer knowledge

· Attend training programs in advanced skills related to their work

File Description	Document
Any 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: 40.83

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**

2020-21	2019-20	2018-19	2017-18	2016-17
52	167	162	97	93

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 11.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	15	14	10	8

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

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 52.61

6.3.4.1 **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
488	108	43	71	10

File Description	Document
Institutional data in prescribed format	View 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:

KLS Gogte Institute of Technology, emphasis on high transparency for financial transactions. The college has robust systems to ensure institutional finance is used to maximize value. Following are few audit stages college follows:

Financial Audits

- **External audit by Chartered accountants**: The financial transactions of the college is audited by an external auditor. This chartered accountant conducts audit once a year to inspect the adhrence of finacial transactions of the institute to regulatory systems.. These reports are made available on the college portal.

- **Internal audit by the Finance officer** : The college is also having the internal auditing system wherein the finance officer from the Karnatak Law Society, a parent body of the Gogte Institute of Technology audits financial statmenets once in a quarter period. This will serve as the basis for external audits. The college is having Tally Software for the accounting transactions entry and the finance officer conducts the audit on the same software.The scope of the work for the finance officer is as follows:

1. Safeguard the assets of the society.

2. evaluate internal control and make recomendations

3. Ensure complainace of relevant laws and statutes.

4. Risk management

5. Inflow and outflow of finance

6. Brief finance committe and board management regualry

File Description	Document
Any additional information	View 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 and V) (INR in Lakhs)

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

Response:

Fund generation/income to the college
1. Fee collection from Students which is main source of income
2. Rents collected from Canteen and cafeterias , Xerox center , Bank outlet
3. Sponsorship money is collected from nongovernment sources likes private vendors/shops/industries during the college level events like “Aura”, “Avalanche” etc.
4. Funds received for research projects funded by government agencies

Fund utilization/mobilization
1. Salaries to the all teaching and non teaching staff
2. Funds are used for college Infrastructure developments lab facilities, building construction, garden maintenance and purchase of books etc.
3. Each Department is provided with separate budget allocation under various heads like-

FDP/workshop/conference organization, department lab equipment purchases, and facilities for staff, BOS meeting remuneration etc,
4. Funds are provided to staff members to support them to attend FDP/workshop/conference outside the colleges.
5. Concession in fees for the wards of faculty and also to the rank students.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

Two practices institutionalised with IQAC initiatives are: (i) Academic and Administrative Audit of Departments and (ii) Feedback mechanism.

I. Academic and Administrative Audit of departments: The IQAC initiated the Academic and Administrative Audit primarily to take account of teaching-learning processes in all disciplines and to institutionalise documentation and record-keeping of all academic and administrative matters of every department. The **internal academic audit** is conducted by academic coordinators every semester for fulfilment of IQAC-driven practices toward quality assurance. The process requires a self-regulated assessment of teaching-learning processes and a systematic management of documents. The peer-review based audit evaluates the fulfilment of the following procedures in teaching-learning processes and laboratory management:

- The academic coordinators assess the documents related to the following: preparation of academic calendar; selection of papers to be taught; timely distribution of time table; submission of lesson plan and compliance report of curriculum delivery as per the schedule; and delegation of responsibilities and formation of internal committees for department activities.
- Teaching methodology, use of ICT facilities, and opportunities for experiential learning are also apprised of at the audit meeting.
- Documents of internal assessment, policy for moderation of marks, steps taken to assist slow learners, and analysis of the results of end-semester examinations are examined meticulously as part of the audit process.
- It also assesses if the teacher-student mentoring programme, which provides a meaningful platform for engaging with students and addressing their concerns, takes place regularly.
- The auditors conduct stock verification of the equipment and consumables at college and departments.
- Documentation of faculty achievements (paper presentation/participation in faculty development,

courses, publications, awards) is also registered at the audit.

External Audit was conducted for all the departments. The external members reviewed the entire process and gave the report.

II. **Feedback mechanism:** The IQAC has implemented a feedback system for students based on institutional parameters such as infrastructure and facilities, curriculum delivery and pedagogy, discipline and environment, staff and support, and so on. The online feedback mechanism offers a constructive self-assessment procedure integral to fostering and enhancing academic excellence and institutional development.

File Description	Document
Any additional information	View 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 and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

1. Curriculum:

The curriculum has been designed to meet the preesnt day industry needs and also the overall development of the students. Changes in the curriculum focus the main features of the **Outcome Based Education(OBE)**.

a. Professional Core Courses: Core courses related to the present technology have ben incorporated.

b. Open Elective courses: Initially the institute started with one open elective and presently, three open electives are offered to the students. This is helping the students to learn the topics from other disciplines in addition to their core discipline. Few open elective courses are **offered by the industries**. The industry experts and the faculty members are involved in teaching and the evaluation process.

c. Design thinking: A course on design thinking was introduced. Training sessions were conducted for thr faculty members. Students were initially introduced to the concept of design thinking in the classroom through presentation and small activities. General theme of the problem statement is given. Based on the theme given, the students come up with the idea and the problem statement. At the end of the course, the poster presentation/ model presentation was organized where the students exhibited the application of the design thinking process for their idea and its solution. This course helped the students to **build their lateral thinking** abilities.

d. Professional Certification (Online): To introduce the students the concept of **self-learning**, the students have to compulsory undergo professional certficate through NPTEL. The outcome of this was, the students not only completed NPTEL courses but also this practice motivated the students to undergo courses from other platform also. On the similar lines, for the students of B.E and Management, Professional certification (Business English Certification) by Cambridge was introduced.

e. Industry expert talks: The industry expert invited talks facilitate the students to know how the concepts learned in the classrooms are applied in the industry. The industry expert talks are arranged by all the faculty members during each semester for the courses they take.

f. Internship: To provide the exposure about the industry work culture and application of the knowledge gained, internship plays a vital role. Internship is made mandatory. This has helped to students to know the real time application of the topics, problem solving methods, working in team and interpersonal relation at the workplace. The students submit the report at the end of the internship. The expert from the industry is also involved in the evaluation. Many of our students also enroll for the online certification provided by AICTE-Internshala.

g. Course Seminar/Course Project: Communication skills is one of the outcomes of the program. Every student has to give the seminar in each course based on the list of topics provided by the respective faculty member or the student can select the topic on his own. The students do a brief literature review and study the topic selected. Students submit a report and also present the topic. This helps the student to improve the self-learning, presentation and communication skills.

2. Teaching-learning and evaluation process:

Changes have been made in the course content delivery and the evaluation process.

a. Proforma of the syllabus copy: New proforma for the syllabus copy was prepared. It contains the course code, credits, teaching hours, Objective of the course, detailed course content with text books and online content address, **Course Outcomes (COs) with Blooms learning levels and Program Outcomes (POs)**, Continuous Evaluation and Semester End Evaluation method and weightage. This provides the complete information about the course to the students.

b. Content delivery: Along with the traditional method of teaching, ICT based Teaching through Power Point Presentation, videos are used for content delivery in the class. During the lockdown, the teaching-learning process shifted online mode. Training sessions were organized for the used to tools for online conduct of the classes. For the laboratory component, the practicals were conducted by the faculty and were video recorded. The same were shared to the students. Online practice sessions were conducted as per the time table, during which the faculty members explained the concept, working principle, procedure.

c. Course file: Maintaining course file for every course is mandatory for all faculty. The course file includes lesson plans, syllabus, Continuous Internal Evaluation (CIE) question paper and scheme of evaluation, teaching methodologies. At the end of the academic year, the content of the course files is verified along with sample booklets of Internal tests, Assignments, Course seminar reports.

d. Question Papers: Setting of question papers in tune with learning outcomes (COs) and their assessment and mapping with Program Outcomes is also done. For each question, the revised Bloom's level, Course Outcome and the Program Outcome is included. Internal Assessment test paper has objective and descriptive section. Now, the objective part is taken through the online quiz. Also, the quality of the Semester End Examination (SEE) question paper is checked for COs and POs during the scrutiny.

e. Student feedback for faculty is taken in online mode. Feedback is collected iat the end of semester to assess teaching proficiency of the faculty. Feedback covers the following attributes course design, punctuality, syllabus coverage, clarity of presentation, motivational abilities, maintaining the discipline in the class and fairness of evaluation.

f. Question Paper Audit

To maintain uniform assessment of internal and Semester End Examinations, question papers are audited periodically. Question papers of internal tests are audited at the respective department level. Semester end examination question papers are audited by experts who are invited from other institutions. Corrective actions are taken based on audit.

g. Transparency in the evaluation process: An open day is conducted after the announcement of the final results during which the students are provided with an opportunity to see their Semester End Examination answer scripts (of each course). Interested students give a request through online registration.

File Description	Document
Any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **Any other quality audit recognized by state, national or international agencies (ISO Certification)**

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste web link of Annual reports of Institution	View Document
Link for additional information	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

1. Gender equality is not only a fundamental human right but a necessary foundation for a peaceful, prosperous and sustainable world. At KLSGIT, gender equality is of most priority and followed strictly. Women and men must enjoy equal opportunities, choices, capabilities, power, and knowledge as equal citizens. Equipping girls and boys, women and men with the knowledge, values, attitudes, and skills to tackle gender disparities is a precondition to building a sustainable future for all.

   To fulfill the above mission several programs are regularly conducted in and around KLSGIT under the banner of ***LEAD and RISE***. Two events named "***Make in India***" as well as ***"Awareness on Cracker Free Diwali"*** were conducted to increase the awareness among buyers for the Diwali celebration during 10-14, October, 2017. Equality or non-discrimination is that state where every individual gets equal opportunities and rights. Every individual in society yearns for equal status, opportunity and rights. However, inequality based on gender is a concern that is prevalent in the entire world. Even in the 21st century, across the globe men and women do not enjoy equal privileges.

   As a matter of fact, true spirit of education is being practiced in KLSGIT i.e. no differentiation in caste, creed, religion and gender including third gender. The KLSGIT provides safety, security & counseling facilities to both male and female students /staff.

   To address this issue "***Women's Day Celebration***" celebrating the Essence of Womanhood was organized on 8th March 2018, at KLSGIT, Belagavi. India suffers also from inequality between the rich and the poor. To have exposure to the problems faced by rural people, several visits to rural areas of Belagavi district were conducted dated **29th September** and **2nd October, 2018**. ***SAMARPAN*** – Joy of Giving, wherein collecting donations to be distributed to the poor and needy was done dated 29th September and 2nd October, 2018.

   UMMEED 2019 was conducted wherein selling of diyas and donating the collected fund to women welfare society was made during 19-23rd October, 2019. Poetry, debate competition under the name of ***Aakriti*** was conducted during 29th and 30th August, 2020. Make products from the waste event under the banner ***"Trash it"*** was held on 23rd May, 2021. In all the events participation from the girls/women sections was impressed upon.

   In addition to women empowerment, KLSGIT is following an open and clear system of staff selection purely on the basis of merit for recruiting male as well as female staff members. The selection is carried out through an open advertisement followed by demonstration by the candidate in the classroom, appearing for personal interview etc. The same procedure is followed for

promoting the staff to cadre of Associate professor and Professor.

The campus has proved to be very secure due to its well-maintained security system. Separate hostels for girls and boys with security systems are available. KLSGIT has on campus hostel facilities for girls and boy students, the hostels are equipped with 24x7 security guards, Wi-Fi connectivity, CCTV Cameras, drinking water facilities and dining facility.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

The college has embraced sophisticated methods for the Degradable and non-degradable waste

management. The waste generated in the campus includes liquid and solid waste- both of biodegradable and non-biodegradable nature. No classified hazardous waste is generated in the campus. The policy of the institute is to maintain campus ecofriendly, clean and hygiene.

Solid waste management:

The first step in Solid Waste Management is Segregation of waste at source collected from the grounds, rooms and canteen. Green and Blue bins have been placed at several places in the campus to segregate wet and dry waste.

Use and throw' items like plastic cups, plates etc. used in the college canteen are replaced by reusable items like steel glasses and plates.

Food Waste from Canteen is collected in separate bins and Food Waste from the Canteen is used for Bio Waste Treatment Plant that converts into biogas which can be used for cooking.

Liquid waste management:

The liquid wastes generated in the campus include Sewage, Laboratory, Laundry, hostel and canteen effluent waste. This waste is treated through Sewage Treatment Plant (STP) setup in the institute. STP is established in the campus to treat the domestic wastewater where the treated water is being used for flushing and gardening. Sewage generated in the campus is treated to eliminate the adverse impact/risk to human health and Environment. The Green spaces are maintained by using recycled wastewater/sewage. The STP works on the principle of Rotating Biological Contactor (RBC). At present 55200 litres/day of wastewater is treated and used for gardening.

Biomedical waste management:

The Bio Medical Waste from Girls hostel such as used Sanitary napkins are disposed by using “Instant Electric Incinerators”. GIT has procured five Incinerators from Visaga Techno systems and they are placed in GIT Girls Hostel. The Geo tagged photos of these facility is attached.

E-waste management:

The e-waste generated in the campus is collected and disposed through Government approved dealers by inviting tenders in sealed quotations. All the quoted vendors are called for final price negotiation. Whoever will negotiate at highest price in meeting will be finalized to take the e-Waste materials at agreed price. Letter to Karnataka Pollution Control Board, Belagavi, is sent for Information.

Waste recycling system:

Food Waste from Canteen is collected in separate bins and Food Waste from the Canteen is approximately 30-35 Kg per day, which is used for Bio Waste Treatment Plant. GIT has installed two 35kg/day capacity biogas plant to turn the canteen and boys mess food waste into biogas which can be used for cooking. The installed setup is of floating drum type biogas plant and has a gas generation capacity of 3 m3/day.

Hazardous chemicals and radioactive waste management:

There is no Hazardous chemicals and radioactive Waste in GIT but a little amount of chemical waste from Chemistry labs is generated but it will be used for other experiments. The used batteries are disposed through Government approved dealers by buy back policy.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

KLS Gogte Institute of Technology Belagavi enjoys an enriching presence of students and staff from

across the spectrum of socio-cultural backgrounds. Sixty percent of students are from outside Karnataka, with representation from 28 states and 8 Union territories. International students from different countries are also present on the campus.Cultural sensitivity and respect for others is stressed upon in the orientation programs for students.

The annual cultural festivals of the constituent colleges provide a platform for students to learn about each other's traditions and heritage. The colleges also organize National Festivals like Indipendace day,Gandhi Jayanti,Republic Day etc.Many Regional festivals like Kannada Rajyostava,Maharsharshi Valmiki jayanti, Kanakdas Jayant,Mahanavami,Ayudha pooja,i,etc are celebrated in college campus.

A cultural fest AURA is celebrated every year

About Aura…. A cultural fest of GIT

GIT has always given great value to personality development of individuals through extracurricular activities. The Institute is also known for its best practices in academics coupled with the values of innovations. Our brilliant students have been the great strength in all our endeavors. In order to provide a platform for our students to exhibit their talents and search for the excellence in their activities, we are organizing *"**Aura –a Cultural fest'*** the flagship cultural event at our institute.

The event would be spread over for a period of three days with various events such as Battle of Bands, Fashion Show, Dance, Singing, Fine Arts, Literary, Dramatics, Street Play,Photography, LAN Gaming, Offline treasure hunt etc and would be graced by renowned performers as well as artists of repute, who have reached to the zenith of success such as ***KK, Sunidhi Chauhan***, ***Farhan Akthar, Shankar Mahadevan, Vishal-Shekhar etc..*** Besides the corporate, *"**Aura'fest**"* would witness the presence of media populace with more than four thousand students, alumni and other audience witnessing the cultural fest. Over the past 37 years, GIT has seen tremendous growth in terms of planning and execution of each event by showcasing their talents on a cultural platform. Events hosted by our college have been graced by eminent personalities and have always won their appreciation.

Karnataka Rajyostav also is an important event we celebrate in college,Guru Poojanam ,greetings the Gurus will be done on that day followed by evening cultural events.NSS in association with Physical Education and Sports department organized many events like Tree plantation,Swachha Bharat Abhiyaan,Traffic rules awareness programme ,Cycle rally was recently organized on account of Azadi ka Amrut Mahostav Fit India 2.0 .

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

KLS Gogte Institute of Technology takes initiatives in organizing various events and programmes for moulding the students and faculties to become responsible citizens by sensitizing them to the constitutional obligations: values, rights, duties and responsibilities of the citizens.

Universal Human Values are the guiding principles of our lives and play an important role in the life of human beings at various stages including education and career. Education in Universal Human Value (UHV) deeply essential to nourish the moral capabilities in the student & ultimately in society in a positive way.

Truth, Love, Peace, Non-Violence and Righteous Conduct are the Universal Human Values. These are needed for well-being of an individual, society and humanity and ultimately to have peace in the world. To inculcate Universal Human Values in the students who are the building blocks of Nation various events and programmes are conducted.

The spiritual values breed the ideas of peace, unity, and wisdom. Similarly, moral values are crucial for the students to be appreciative of qualities of compassion, goodness, humility, and truthfulness. The holistic development of student is never complete without moral and spiritual growth, which in itself remains incomplete without the inculcation of the right values. The spiritual development of young people has the potential to strengthen youth work and its outcomes. Universal Human Value cell at the institute arranged the invited talks by the spiritual Guru's Chaitanya Charana Swamiji of ISKCON, Swami Anupamanandaji Maharaj from Tirupati, Swami Karunakaranandaji Maharaj from Belur Math, Sri. Anantaramu K.from Mysuru of Ramakrishna Mission Ashrama Belagavi and His Holiness Bhakti Rasamrita Swamiji of ISCKON.

The National Education Policy 2020 puts teachers at the centre of the fundamental reforms in the education system. Quality and Engagement of teachers matter. Success of National Education Policy depends upon the attitude of teachers. A teacher alone can be a true nation builder. In this context, a Discourse by Swami Mahamedhanandji Maharaj on "Teacher's role in Nation building and NEP" was arranged for the faculties.

Alumni events represent wonderful professional and personal development opportunities for the students. Such events build the relation among the pursuing graduates with alumni. The students can get guidance from alumni in perusing their career. Motivational talks by Mr. Milind Katti and Mr. Rahul Apte were arranged for the students.

To enhance the spirit of patriotism among the students on the account of 75 years of Independence, Azadi ka Amrut Mahotsav, the institute conducted the activity of rendering the Rashtra gaan.

The institute observes National Unity Day or Rashtriya Ekta Diwas to celebrate the unity in diversity of our nation. The sole aim of celebrating such functions is to instil a sense of national faith and integrity among the students.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Every year Institution Organizes National / International Festivals and Birth and Death Anniversaries of great Indian Personalities with enthusiasm. Various programs and exhibitions will be arranged during national Festivals and Birth/Death Anniversaries of the great Indian Personalities to imbibe the importance of national integrity and patriotism. In addition, days marking the birth and death anniversaries of persons of note are marked with veneration of their image with a garland in the presence of students and staff. Days such as International Yoga Day, International Women's Day, National Service Scheme(NSS) day, National Science Day, are celebrated by conducting activities like talks, workshops and exhibition.

In order to know about the sacrifice by freedom fighters, Philanthropists, social activists and to remind about our country's cultural heritage and history among staff and students every year college organizes the following national festivals and commemorative days.

Sl. No.	Name of the festival/ Activity
1	International Yoga day
2	Independence Day
3	National Service Scheme (NSS) day
4	Mahatma Gandhiji and Shastriji Jayanti
5	Republic Day
6	Teachers Day
7	Engineers Day

8	World Water Day
9	National Science Day
10	International woman's day
11	Dr. B. R. Ambedkar Jayanti

File Description	Document
Geotagged photographs of some of the events	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

Best Practices - 1

1.1 Title of the Practice

Implementation of '**Outcome-Based Education (OBE) Model**'.

1.2. Objectives of the Practice

Outcome Based Education (OBE) is student-cantered instruction model that focuses on evaluating student performance through outcomes such as knowledge, skills and attitudes a graduate is expected to attain upon completion of a programme. The purpose of implementing OBE at the institute is:

- To ensure quality of education is maintained.
- To make Teaching–learning process more effective, interactive and interesting.
- To get accredited by **The National Board of Accreditation (NBA**).
- Provide the graduates to become eligible to practice as an engineer in his/her relevant domain in any of the countries that have signed the **Washington Accord**.

1.3 The Context

The process of transformation from the passive teaching-learning methodology towards qualitative outcome based education required a lot of research and were challenging in nature as it involved reflective analysis of current teaching and learning practices. The major reformations that the institute undertook are as follows:

- The institute level and department level **vision/mission** statements had to be reframed so suite the OBE requirements.
- The curriculum was completely reframed and the **Course Outcomes (CO), Programme**

Outcomes (PO), Program Educational Objectives (PEOs), Program Specific Outcomes (PSOs) were defined as per the OBE requirements.

- Activities were listed to incorporate basic skills, professional skills, intellectual skills, interpersonal skills and personal skills in students as part of the learning process.
- Training was provided to the teaching fraternity to map the Course Outcomes (COs), Blooms taxonomy with Programme Outcomes (PO)s, Program Educational Objectives (PEOs) and Program Specific Outcomes (PSOs).

The table below elaborates the list of activities conducted to train on OBE:

Table 1 of 7.2.1: List of activities conducted to train on OBE

SI No	Date	Event	**Resource Person/Institutes**
1	13 July 2016	One day workshop on 'Bloom's Taxonomy and OBE'	1. Dr S. N. Sridhara. Principal and Director, KSS School of Engineering and Management, Bengaluru.
2	3 May 2018	One day workshop on 'IQAC and OBE'	1. Prof. S.R Kumbhar, Department of Automobile Engineering, Rajarambapu Institute of Technology, Islampur. 2. Dr S. K. Patil, Department. of Mechanical Engineering, Rajarambapu Institute of Technology, Islampur. 3. Dr S. D. Patil, Department of Mechanical Engineering, Rajarambapu Institute of Technology, Islampur.
3	13 Feb 2020	One day workshop on OBE and NBA	1. Dr. S. F. Rodd 2. Dr. V. S. Rajpurohit 3. Dr. Harish Kenchannavar 4. Prof. Umesh Kulkarni 5. Prof. Akhil Deshpande 6. Prof. Rajeev Tavildar 7. Prof. S. G. Kulkarni 8. Prof. Parag Datar 9. Dr. D. A. Torse 10. Dr. Veena Desai [Note: All the resource people are from KLS Gogte Institute of Technology]
4	6 - 10 July 2020	Faculty Development Programme on 'OBEand its impact on Accreditation Process'	This was an AICTE Sponsored Share & Mentor Institutions (Margdarshan) Scheme organised by R. V. College of Engineering, Bengaluru for the faculty members of GIT.

1.4 The Practice

Washington Accord (WA)

The **Washington Accord model** has become the **International Gold Standard** for mutual recognition of engineering education. The Washington Accord is a constituent of the **International Engineering Alliance (IEA)**, focusing on Engineering Education and competencies. It is an agreement between the signatory nations, for the mutual recognition and portability of the educational qualifications and professional competency of engineering graduates among the member nations of the accord.

The Indian Scenario

The **National Board of Accreditation (NBA)** has mandated all the Graduate Engineering Programmes of the country to adopt the Outcome Based Educational Model with prescribed Programme outcomes in line with the Graduate Attributes set by the WA. The NBA has unequivocally stated: '**No OBE, No Accreditation**'. At present, **NAAC** has issued new directives to the Higher Educational Institutions to include special credits to those institutions that have started with the process of OBE implementation, with separate weightage to the formulation of outcomes and Design of Assessment in the process of Accreditation.

1.5 OBE and its impact

OBE is an educational approach with predetermined goals or outcome where the students know what the course or programme has set as a goal or outcome.

OBE creates a sense of clarity among students of what is expected of them. It gives the faculty flexibility on the method of teaching as their goal is to achieve a pre-defined set of outcomes and not just complete specific set of hours in delivering lectures with more students' involvement in the classroom activities to gain complete understanding of the subject.

1.6 Implementing Challenges

Some of the common challenges faced by the Indian HEI's are as follows:

? Resistance to Change

? Lack of Time in the Calendar

? Issues in the validation of the outcomes and assessments (direct/indirect)

? Selection of teaching-learning strategies

? Assessment based on mapping threshold

? Scaling of the scores to ensure validity

1.7 Evidence of Success

After the successful implementation of OBE in the institute, the institute has got major recognitions nationwide and also the students' performance in academics as well as other activities on national and international platform has been improving and enhancing. Following are some of the few achievements

1. KLS Gogte Institute of Technology secured the Platinum status in the AICTE-CII Survey of Industry-linked Technical Institutes 2020.
2. KLS GIT ranked in the band of 201 to 250 for Engineering Category announced by MHRD, Government of Karnataka by India Ranking 2021.
3. Drastic increase in the Placement offers: 621 for 2021 Batch and 755 for 2022 Batch.
4. The results of UG and PG has been improving over the years.
5. Students participation and achievements in national and international platforms has been improving.
6. Every year UG students are getting selected by Shibaura Institute of Technology, Tokyo, Japan for Research Exchange and also participating in Stanford University exchange programme.

1.8 Problems Encountered and Resources Required

Some of the major problems that were faced while implementing OBE are:

- The first challenge faced was to thoroughly understand the underlying principles, terminologies, implementation and evaluation/assessment with respect to OBE. Research work and brainstorm sessions were carried out followed by rigorous training to faculty (who were initially very resistant towards the change). It was equally difficult in the initial stages to impart the concept of OBE among student.
- Secondly, a lot of paper work and documentation came into existence to keep records of each and every aspect of OBE course wise.
- Since the curriculum also focused more on OBE activities, setting up the calendar of events was one of the challenging tasks. The faculty as well as students had to cope with the pressure of completing the syllabus along with OBE activities within a short time of frame.
- Lastly, procuring and implementing standard, efficient and robust software that assists in implementing/evaluating OBE was another major task. The institute purchased and implemented '**Contineo**' a pioneering software platform for execution and administration of academic autonomy ever since its infancy of autonomous status (2015) and continued its usage till the year 2018. Now the institute has upgraded from '**Contineo**' to '**dhi**' (a product from **HERAIZEN Technologies Private Limited**) customised software exclusively for managing and maintaining administrative and academic process as per the institutes' autonomy. Providing training to the staff while implementing the above software was another major challenge.

Best Practices - 2

2.1 Title of the Practice

Placement training on '**Employability Skills**'.

2.2 Objectives of the Practice

The Placement cell has alliance with BIZOTIC, Bengaluru for training on the employability skills. The Placement cell at the institute conducts pre-placement training through BIZOTIC on employability skills

required for graduates to face the interview such as: **Quantitative Technique, Aptitude, English, Simulated Group Discussions** and **Personal Interview**. The institute also has an understanding with the TIME institution, Belagavi for guiding students for higher studies abroad. This initiate was taken to ensure:

- 100% employment for students from all streams.
- Build confidence and right attitude to face the cut-throat competition.
- Enhance their communication skills and soft skills.
- Prepare the students for GRE/TOEFL/IELTS.

2.3 The Context

Inviting companies to the campus is not the only responsibility of the placement cell. The most challenging task involves in ensuring seamless flow of necessary information to the students as to how they must prepare themselves for the different types of interviews, different types of test, group discussions, writing Resume etc. The placement cell had to pull up the socks and channelize all their activities to ensure a smooth flow of information about the hiring processes and help the students ace their interviews to land high-paying jobs from the campus itself.

The placement cell also noticed that most of the students don't have any prior experience in attending interviews and cracking those with confidence, and thus the institute had to come up with an idea to take care of all these issues and ensure that measures had to be taken to increase the employability skills by planning and implementing a thorough road map for pre-placement training.

2.4 The Practice

Importance of Placement Cell

Placements have gradually become an integral part of an institute's offerings as students these days pay special attention to placement records while selecting a college or university for the admission. Thus, every institute is incorporated with a placement cell to assist the students in finding the right job and also for branding. A good placement record also helps in making an institute secure a higher spot in the college rankings. **National Institutional Ranking Framework (NIRF)** gives great importance to the 'placement records' of a University/College while preparing the ranking list. KLS GIT's NIRF rank falls in the band of 201 to 250 by India Ranking 2021.

Employability Skills – Step to improve placement

Employability skill is one of the most important factors responsible for improving the placement record of an institute or university. Companies no longer just look for academic excellence while recruiting but rather screen the students on various other aspects such as aptitude, attitude, analytical skills, soft skills and proficiency in English language, and that is why the institute came up with the idea of providing a full-fledged training and placement cell where the employability skills are outsourced to professionals and is a regular part of curriculum right from the second year. Regular mock interviews, group discussions etc. are conducted to train the students to develop soft skills.

BIZOTIC Training Programme

GIT has an understanding with BIZOTIC, Bangalore, experts in specific and focused training in Aptitude

Skills and Soft Skills Development and also company specific training for TCS, WIPRO, INFOSYS, MINDTREE and AMCAT based tests for the pre final year students. This training results in a **very high conversion ratio** of students from the screening tests to final Interviews.

2.5 Challenges faced

The responsibility of the placement cell to connect with each department and their students and provide them with the essential hiring information of the companies that are going to visit the campus was a first challenge. Going an extra mile to provide training to all students from different engineering branch was another challenge.

Measures taken to face the challenges

- Placement Connect sessions were taken up for orienting students from the 3rd semester onwards to generate awareness about the additional skills required to improve the employability skills.
- Every department has nominated a Faculty Coordinator for Placement Activities in order to help the last mile connectivity between the Placement Cell and the students.
- The employability skill development classes by BIZOTIC is made a part of regular time-table where three hours of training is given every week to final year students of all branches in the institution.
- In addition to this the placement cell also invite guest lecturers from the industry and conduct industry awareness sessions for the students**.**

2.6 Evidence of Success

The academic year **2019-20** saw hiring trends gaining from top notch companies. Despite the Covid Lockdown the online recruitment drives yielded close to **620+** campus placement offers to students from various branches of both Under Graduate and Post Graduate streams from Engineering, MCA and MBA. The following graph shows the placement offers from the year 2015 to 2021. The pandemic was never an impediment and the placement offers were 500+.

Figure 1 of 7.2.1: Placement offers during the assessment years

The year 2021 also witnessed success in placements. 64 companies visited the campus for hiring season 2020-21 till June 2021, with the prominent ones being **Texas Instruments, PWC, IBM, TCS, Tata Elxsi, Infosys, CSS Corp, Wipro, Mercedes Benz, PEOL, Principal Global Services, MindTree, KPIT, Xoriant Solutions, Mojro, Quest Global, Brillio, Bosch, Itiam Systems, InTimeTec, Federal Bank, Mindtree, Hexaware, Cognizant, Continental Automotive, Subex, Global Edge, Asian Paints, Airtel, Neviton Softech, JW Consulting, Don Constructions, Kotak Mahindra, Aditya Birla, Axis Bank, Cadence** to name a few. The following tables shows the Training and Placement Cell Highlights for the year 2021

Table 2 of 7.2.1: Training and Placement Cell Highlights for the year 2021

Parameter	Figures
Students registered	655
Companies visited	64
Placement offers	580+
Dream company offers	30+
Highest Package	13.6 Lakhs
Average Package	4.8 Lakhs

2.7 Problems Encountered and Resources Required

- To regulate and streamline all the processes required to make the employability skills training a part of the curriculum. The placement cell had to build and expand its network and do some research for outsourcing the skill development to a reputed company. Initially the institute had an MoU with **Focus Academy for Career Enhancement (FACE)**, Bengaluru for providing employability skills, then it shifted to **BIZOTIC**.
- Making the students realise that they need to earn the placement and that it’s not a piece of cake

was a major challenge Convincing them to make good use of a plethora of efforts that goes into making them placement ready by the institution and its staff members was difficult. However, this was overcome by **Career Orientation Program** by the Placement Cell that invites experts from Industry to engage with the students. The experts guide and counsel the students into career development and the pre-requisites in soft skills and aptitude required to ace the placement drives. One such program was conducted by **Mr Samir Dhond**, Senior VP at Ittiam Systems Bangalore. This was a 3-day engagement with excellent advice and motivation for the students.

- Ensuring student's 100% attendance from students to attend the BIZOTIC training classes is very difficult as the students are reluctant to attend the training classes regularly due to academic pressure. However, the company ensures that they give the best by maintaining records of attendance and performance by regularly conducting test and giving them assignments.

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

Area: Academic excellence

KLS Gogte Institute of Technology, being autonomous institution, has developed its strategic plan to be distinct and hence made progress to meet the market trends. Several measures have been taken to make the institute distinct, which include industry ready curriculum, setting up of Centre of Excellence, organisation of Seminars, Contests, Short term courses regularly for students and staff. It offers a thorough learning experience through its spacious class rooms, scintillating air-conditioned computer labs, latest pedagogy, Wi-Fi ambience, learned staff, voluminous library, soft skills lab etc. Some of the strong pillars which make KLS GIT distinct from other institutions include effective Implementation of OBE, strong industry connects, progressive enhancement of innovation and research and emphasis on developing competent professionals with human values. The following are few of the distinctive measures the institution has adopted to gain academic excellence:

1. Professional certification Programs:

This program speaks about the knowledge, skills and talents of a student in the subject area. It provides the student an official recognition which adds value to the student's resume and provides good employment opportunities. Professional certification courses are a part of the curriculum and have credits. All the students undergo the following certification courses.

I: Business English Certification by Cambridge Assessment English: This certification course will help to improve the communication skills of the students which is one of the important requirements of a professional. The training is provided by the professionals to clear business English certification exams.

The training includes reading, writing, listening, presentation and comprehension. 99% of the students have cleared the Certification examination. This has improved the confidence level of the students.

II: Certification from NPTEL/other recognised agencies in the respective domain: The list of the courses the student could register in their respective domain provided by the departments. This will help the students to have more insight about the course undertaken and develop the self-learning capabilities.

1. Internship opportunity for UG course

Internship opportunity is provided to enable students to develop their engineering skills and practice along with experience a real-life engineering workplace and understand how their engineering and professional skills and knowledge can be utilized in industry. The students need to undergo 6 to 8 weeks' industry internship during their UG course. The students need to submit report of their internship which will be evaluated thoroughly. Student internships have also resulted in providing placement opportunities during their internship period. Few companies namely TCS, Mercedes Benz, PWC, Principal Global, Sankey, Decathlon companies have provided internship and also placement. Student projects have been sponsored by KSCST, NAIN Mercedes Benz etc. Student and faculty team visited Shibuara Institute of Technology, Tokyo, Japan to encourage language and cultural barrier and also to promote interdisciplinary project activities.

1. Promotion of Industry based projects:

KLS GIT provides opportunities to the students of final year to carry out industry based projects, where in the student has the liberty to choose any industry of their choice to carry out their UG dissertation work. In order to promote industry based projects, the institute encourages more than 50% projects to be conducted in the industry. Industry based projects allows the students to work on real time problems thus helping them acquire more knowing and making them industry ready. This also increases the employment opportunities for students wherein the students are likely to get placed in the organisation where they have carried out their UG projects.

4. Soft Skills and Aptitude Training for enhancing Placement Outcomes

KLS GIT has introduced activities and programs to enhance the quality of students in terms of Soft Skills and Aptitude preparedness to ensure an increasing trend in placement numbers and quality. KLS GIT has tied up with professional training companies viz., Bizotic and G-FACE from Bengaluru. Both these training companies are executing elaborate training programs on the campus for the students of 3rd semester onwards till 6th semester. Trainers from each company are resident in Belagavi and conduct classes according to a time table prepared for each semester with these special classes interspersed with other regular engineering, MCA or even MBA classes. The syllabus for these courses is tailor made and includes topics like quantitative and qualitative aptitude training, communication skills with group discussion, interview skills enhancement techniques. The program offered is 28 hours per semester in an incremental style of subject coverage. Ever since these training programs have been implemented in the college, the performance of students in Aptitude tests and selections at Interviews has increased considerably and GIT is enjoying a great deal of brand visibility and popularity in Karnataka as the most

preferred college for higher education. Placement Offer numbers in the following years have shown a remarkable improvement.

As a result of the above distinctive measures taken, KLS GIT has secured "'Platinum' category" status in a survey jointly conducted by All India Council for Technical Education (AICTE) and Confederation of Indian Industry (CII). KLS GIT finds place into "Times Engineering Rankings 2021"and has been placed in Top 175 Engineering Institutes pan India by the prestigious "Times Engineering Ranking 2021". KLS GIT has been placed in the band of 201 to 250 of NIRF ranking 2021 for Engineering Category announced by MHRD, Government of India. KLS GIT is accredited with NAAC A+ and also obtained NBA Accreditation for 5 UG courses and 2 PG courses.

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

NAAC

5. CONCLUSION

Additional Information :

- The institution is ranked in the bandwidth of 201-250 position in NIRF 2020 and NIRF 2021.
- Five B.E programs are accredited by NBA. Expert team visit for two M.Tech programs is completed.
- IIC-MHRD has rated KLSGIT with 3.5/5.
- ARIIA has listed the institute in the band "Promising Institute".
- The University has identified KLSGIT as one of the institutes to start the 4-years B.Sc(Honors) program of the University from academic year 2021-22. This program has been started by the University from year 2021-22.
- It secured ‘Platinum’ category in AICTE and CII Industry Connect survey 2020-21.
- KLSGIT finds place in Times Engineering Rankings and other magazines.
- Strategic plan is prepared for the implementation of NEP 2020. Implentation is initiated.
- One of the sought-after colleges by the students for the quality education.
- Focus on the project-based learning and industry involvement in teaching-learning process.
- The institute has enthusiastic faculty members and staff.
- The institute has very good infrastructure which makes this campus a better choice for students.
- Faculty members are encouraged to enhance their academic qualifications resulting in increase in the faculty with Ph.D. degree over the years.
- New Research policy is approved. The policy encourages and facilitates the faculty members to do research and consulatncy.
- The institute has 18 Student clubs and 5 Student chapters. This platform provides ample opprtunities for the students to explore themselves.
- The departments are members of professional bodies like IEEE, CSI, ASME,ACM,IEI. Many activities are organised under the banner of these bodies.
- It is a Green Campus having Rainwater Harvesting system, Sewage Treatment Plant.
- The institute has 450 KW Roof Top Solar Plant.
- Charging Station for Electric Vehicles.
- Every year the institute conducts annual Tech fest “AVALANCHE” and cultural fest “AURA”.
- The institute encourages students to participate in sports. Students of KLSGIT are part of the University team in different sports.
- Students are provided opportunity to participate in NCC and NSS.
- Fee waivership for the deserving students.
- Fee concession for economically challenged students.
- Admission to the wards of the faculty and staff of KLSGIT and sister institutes at CET fees.
- Recognised by NTA-MHRD as online test center.

Concluding Remarks :

KLS Gogte Institute of Technology (KLSGIT) was established in 1979 by Karnatak Law Society, Belagavi. Karnatak Law Society was established in 1939 in Belagavi by eminent lawyers and visionaries from the North Karnataka region with an goal to make legal education accessible to citizens of North Karnataka. Presently, the society has 13 educational institutes and KLSGIT is one of them. The institute was earlier affiliated to Karnatak University, Dharwad. Later, in 1998 when the Visvesvaraya Technological University (VTU) was formed, the institute was affiliated to VTU, Belagavi. KLSGIT was conferred with Autonomous status from

2015-16. The institute is sincerely serving to the cause of better education which is the need of the society.

The college has continuously upgraded the infrastructure and its services as per requirements of the changing educational environments. The activities in the institute are aligned to it’s vision towards need-based, quality and holistic education, to make the students competitive, employable and responsible citizens. The Institution has always helped the economically challenged students.

The lockdown during COVID-19 pandemic has tested our ability to change as per requirement and commitment towards providing continuous education. The faculty members and the students have embraced online teaching-learning which is the new norm.

The team of management, faculty members, staff and students have made valuable contributions in making this institution as sought-after institutions among the students of North Karnataka region.

Accreditation has helped the institution in its journey of growth. The institute also recognizes its weaknesses and areas of improvement required which will be improved upon by taking help of all the stakeholders to make KLSGIT as one of the best centers of learning. The institute will incorporate the recommendations suggested by NAAC and progress towards the attainment of a remarkable distinction.

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><td>Metric ID</td><td>Sub Questions and Answers before and after DVV Verification</td></tr>
<tr><td>1.1.2</td><td>Percentage of Programmes where syllabus revision was carried out during the last five years.

1.1.2.1. Number of all Programmes offered by the institution during the last five years.
Answer before DVV Verification : 17
Answer after DVV Verification: 18
1.1.2.2. How many Programmes were revised out of total number of Programmes offered during the last five years
Answer before DVV Verification : 16</td></tr>
<tr><td>1.1.3</td><td>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..
Answer before DVV Verification:
<table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>859</td><td>798</td><td>743</td><td>749</td><td>717</td></tr></table>
Answer After DVV Verification :
<table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>644</td><td>577</td><td>539</td><td>628</td><td>603</td></tr></table></td></tr>
<tr><td>1.2.1</td><td>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

1.2.1.1. How many new courses are introduced within the last five years
Answer before DVV Verification : 460
Answer after DVV Verification: 366
1.2.1.2. Number of courses offered by the institution across all programmes during the last five years.
Answer before DVV Verification : 1843
Answer after DVV Verification: 1072

Remark : Input edited as per given HEI response</td></tr>
<tr><td>1.3.2</td><td>Number of value-added courses for imparting transferable and life skills offered during last five years.

1.3.2.1. How many new value-added courses are added within the last five years
Answer before DVV Verification:
<table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr></table></td></tr>
</table>

5	7	9	5	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	7	9	5	4

1.3.3 **Average Percentage of students enrolled in the courses under 1.3.2 above.**

1.3.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2578	2721	2785	2868	2680

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2578	2757	2785	2868	2680

1.3.4 **Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)**

1.3.4.1. **Number of students undertaking field projects / internships / student projects**

Answer before DVV Verification : 2122

Answer after DVV Verification: 2112

2.1.1 **Average Enrolment percentage (Average of last five years)**

2.1.1.1. **Number of students admitted year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1005	1081	1004	1049	1087

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
961	1039	984	1007	1046

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1323	1323	1287	1311	1224

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1280	1280	1250	1250	1250

2.1.2 **Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)**

2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
173	124	157	186	239

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
173	127	159	187	240

2.3.3 **Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)**

2.3.3.1. **Number of mentors**

Answer before DVV Verification : 267

Answer after DVV Verification: 12

2.4.3 **Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

2.4.3.1. **Total experience of full-time teachers**

Answer before DVV Verification : 3172

Answer after DVV Verification: 3077.7

2.5.2 **Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**

2.5.2.1. **Number of complaints/grievances about evaluation year wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
52	22	8	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
21	20	7	0	0

Remark : Input edited as per given HEI clarification response.

3.1.2 **The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**

3.1.2.1. **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
66.50	8.00	5.00	29.0495	00

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
66.50	8.00	5.00	2.29950	00

Remark : Input edited as per given HEI clarification response.

3.2.2 **Percentage of teachers having research projects during the last five years**

3.2.2.1. **Number of teachers having research projects during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
13	04	13	04	11

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7	04	12	05	07

3.4.1 **The Institution ensures implementation of its stated Code of Ethics for research through the following:**

1. Inclusion of research ethics in the research methodology course work

2. Presence of Ethics committee

3. Plagiarism check through software

4. Research Advisory Committee

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: D. 1 of the above

3.4.3 **Number of research papers per teachers in the Journals notified on UGC website during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
32	51	49	46	83

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
32	51	49	46	83

Remark : Input edited as per given observation response

3.4.4 **Number of books and chapters in edited volumes / books published per teacher during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
61	52	32	30	13

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
73	44	37	24	19

3.5.2 **Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).**

3.5.2.1. **Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1.44	3.4	99.48	9.28	0.0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

	1.88	3.4	99.48	8.63	0.0

3.6.3 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

3.6.3.1. **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
22	10	26	19	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
22	9	24	19	7

Remark : Input edited as per given HEI response.

3.7.2 **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)**

3.7.2.1. **Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
19	6	3	0	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
17	6	3	0	2

Remark : Input edited as per given observation response, Two MoUs are beyond assessment year for 2020-21

4.1.3 **Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.** ***(Data for the latest completed academic year)***

4.1.3.1. **Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 102

Answer after DVV Verification: 87

4.2.2 **Institution has access to the following:**

1. e-journals

2. e-ShodhSindhu

3. Shodhganga Membership

4. e-books

5. Databases

6. Remote access to e-resources

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: B. Any 3 of the above

4.2.3 **Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7.48	10.58	16.13	14.18	7.99

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7.28	16.24	15.56	21.97	19.81

Remark : Input edited as per given HEI response.

5.1.2 **Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years**

5.1.2.1. **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	11	7	6	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	9	4	4	4

Remark : Input edited as per given HEI input.

5.2.3 **Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
29	35	22	17	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
29	35	21	16	8

5.2.3.2. **Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
29	35	22	17	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
29	35	21	16	8

5.3.1 **Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

5.3.1.1. **Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
24	62	45	32	19

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

	21	55	37	20	11

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
109	100	67	78	49

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
488	108	43	71	10

Remark : Input edited as per observation response, considering 5 days and above FDPs only

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

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **Any other quality audit recognized by state, national or international agencies (ISO Certification)**

Answer before DVV Verification : All of the above
Answer After DVV Verification: All of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of programs offered year-wise for last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
17	17	17	17	16

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

	18	18	18	18	17

1.2 **Number of departments offering academic programmes**

Answer before DVV Verification : 10

Answer after DVV Verification : 06

2.3 **Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5343	4587	4807	4828	4664

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4566	4634	4710	4748	4790

2.4 **Number of revaluation applications year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
325	318	197	334	380

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
324	318	197	334	380

3.1 **Number of courses in all programs year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
859	798	743	749	717

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
644	577	539	628	603

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
273	278	289	286	267

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
270	278	289	286	267

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
347	347	340	340	326

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
377	377	370	370	356

NAAC