



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**THE NATIONAL INSTITUTE OF ENGINEERING,
MYSURU**

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570008
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The National Institute of Engineering (NIE), started in the year 1946 in a small way as a Civil Engineering College, has grown over the years to be a leading engineering college in the State of Karnataka. It has transformed itself from a predominantly under-graduate college to an institution offering post graduate and research programs in engineering. Yet, amidst all these developments, some fundamental qualities have emerged and endured.

NIE is known for its quality of teaching and excellent laboratory infrastructure. The institution has evolved the concept of NIE family, where all stake holders comprising students, parents, teaching faculty, technical staff, alumni and the management work together in the spirit of one single family with the primary objective of producing best in class engineers. This concept of family has not only provided an excellent teaching-learning environment, but also created the “brand NIE”, which has year on year made NIE one of the most sought after colleges by the aspiring students.

The State Government’s Industrial Policy 2014-19 has emphasized strengthening of manufacturing industries, increase in share of exports from Karnataka, to generate additional employment of at least 10 lakh persons in the manufacturing and service sectors, reduce regional imbalance and ultimately aim at overall socio- economic development of the State. The areas which have been considered for investment and hence growth are manufacturing, aerospace, electronics, advanced computing, image processing, robotics, energy and sustainable technology. The institution has adapted its curriculum to meet the above mentioned objectives.

Vision

We have recognized the need for excellence to continuously improve our academic programmes and laboratory infrastructure on par with industry requirements. We started introspecting about our core purpose in terms of why we exist, what are our strengths and weaknesses and what are the emerging opportunities during the visioning exercise carried out during the year 2003. This exercise involved multiple deliberations among the governing council members, the management and faculty members of the institution.

The vision exercise identified three core areas, which required concerted efforts and focus in order to realize the vision of NIE as a global leader in technical education, namely,

- Academic excellence as measured by faculty of international repute
- Financial independence and stability
- Socially relevant in terms of addressing and providing solutions to contemporary challenges faced by India and the global community.

The outcome of the visioning exercise was the articulation and spread of our vision, mission and core values which are stated as:

Vision of the Institution:

NIE will be a globally acknowledged institution providing value-based technological & educational services through the best-in-class people and infrastructure.

Mission

Mission of the Institution:

- Impart state-of-the-art engineering education through strong theoretical foundations and practical training to students in their choice of area of specialization.
- Create new knowledge through innovation and cutting-edge research in science & technology.
- Provide a platform for inclusiveness and collaboration by following ethical and responsible engineering practices for long term interaction with academia and industry.
- Encourage entrepreneurship and to develop sustainable technologies for the benefit of global society.

Values:

Integrity and Accountability

- *Integrity refers to honesty or trustworthiness in the discharge of duties and responsibilities*
- *Accountability refers to the obligation on the part of staff and students to report on the usage of resources and to meet stated performance objectives*

Cooperation and Collaboration

- *Cooperation refers to sharing of information and resources to help each other to do a better job*
- *Collaboration refers to building a strong relationship with partners like industry, institution, R & D organisations*

Professionalism and Dedication

- *Professionalism refers to adherence to courtesy, honesty and responsibility when dealing with students, colleagues and stake-holders, in general*
- *Dedication refers to complete and wholehearted act to achieve set purposes and goals*

Intellectual Excellence and Innovation

- *Intellectual excellence refers to ability of an individual to perform, achieve, and/or excel in scholastic activities, and to participate in enrichment programmes*
- *Innovation refers to building strength in the area of research interest other than core functional areas with innovative ideas and methodology*

Social and Moral Responsibility

- *Social and moral responsibility refers to the required understanding of the consequences of one's actions and the impact of these actions on others, and emphasizes character and moral development in the institution.*

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

S1: Infrastructure

- Establishment of training centres / laboratories with industry support
- Several Centres of excellence, which are nurturing research, consultancy and training activities
- Well organized training and placement division
- E?library facility

S2: Faculty

- Qualified and experienced faculty members.
- Good diversity in age/experience
- Diversified research areas.
- High retention rate of the faculty

S3: Academics

- Good Brand image for quality education
- Focus on outcome based education
- Strong alumni engagement and support
- Good placement record.
- Students participate in extra and co-curricular activities at national/state/university level
- UG & PG programme curriculum updated to meet industry requirements

All departments recognized as research centres by VTU

S4: Process / System

- Proactive visionary Management
- Strong support for faculty development/skill development programmes

Proactive professional bodies/chapters

Institutional Weakness

W1: Infrastructure

Constraint in expansion due to unavailability of land

W2: Faculty

- Research contribution needs to be improved with respect to:
 - Peer reviewed research paper publications
 - funded research projects
 - patents

W3: Academics

- Collaborative research, training and consultancy needs improvement
- Placement of students in core companies is low
- Admission quality of PG students is relatively low

Campus placement of PG students is relatively low compared to leading institutions

W4: Process / System

- Administration system not automated
- LMS/EMS not implemented

Institutional Opportunity

O1: Infrastructure

To set up research laboratories in collaboration with funding agencies/industry

O2: Faculty

- Deputing faculty on sabbatical to leading institutions/industry
- Faculty exchange programme with top Indian and foreign universities

O3: Academics

- Exploit the NIE brand to further enhance strong network with stake holders
- Scope for new programmes including dual degree and multi-disciplinary programmes

Establish centre of excellence in order to convert research ideas into start-ups

O4: Process / System

- Leverage existing credibility of the institute with local government to work on projects in rural areas
- Potential for enhanced support from alumni
- Creation of IPR leading to incubation of start-up

Institutional Challenge

C2: Faculty

- To attract qualified and experienced faculty in IT related disciplines
- Enhance IPR and apply for more number of patents

C3: Academics

- Poor employment opportunities in core sector
- To attract top ranked students
- Attracting more candidates to register for full time Ph.D. programme

C4: Process / System

- To make NIE the most preferred destination among prospective students and their parents through promotion and publicity

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum has been designed based on the guidelines and model curriculum specified by AICTE/IEEE/ABET. The Programme Curriculum has been derived from the Programme Specific Criteria prescribed by various organizations such as the American Society of Mechanical Engineers (ASME), Association for Computing Machinery (ACM), American Society for Civil Engineers (ASCE), and Institute of Electrical and Electronics Engineers (IEEE).

The Outcome Based Education (OBE) model specified by NBA is implemented in all departments of the institution. The curriculum is designed to inculcate creativity and the spirit of innovation for providing solutions to various real-world engineering problems. The institution is exploiting the academic flexibility to add innovation to the curriculum components being practiced by the leading universities in India and abroad.

Department Alumni Advisory Board (DAAB), Department Industry Advisory Board (DIAB), Alumni feedback, Employer feedback, Student feedback are considered for designing curriculum. Board of Studies (BoS) meeting is conducted at the department level in presence of external subject experts. The suggestions recommended by BoS committee members are incorporated in the syllabi and passed to Academic Council (AC) for further approval. Academic Council consists of external members from reputed institutions and industries. This process of designing curriculum ensures that the students have enhanced employability/skill development/entrepreneurship capabilities.

Institute integrates issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum by offering courses such as Constitution of India and Professional Ethics, Management and Entrepreneurship, etc. A few value-added courses such as Aptitude Skill Training, Soft Skill

Training, etc., are being offered. As per the requirements of AICTE, internship has been made mandatory for students.

Institution has a structured feedback system at various levels such as Course End Survey, Graduate Exit Survey, Alumni Feedback, Employer Feedback, etc. In addition to these, Class Committee meeting are conducted twice in a semester to address academic related issues faced by the students.

Teaching-learning and Evaluation

- Student Enrolment is through a transparent admission policy as per the regulations of the Government of Karnataka. The institute is one of the most sought after engineering institutions in the Mysuru region, with more than 95 % of sanctioned seats being filled up every year. Admission through the 'Common Entrance Test' (CET) conducted by the Government of Karnataka ensures that allotment of engineering seats is done as per the reservation policy of the Government of Karnataka. The Average percentage of students from other states and countries during the last five years is about 10 %.
- Facilities such as lifts, ramps, wheel chairs, etc., are available to ensure easy mobility for differently abled students.
- The institute releases academic calendar well in advance. Best practices have been adopted to ensure high quality teaching-learning process. Student centric methods such as experiential learning, participative learning and problem solving methodologies have been integrated into the curriculum. Course instructors utilise various ICT tools to deliver the content effectively.
- The institution has dedicated faculty who discharge their duties effectively. The average percentage of teachers with Ph.D during the last five years is 26%.
- Being an autonomous institution, the evaluation process for both Continuous Internal Evaluation (CIE) and Semester End Examinations (SEE) is done at the institute level. A unique feature of evaluation process is paper seeing where in students will be given an opportunity to see their answer scripts and get clarifications, if any, with the course instructor. A student who is not satisfied with SEE evaluation can apply for grievance valuation. Thus the process is quite transparent and student friendly.
- The institution has been practicing outcome based education since the academic year 2013-14. Most of the UG and PG programmes are NBA accredited. There is a robust system to assess the COs, POs and PSOs for all the programs. This leads to improvements in curriculum and syllabi, thereby completing the 'Continuous Improvement Cycle' (CIC).

Research, Innovations and Extension

The institute has eight research centres and 44 research guides affiliated to VTU. There are over 100 research scholars pursuing the doctoral program in the above research centres. The institute provides seed money to researchers to carry out research activities, publish papers in conferences/Journals in India and abroad and attend FDPs. Students are also given financial assistance for R&D activities. The institute has an h-index of 6

and over 400 national/international journal publications in the last five years.

The institute has a well-defined R&D policy for promotion of research and the Dean (R & D) is empowered to conduct all the R & D activities of the Institution.

The institute has received grants of 235 lakhs from 13 funded projects during last five years from various government and non-government agencies.

The institute provides consultancy services to individuals, public & corporate sectors and has generated a revenue of 450 lakhs in the last five years.

Workshops on IPR have been conducted to motivate the faculty to file patents for their innovative ideas. An incubation centre has been established in January 2017 to encourage the Start-ups. At present there are five start-ups working on the development of products and services for clients in India and abroad.

Institute has MoUs with leading industries for providing hands on experience to the students. National Service Scheme (NSS) unit of the institution has conducted several extension activities like blood donation and flood relief activities in Kodagu to sensitize students to social issues.

Infrastructure and Learning Resources

- The institute, which is spread over an area of about seventeen acres, has a very conducive atmosphere and adequate facilities for effective teaching and learning.
- Faculty is a blend of experienced and highly motivated young members.
- There are 48 ICT enabled spacious class rooms and tutorial rooms.
- There are two spacious drawing rooms utilized by first year and second year students of Mechanical and Industrial and Production Engineering branches.
- There are three well equipped spacious seminar halls, and in addition many departments have their own seminar halls to conduct seminars, expert lectures and viva-voce.
- The departments have established the state-of-the-art laboratories to cater to the needs of UG and PG curriculum.
- The institute has student chapters of IEEE, ACM, CSI, ISTE, IEI INDIA, NISB, SAE and ISHRAE.
- The central library of the institute has a collection of 1,11,918 books, e- journals, NPTEL video access service, e-books and plagiarism check service.
- Further, the library maintains faculty publications, newsletters, college magazine, question papers, course materials, lecture notes etc.
- The students have remote access to e-resources of the library viz., IEEE, ASME, ASCE, Taylor & Francis, Pro-quest Engg, Pro-quest Management , Knimbus, J-GATE, Kopykitab e-Books and Sententia
- There are software packages in the main computer centre covering all the requirements of computation. In addition, all the departments also have software required to cater to the needs of their curriculum.
- The departments have setup research laboratories with adequate computing facility.
- All the faculty rooms have Internet and computing facility.
- The institution has the latest IT Infrastructure to support the teaching & learning processes. Adequate bandwidth of internet connection is available in the Institution.

- The department of Sports and Physical Education caters to almost 23 disciplines for both men and women. It has excellent state-of-the-art infrastructure for indoor sports and provides excellent facilities in terms of equipment. This has helped the institution being ranked among top ten Institutions in VTU Sports and Cultural activities.

Student Support and Progression

Representation of students:

- The anti-ragging committee headed by the principal also includes two student representatives and local police officials.
- The institute has an active student council with the Dean (Student welfare) as advisor.
- The IQAC has two student representatives one each from UG and PG.
- Each class committee consists of eight student representatives across gender, category and CPGA levels. This committee is chaired by the HoD and has two faculty from other departments as members. This committee meets twice in a semester to get feedback from the students about the academic performance of the course instructors.
- Each department has student association with a staff advisor.
- Each department has two students as placement coordinators who coordinate the placement activities.
- Third year students mentor the first-year students of respective departments.

Student Support:

- The grievance redressal committee looks into issues related to ragging, academics, examination and hostel. An online portal to register these grievances has been enabled for stakeholders.
- The institute encourages and helps all the eligible students to apply for GoK and MHRD scholarships/ freeships/ fee concession.
- The anti-ragging squad visits the boys and girls hostel frequently. This is to see that freshly admitted students don't face any problems.
- The institute has an active Training and Placement Cell (TAP), which conducts an elaborate soft skills training program for students at the end of their 2nd and 3rd years.
- NIE organises a three-day National level techno-cultural extravaganza "TechNIEks" under the guidance of Dean (Student Welfare) and his/her team.
- Many departments conduct National/State level technical paper presentation contests viz. CogNIEscience, AAKAR, NiECEfest, Prathibimb, Inphase, ATF, etc.
- Institute is ranked among the top ten by VTU for sports and cultural activities.

Progression:

- The institute has supported 95 students by training for GATE 2019 examination.
- All the students of third-year UG (2018-19) were provided financial aid for internship at different organizations.
- NIEAA (Alumni Association) is a vibrant organisation. All the Directors of NIE management are alumni. They have been contributing generously towards the development of institution. They are also involved in helping the institute through various academic advisory bodies.

Governance, Leadership and Management

- A robust governing structure has been put in place to ensure that the Institution meets the aspirations stated in its vision and mission statements. The leadership of the institute believes in participative management and strives to bring in excellence by structured organizational system with the involvement of all the stakeholders.
- Academic governance is spearheaded by the Academic Council (AC), which comprises outstanding academicians & industry experts. The AC provides direction to the Board of Studies of various departments for designing the curriculum, best teaching practices, research orientation, evaluation process, and so on.
- Internal Quality Assurance Cell (IQAC) has been established way back in the year 2011 to ensure continuous improvements in academic quality. IQAC activities are supplemented by committees such as Outcome Based Education (OBE) committee, Academic Reforms Committee (ARC) & Examination Reforms committee (ERC).
- A 360 degree feedback process along with recourse for appraisals is present. To ensure accountability, Faculty Appraisal & Development Programme (FADP) has been implemented since the year 2012. Students provide faculty appraisal at the end of each semester, which provides useful inputs to assess faculty performance.
- A unique committee called class committee is constituted for each & every class in order to address the grievances of the students.
- Faculty Empowerment Strategies are in place. The Institute extends financial support for higher studies through the 'quality Improvement Programme' (QIP), sponsorship for attending national/international conferences and FDPs, awards for paper publication, incentive for funds received on funded projects awarded to Principal Investigator (PI) from institutional funds, seed money to young faculty for research projects, and so on.
- Financial management and resource mobilization is carried out in a transparent manner. While the tuition fee is the main source of income, earnings from consultancy and alumni contributions are other sources of income. The Management ensures adequate budget allocation for institutional growth.

Institutional Values and Best Practices

The institution is promoting and supporting gender equity and sensitivity. Sensitisation programmes and workshops about gender equity are organised regularly for students and staff. Safety and security, common room facilities and counselling are provided to female students and faculty.

CREST - leading Centre in NIE is for deployment of renewable energy based efficient devices/ systems and dissemination of the system/products to the people in the region. The main objective for CREST is to develop widespread use of renewable energy devices and systems, to design and develop renewable energy systems and work for the cause of society and for green and sustainable technologies. There are many initiatives taken for the use of renewable energy and waste management. About 31% of the total power requirement of the institution is met by renewable solar energy sources. The maximum requirement of annual lighting power of are met by LED bulbs.

The rooftop rainwater from the building is collected through a network of pipes and chambers and diverted to pits to increase ground water level. There is an annual budget allocation for green initiatives and waste

management in the campus. Institute has taken steps for managing e-waste by a recycling company SOGO Synergy Pvt. Ltd., Bengaluru, who are officially certified and are dedicated to recycling e-waste.

The institution has provided several facilities like ramps, lifts, special washrooms, wheel chairs, and scribes for examination to differently abled people. There are many workshops and events conducted for addressing societal issues and local community advantages and disadvantages.

Rashtriya Ekta Diwas (National Unity Day), Engineers Day, National Youth Day, Ambedkar Jayanti etc and all important national days are regularly celebrated to show respect to our nation and great national leaders.

The institution maintains complete transparency in financial, academic and administrative functions. The Best Practices for the institute focus on field projects and innovation labs. The institution has proven record in bringing success and satisfaction into its vision- Globally Acknowledged Value based technical and scientific education through best in class talent.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	THE NATIONAL INSTITUTE OF ENGINEERING, MYSURU
Address	Manandavadi Road Mysuru
City	Mysuru
State	Karnataka
Pin	570008
Website	www.nie.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Professor	Bansilal	0821-2481220	9986877202	-	bansilal@nie.ac.in
Principal	G Ravi	0821-2480475	9842572004	0821-248580 2	principal@nie.ac.in

Status of the Institution	
Institution Status	Grant-in-aid

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	25-03-1946

Date of grant of 'Autonomy' to the College by UGC	20-12-2007			
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	23-04-2008	View Document		
12B of UGC	23-04-2008	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-04-2018	12	Every Year Extension is received from AICTE

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	NIRF TEQIPI TEQIPII TEQIPIII NBA
Date of recognition	18-04-2019

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Manandavadi Road Mysuru	Urban	18.27	21703.13

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Civil Engineering	48	PUC	English	120	111
UG	BE,Mechanical Engineering	48	PUC	English	180	168
UG	BE,Electrical And Electronics Engineering	48	PUC	English	60	54
UG	BE,Electronics And Communication Engineering	48	PUC	English	120	113
UG	BE,Industrial And Production Engineering	48	PUC	English	60	58
UG	BE,Computer Science And Engineering	48	PUC	English	120	113
UG	BE,Information Science And Engineering	48	PUC	English	120	109
PG	Mtech,Civil Engineering	24	BE or B.Tech	English	18	17

PG	MSc,Civil Engineering	36	BE or B.Tech	English	10	0
PG	Mtech,Civil Engineering	24	BE or B.Tech	English	18	16
PG	Mtech,Mechanical Engineering	24	BE or B.Tech	English	24	18
PG	Mtech,Mechanical Engineering	24	BE or B.Tech	English	24	13
PG	Mtech,Mechanical Engineering	24	BE or B.Tech	English	24	16
PG	MSc,Mechanical Engineering	36	BE or B.Tech	English	10	0
PG	MSc,Electrical And Electronics Engineering	36	BE or B.Tech	English	10	0
PG	Mtech,Electrical And Electronics Engineering	24	BE or B.Tech	English	18	17
PG	Mtech,Electrical And Electronics Engineering	24	BE or B.Tech	English	18	17
PG	Mtech,Electronics And Communication Engineering	24	BE or B.Tech	English	18	11
PG	MSc,Electronics And Communication Engineering	36	BE or B.Tech	English	10	0
PG	MSc,Industrial And Production	36	BE or B.Tech	English	10	0

	Engineering					
PG	Mtech,Industrial And Production Engineering	24	BE or B.Tech	English	12	12
PG	Mtech,Computer Science And Engineering	24	BE or B.Tech	English	18	12
PG	MSc,Computer Science And Engineering	36	BE or B.Tech	English	10	0
PG	Mtech,Information Science And Engineering	24	BE or B.Tech	English	24	15
PG	MCA,Master Of Computer Applications	36	B.Sc or BCA	English	60	56
Doctoral (Ph.D)	PhD or DPhil,Civil Engineering	36	M.Tech	English	40	27
Doctoral (Ph.D)	PhD or DPhil,Mechanical Engineering	36	M.Tech	English	45	25
Doctoral (Ph.D)	PhD or DPhil,Electrical And Electronics Engineering	36	M.Tech	English	25	20
Doctoral (Ph.D)	PhD or DPhil,Electronics And Communication Engineering	36	M.Tech	English	10	1
Doctoral (Ph.D)	PhD or DPhil,Industrial And Production Engineering	36	M.Tech	English	20	4

Doctoral (Ph.D)	PhD or DPhil, Computer Science And Engineering	36	M.Tech	English	30	29
Doctoral (Ph.D)	PhD or DPhil, Physics	36	M.Sc	English	10	2
Doctoral (Ph.D)	PhD or DPhil, Chemistry	36	M.Sc	English	15	3

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	16				28				69			
Recruited	11	4	0	15	18	10	0	28	39	20	0	59
Yet to Recruit	1				0				10			
Sanctioned by the Management/Society or Other Authorized Bodies	41				31				144			
Recruited	36	5	0	41	21	10	0	31	84	60	0	144
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				110
Recruited	82	28	0	110
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				76
Recruited	50	26	0	76
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				67
Recruited	57	10	0	67
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				43
Recruited	32	11	0	43
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	29	5	0	7	0	0	4	1	0	46
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	11	10	0	32	14	0	67

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	1	0	0	3	0	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	4	0	0	2	0	0	44	45	0	95

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	249	2	0	0	251
	Female	246	0	0	0	246
	Others	0	0	0	0	0
UG	Male	1999	289	0	0	2288
	Female	949	67	0	0	1016
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	66	61	53	54
	Female	41	49	38	22
	Others	0	0	0	0
ST	Male	16	18	9	9
	Female	6	6	9	6
	Others	0	0	0	0
OBC	Male	181	208	175	159
	Female	96	82	81	62
	Others	0	0	0	0
General	Male	350	432	382	370
	Female	180	251	179	152
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		936	1107	926	834

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
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
Industrial And Production Engineering	View Document
Information Science And Engineering	View Document
Master Of Computer Applications	View Document
Mechanical Engineering	View Document
Physics	View Document

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
18	18	18	18	16
File Description			Document	
Institutional Data in Prescribed Format			View Document	

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4053	3916	3800	3472	3098
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2017-18	2016-17	2015-16	2014-15	2013-14
1091	918	940	859	750
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2017-18	2016-17	2015-16	2014-15	2013-14
3477	3294	3159	2917	2607
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of revaluation applications year-wise during the last 5 years

2017-18	2016-17	2015-16	2014-15	2013-14
347	237	313	294	166

3.3 Teachers**Number of courses in all programs year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
602	585	585	554	517

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
216	214	202	174	155

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
216	214	202	174	155

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
1118	1167	1244	1167	968

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
641	641	526	492	436

File Description	Document
Institutional Data in Prescribed Format	View Document

Total number of classrooms and seminar halls

Response: 56

Total number of computers in the campus for academic purpose

Response: 1050

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

2017-18	2016-17	2015-16	2014-15	2013-14
1123.63	800.82	1171.86	698.01	809.82

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution

Response:

The institute is autonomous and affiliated to the Visvesvaraya Technological University (VTU), Belagavi, Karnataka. It strives to produce globally competent graduates by designing the curriculum as per requirements of the society and industry. For the curriculum design inputs specified by AICTE/IEEE/ABET are considered. The Programme Curriculum has been derived from the Programme Specific Criteria prescribed by various organizations such as the American Society of Mechanical Engineers (ASME), Association for Computing Machinery (ACM), American Society for Civil Engineers (ASCE), and Institute of Electrical and Electronics Engineers (IEEE).

The Outcome Based Education (OBE) model specified by NBA is implemented in all departments of the institution. Departments conduct a brain storming session with all the stake holders to finalize the statements of Programme Educational Objectives (PEO) and Programme Specific Outcomes (PSO). The curriculum is designed to inculcate creativity and the spirit of innovation for providing solutions to various real-world engineering problems. The proficient, well trained engineers will be in-tune with the needs of the community and society through the development of solutions to various problems in their field of expertise. The institution is exploiting the academic flexibility to add innovation to the curriculum components being practiced by the leading universities in India and abroad.

The curricula comprise core courses, elective courses, projects and mandatory humanity courses. The core courses are very important as they form a strong foundation for any given programme. The elective courses facilitate the students to select the current area of their interest to bridge the gap between academics and industry needs. Minor project and major project provide the opportunities to implement the concepts the students learn throughout their study in the respective disciplines. Seminars and paper presentations within and outside the institute build self-confidence and enhance the presentation and communication skills.

The curricula of the programmes are designed to cater to the needs of industries and government organizations. The curricula have been designed to enable students to become successful professionals with the following attributes:

- Attain technical competence
- Arrive at design solutions considering safety and environment
- Develop an attitude towards decision making capabilities
- Facilitate effective and efficient utilization of resources
- Understand the principles of management and entrepreneurship
- Emphasize on ethical responsibilities
- Understand the societal issues involving engineering practices
- Practice lifelong learning

Outcome based curriculum design has not only enabled students to pursue a professional career but also enabled them to pursue higher studies in globally acknowledged universities.

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

Response: 66.67

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 12

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

Response: 18

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 3.3

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

2017-18	2016-17	2015-16	2014-15	2013-14
22	22	16	19	15

File Description	Document
Program/ Curriculum/ Syllabus of the courses	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	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years	
Response: 16.65	
1.2.1.1 How many new courses are introduced within the last five years	
Response: 134	
1.2.1.2 Number of courses offered by the institution across all programs during the last five years	
Response: 805	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented	
Response: 100	
1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.	
Response: 18	
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 cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

The institute integrates issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics by offering following courses:

1. Constitution of India and Profession Ethics

Constitution of India: The Constitution of India states the fundamental rights and the duties of each citizen and lays down the basic structure of the principles of governance of the country. It creates the organs of government and defines their functions and powers and states their inter-relationship and the relation between these organs and the people.

Professional Ethics: Code of Ethics provides the professionals with standards to preserve the integrity of the profession. The study of Professional Ethics inspires values like honesty, integrity, reliability in the students of engineering so that they utilize their analytical and professional ability in taking up responsibility towards the society and consequently, towards the nation.

2. Management and Entrepreneurship

It talks about Understanding of basic differences between management and administration and how it is done, understanding leadership qualities and how different types of leadership affect the morale of the employees in the organization. Regarding the issue of gender and gender sensitivity, the curriculum discusses about the support for women entrepreneurs, and how institutions setup by the government and local bodies help promote them. The issue of environment sustainability, market feasibility, technical feasibility and social feasibility are discussed to help entrepreneurs in setting up local business keeping the environment in mind.

3. English Enhancement Course

The course is designed as follows:

1. Making Documentary films
2. Group Discussion
3. STAR (Speaking – Transcribing – Analyzing – Recording)
4. Listening Exercises
5. Grammar Activities
6. Writing – IELTS

While producing documentaries and during group discussions, the subject matter includes issues like gender sensitivity, environment and sustainability, human values and professional ethics.

4. Introduction to Engineering Design (IED)

IED introduces the concept of engineering design to students. It explains the roles, responsibilities and characteristics of an engineer. It gives holistic information about design process and engineering design. It illustrates the product development process which involves Problem Design Specification (PDS), creativity process, concept generation, concept evaluation and concept selection. It introduces the concept of modelling and analysis which includes both two and three-dimensional models. An outline is given to various manufacturing process, prototypes and performance testing.

5. Environmental Studies

Environment is the significant component for existence of life. It is essential requirement to inculcate the sense of responsibility to protect and preserve nature, with this objective environmental studies course has been introduced. Interaction between man-environment is discussed along with its impact on environment in detail. Different natural resources, their source, impact on these resources due to social, economic and technological advancement are discussed. Student will gain knowledge about pollution and concept of treatment technologies. Students will be introduced to the tool Environmental Impact Assessment (EIA) which emphasizes on procedure to predict the possible impact of any project on environment. Different acts and agreements at the national and international level and its importance and role in controlling the climate change are briefed.

File Description	Document
Any additional information	View Document

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

Response: 3

1.3.2.1 Number of value-added courses are added within the last five years

Response: 03

File Description	Document
List of value added courses	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: 26.54

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1045	1037	1163	978	671

1.3.4 Percentage of students undertaking field projects / internships

Response: 25.51

1.3.4.1 Number of students undertaking field projects or internships

Response: 1007

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise

A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

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

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

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

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

NVAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 2.68

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

2017-18	2016-17	2015-16	2014-15	2013-14
64	101	113	119	88

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

2.1.2 Demand Ratio(Average of last five years)

Response: 0.95

2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1260	1260	1260	1212	996

File Description	Document
Demand Ratio (Average of Last five years)	View Document

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

Response: 76.91

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

2017-18	2016-17	2015-16	2014-15	2013-14
461	412	436	409	359

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

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

Response:

To access the learning levels of the students after admission, depending upon their capability, special programs are conducted for advanced and slow learners as follows;

- Based on their performance, the students are identified as advanced and slow learners.
- Students report to faculty advisor twice in a semester for academic and any other related issues till completion of the degree.
- During the semester, the respective departments offer tutorial classes focusing on slow learners. The tutorial classes will be handled by more than one faculty member to give individual attention to the students. A class wise feedback is taken from students to know about the complexity of the topics which they feel is difficult to understand.
- Interested advanced learners are encouraged to collaborate with faculty members who are conducting research in various areas of engineering domain. Encouragement is given to publish research papers for conferences and journals.
- Advanced learners are also encouraged to appear for competitive exams like GATE, IES especially during their final year of graduation.
- Tutorial, project work and term paper groups are made such that each group comprises bright students and weak students. Tutorials: Bright students assist the weak students in problem solving and for better understanding of concepts.
- Makeup/ summer term is offered during the even semester vacation to provide an opportunity for the students to complete the courses registered during current year.
- Advanced learners are encouraged to develop their creativity by participating and organizing intercollegiate as well as national level technical paper presentations.
- **Remedial Teaching:** This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. Critical topics are discussed for

better understanding by the students.

- Incorporating Audio and Visual Materials: Many NPTEL and Educational Videos are presented during the course of delivering lectures.
- **Counselling:** The slow learners are counselled periodically to their learning difficulties. The counsellors monitor academic performance and interact frequently to understand and assist any student with issues that affect their ability to learn or impede their academic success.

2.2.2 Student - Full time teacher ratio

Response: 18.28

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.2

2.2.3.1 Number of differently abled students on rolls

Response: 8

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

Visualization and involvement have a greater impact on enhancement of learning. The departments implement them in various ways.

All the departments have well equipped state-of-the-art laboratories for all the major streams. Well planned exercises of these laboratories bring in **Experimental Learning**. Skills, knowledge and experience are acquired outside of the traditional academic classroom setting. A Self Learning Exercise (SLE) has been incorporated in each unit/module in the curriculum to inculcate self learning ability in students. To name a few, some of the practices to enhance learning by various departments across the institution are as follows:

- Centres of excellence in the department of civil engineering- establishment of Building Fire Research Centre (BFRC) and Centre for Water Resources (CWR). UG/PG students get to visualize rare experiments on fire testing of building materials at BFRC, one of its kind in India and in Centre for Water Resources, known as Kumaradhara Field Hydrological Lab set in western ghat area.
- Centres of excellence in the department of mechanical engineering namely NIE Centre for Automobile Technology (NECAT) established a state-of-the art facility which will enhance the knowledge in automobiles.
- Some of the courses in the curriculum such as Renewable Energy Technologies, Coordinate metrology have industry collaboration helps the student in experiential learning.
- The course on Solar Energy systems and Micro-Hydral Systems is taught by visiting Professor from the University of Wisconsin, Madison, USA. In this course, the students are required to design and fabricate either a solar energy or micro-hydro systems.
- Technical competitions/Co-curricular activities are organized to enhance competitive learning among students.
- In the departments of Computer Science and Information Science Engineering in collaboration with an industry to enhance the programming skills in the programming laboratory an innovative tool E-box has been implemented.

Participative Learning has been practiced for enhancing the learning capability across the departments. They are as follows:

- Various departments will conduct periodically co-curricular and extra-curricular activities such as AAKAR/CogNIEscience/IEEE/ONYX/ Prathibimb/INPHASE/NIECEFEST, under the guidance of faculty, students share abundant responsibility of conducting this event.
- Periodically workshops, trainings, seminars and guest lectures are held to update the knowledge of students.
- In order to strengthen the self learning capability of the students a new initiative has been taken by introducing MOOC elective subjects.
- Students are encouraged to write articles / technical presentations / papers for a conference / journal, where the team of students present their novel ideas in the area of their interest.

Problem solving methods are also a part of the curriculum. They are as follows:

- Project work/Mini project is a learning experience which aims to provide students with the opportunity to synthesize knowledge from various areas of learning and critically and creatively apply it to real life situations.
- Internship provides an opportunity for students to get an insight on how to implement a new technology.
- Tutoring is a part of the teaching-learning process and is a basic strategy for improving the student's academic success in problem solving and professional goals.

File Description	Document
Any additional information	View Document

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 216

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

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

Response: 18.28

2.3.3.1 Number of mentors

Response: 216

File Description	Document
Any additional information	View Document

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

Response:

The Dean (Academic Affairs) prepares the academic calendar well in advance of the beginning of every semester and it is distributed to all stakeholders. The academic calendar contains the detailed schedule of each event happening in the semester such as

- Course registration dates
- Last date for registration of courses
- Commencement of semester
- Test schedules
- Last date for announcement of test results
- Last day to drop courses
- Last working day of the semester
- Commencement of Semester End Test (SET) for Laboratory Courses
- Commencement of Semester End Examination (SEE)
- Conduction of Project Viva Voce Examination
- Announcement of SEE results and Paper seeing
- Public Holidays

Separate academic calendar for PG programs and summer term is also prepared. The academic calendar is

made available using institute website.

Teaching plans are prepared by each faculty at the course level. The teaching plan consists of two documents: Abridged Lesson Plan and Detailed Lesson Plan.

- Abridged Lesson Plan contains the course plan prepared by the course instructor. The course plan indicates the syllabus that will be covered for each test. It also indicates the evaluation pattern that will be employed by the course instructor. This document is duly signed and circulated to the students in the initial classes of the semester.
- Detailed Lesson Plan contains the split-up of the entire syllabus among the allotted classes (Ex: For a 4-credit course, 52 Hours are allotted, etc.). This document is maintained by the individual faculty and updated after every class. The Head of the department checks this document periodically.

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
Any additional information	View Document

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

Response: 24.12

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

2017-18	2016-17	2015-16	2014-15	2013-14
53	48	49	41	40

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 9.58**2.4.3.1 Total experience of full-time teachers**

Response: 2069

File Description**Document**

Any additional information

[View Document](#)**2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years****Response:** 0**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Institutional data in prescribed format

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 0**2.4.5.1 Number of full time teachers from other states year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)**2.5 Evaluation Process and Reforms**

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years**Response:** 16.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	15	18	10	24

File Description**Document**

List of programs and date of last semester and date of declaration of result

[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:** 2.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
163	60	91	86	17

File Description**Document**

Any additional information

[View Document](#)**2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years****Response:** 9.22

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
57	20	11	45	04

File Description	Document
Any additional information	View Document

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

Being an Autonomous institution the students are evaluated by the institution, the guidelines are in accordance with VTU regulations. One of the best practices adopted by the institution is 100% transparency in the evaluation process where in the institute has provided the opportunity for students to see their answer booklets of both Continuous Internal Evaluation (CIE) and Semester End Examination (SEE) components.

- Depending on the course for CIE the course instructor can evaluate the students by announcing the evaluation pattern at the beginning of the semester which may include Test, Quiz, Term paper, demonstrating the concepts through models which will enhance the learning capability of the student.
- CIE and SEE question papers have been set in accordance with blooms taxonomy.

Automation of Examination and evaluation process and indirect assessments:

- Partial automation of examination cell.
- The SEE question papers will be set by both internal and external paper setters from reputed institutions.
- Automating process for assessment of Course Outcomes with POs and PSOs.
- Automation of indirect assessments which include course end survey, graduate exit survey and alumni survey through Google portal and email.
- Software for generation of grades and grade point average, grade cards and Provisional Degree Certificates (PDC).
- Reduction in processing time for different activities.

Paper Seeing:

- To ensure that the process of evaluation is transparent, students are allowed to see the evaluated SEE answer scripts and get clarification from the course instructors on specified dates announced by the Office of CoE, preferably on the previous date of reopening day of the ensuing semester.
- During this process of “Paper Seeing” if there are any corrections in marks awarded, the course instructor shall submit the same to the Head of the Department, which in-turn shall be submitted to CoE through Doctoral committee of the respective departments for accommodating the change in marks/ grades.

Grievance Redressal:

- In case the student is not satisfied regarding evaluation or award of grades, even after the paper seeing the student can make an appeal to the Head of the Department (HoD) in the prescribed

format. After approval from HoD, the grievance valuation will be conducted by an expert committee.

Makeup Term:

- The makeup term will be offered during even-odd semester vacation for the courses where in a student has F grade in the previous odd and even semesters. The makeup term is for duration of one month in which two weeks of makeup classes will be scheduled where in the students have to attend the classes and get clarifications regarding that course. Then the makeup examinations will be followed in the next two weeks.

Summer Term:

- The Summer Term will be offered during even-odd semester vacation first and final year students. A student should have a maximum of two W grades in the registered courses in the current year. The normal duration for the summer term will be eight weeks which will include classes, provision to conduct CIE and SEE.

2.5.5 Status of automation of Examination division along with approved Examination Manual

A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: B. Only student registration, Hall ticket issue & Result Processing

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

In the global world, it is mandate that the students have to face the challenges in the latest technologies. Hence every programme should have an outcome which caters to the needs of industry/academics. In this context every program is outcome based and hence the OBE componets namely Programme Educational Objectives (PEOs), Programme outcomes (POs) based on Graduate Attributes, Programme Specific Outcomes (PSO) and Couse Outcomes (COs) are defined and implemented.

The programme outcomes are achieved through the curriculum that offers a number of mandatory, core courses as well as elective courses. The course outcomes have been mapped to the programme outcomes and programme specific outcomes. A set of programme specific criteria are used to provide quantitative measurement of how well the course outcomes are attained.

The course instructors map the COs to POs and PSOs with suitable weights like strongly correlated (3), moderately correlated (2) and slightly correlated (1). The formats are consolidated and the charts are prepared to establish the correlation between the course outcomes and Programme Outcomes as well as Programme Specific Outcomes.

File Description	Document
Any additional information	View Document

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

Response:

The assessment of Cos and POs is carried out by the individual departments. The course instructor prepares a consolidated assessment of COs attained through Continuous Internal Evaluation (CIE) and Semester End Examination (SEE). The attainment of POs and PSOs has been calculated by considering two methods of assessment.

1. Direct assessment
2. Indirect assessment

1. **Direct Assessment:** All the programmes of the institute both UG and PG are credit based with continuous evaluation system. Evaluation is conducted throughout the semester.

Direct Assessment

Serial. No	Type of Assessment Tool	Description	Frequency Assessment	of POS
1	Continuous Internal Evaluation	CIE consists of the 1. Test I, Test II and Test III	Once Every Semester	POS

		2. Assignment Evaluation		
		3.Course Seminars		
2	Laboratory tests	Continuous evaluation of experiments in every class and Semester End Test (SET) at end of the semester	Throughout the semester.	
3	Semester Examination	SEE will be conducted for the students who have eligibility in CIE.	At the end of the semester.	

The attainment of the POs will be carried out through the following process:

- Format is prepared which indicates the strength of mapping of COs of each course to the POs and PSOs of the programme.
- This format is filled by individual course instructors at three different levels, i.e.strongly, moderately and slightly, this reflects the strength of mapping of COs with POs and PSOs.
- The Program Coordination Committee consolidates the mapping.
- Performance of students in Test I, Test II, Test III and Semester End Examination (SEE) are used to determine the assessment of COs of each course.
- The assessment level is said to be achieved if a student scores more than 50%.
- For calculation of attainment of POs/PSOs, the COs of all courses which are mapping to individual POs and PSOs are listed at their respective strength of mapping.

II. Indirect Assessment:

1. **Course End Survey:** It is conducted every semester before semester end examination. The course end survey is conducted for courses taken by the students for that particular semester. The online portal available at the institution will be used by the students to submit the survey. The survey format consists of the questions which are pertaining to COs of each course; the consolidated results are used for assessment of POs.
2. **Graduate Exit Survey:** It is for the outgoing students of the program which will be submitted by the students at the end of their programme.The online portal available at the institution will be used by the outgoing students to submit the survey. The survey format consists of questions which will highlight the achievement of POs in the programme.
3. **Alumni Survey:** It is conducted once in a year. The survey is collected through mail and an online portal. The target group comprises of alumni from one year to five years after their graduation, hence both Junior Alumni (1-2 years after graduation) and Senior Alumni (3-5 years after graduation) are considered for this survey.

2.6.3 Average pass percentage of Students

Response: 96.2

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

Response: 988

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

Response: 1027

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.14

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	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)

Response: 0.4

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)

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

File Description	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 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	View Document

3.1.4 Institution has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research / Statistical Databases

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

Response: C. Two of the facilities exist

File Description	Document
Institutional data in prescribed format	View Document

3.2 Resource Mobilization for Research

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

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

3.2.2 Number of research centres recognised by University and National/ International Bodies	
Response: 8	
3.2.2.1 Number of research centres recognised by University and National/ International Bodies	
Response: 8	
File Description	Document
Names of research centres	View Document
Any additional information	View Document

3.2.3 Percentage of teachers recognised as research guides	
Response: 24.07	
3.2.3.1 Number of teachers recognised as research guides	
Response: 52	
3.2.3.2 Number of full time teachers worked in the institution during the last 5 years	
Response: 216	
File Description	Document
Details of teachers recognized as research guide	View Document
Any additional information	View Document

3.2.4 Number of research projects per teacher funded, by government and non-government agencies, during the last five year	
Response: 0.32	
3.2.4.1 Number of research projects funded by government and non-government agencies during the last five years	
Response: 14	

File Description	Document
Supporting document from Funding Agency	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

Incubation Centre

An Incubation Centre was established in January 2017. The total space available at the centre is around 3500 sq. ft. with 9 cabins to house the Start-ups. The Centre provides all required facilities such as power, internet connectivity and security services to the Start-ups.

Start-ups can also utilize the institution infrastructure such as laboratories, testing and fabrication facilities etc. Institution will also provide advices on legal and financial matters on call basis. The faculty across the departments can consult the start-ups for development work and students are allowed to interact with the Start-ups.

The selection to the centre will be made by the Incubation Committee based on the applications received. The first application was made by an alumnus working on Artificial Intelligence and Machine Learning followed by another alumni working on technologies like IOT, Robotics and Automation, Alternate Energy, Educational Software.

Presently these Start-ups are working on developing products and services for clients in India and abroad. All the companies in the centre have expanded their teams and have provided training and internships to students.

To enhance the practical capabilities of students, a facility called Makers Space has been established wherein students can explore their innovative ideas through models.

Innovation & Entrepreneurship Development Cell (IEDC)

In May 2010, Government of India under Ministry of Science and Technology has selected NIE for setting up IEDC with grant of Rs 48 lakhs. IEDC gives grants to five innovative student projects of Rs. one lakh each for five years. NIE signed National Entrepreneurship Network (NEN) membership in 2008 to train and develop entrepreneurs from NIE student community.

The main objectives of IEDC are:

- To organise Entrepreneurship Awareness Camps, Entrepreneurship Development Programmes, Faculty Development Programmes and Skill Development Programmes in the institution
- To initiate five **innovative student projects each year** for new innovative product development.

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

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	0	0	0	0

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

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 1

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description	Document
List of innovation and award details	View Document
e- copies of award letters	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 0

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document
Contact details of the promoters for information	View Document

3.4 Research Publications and Awards

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

Response: Yes

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

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

Response: No

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.4.3 Number of Patents published/awarded during the last five years

Response: 15

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	13	0	0	0

File Description	Document
List of patents and year it was awarded	View Document
Any additional information	View Document

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

Response: 0.93

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 26

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

Response: 28

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

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

Response: 0.03

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	04	00	00	01

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

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

Response: 0.52

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

2017-18	2016-17	2015-16	2014-15	2013-14
35	20	21	12	11

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

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 1.75

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

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

Response: 8.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	View Document
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	View Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years

Response: 434.8

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
94.80	105.71	91.61	77.71	64.97

File Description	Document
List of consultants and revenue generated by them	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 55.52

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
18.98	12.26	19.00	5.28	0

File Description	Document
List of teacher consultants and revenue generated by them	View Document
Audited statements of account indicating the revenue generated through training	View Document

3.6 Extension Activities

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

Response:

NSS-NIE unit is a part of extension activities in the neighbourhood community in terms of impact and sensitising students and faculty members to social issues and holistic development. List of activities that were carried out under NSS-NIE unit are:

Waste Management in School Campus

- NSS-NIE Unit in association with Centre for Renewable Energy & Sustainable technology (NIE-CREST) conducted a programme on Waste Management in School Campus on February 12, 2018 in four schools, Government High School – N R Mohalla, Government High School – Rajendranagar, Manasagangothri High School - Manasagangothri Campus and Sharada Government High School – Kanakagiri.
- The programme included awareness on waste management with emphasis on conversion of dry and wet waste to compost with simple techniques and installation of Aerobic Composter & Demonstration of its operation.

Blood Donation Campaign

- The Blood Donation Campaign was held on 5th October 2018 at NIE Unit in association with HDFC Bank & JSS Hospital and about 126 Units of blood were collected during the activity.

AAKAR

The department of civil engineering has been organizing AAKAR, a biannual techno-cultural programme every two years once to provide a platform for the students of civil engineering to explore/ present their skills/talents in various technical as well as cultural events. In this connection, pre-AAKAR event in the form of marathon/ cyclothon/ AAKAR RUN has been organized with a theme of social importance/ awareness such as traffic awareness, safety aspects, organ donation, environmental issues etc. In this regard, the marathon has been organized with the following themes to bring awareness among students as well as public at large.

- **AAKAR RUN 2018:** Theme: **PEDESTRIAN SAFETY** (held on 26.08.2018)
- **AAKAR RUN 2016:** Theme: **ORGAN DONATION** (held on 18.09.2016)

techNIEks

The annual college fest TECHNIEKS has been organized every year during the month of March/April. As a part of pre- TECHNIEKS, many events are also being organized. One such event has been 'TECHNIEKS RUN' to bring awareness regarding various social importance such as environmental issues, traffic safety issues, blood donation, eye donation etc. among students and general public.

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

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	0	00	0	00

File Description	Document
Number of awards for extension activities in last 5 years	View Document

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

Response: 1

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	00	00	0	0

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

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

Response: 18.37

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

2017-18	2016-17	2015-16	2014-15	2013-14
1200	1200	1200	0	0

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

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 2

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
03	02	02	00	03

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

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project

work, sharing of research facilities etc. during the last five years**Response: 3**

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	1	1	0

File Description	Document
e-copies of linkage related Document	View Document
Details of linkages with institutions/industries for internship	View Document
Any additional information	View Document

3.7.3 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: 8**

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

2017-18	2016-17	2015-16	2014-15	2013-14
04	02	00	00	02

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institute, which is spread over an area of about twenty acres, has a very conducive atmosphere and adequate facilities for effective teaching and learning. Following are the details of the facilities available:

- There are 48 ICT enabled spacious class rooms. Each room is equipped with black/green board, multimedia projector, internet, writing desks, fans and LED. Some of these rooms are utilized as tutorial rooms.
- The departments have established state-of-the-art laboratories to cater to the needs of UG and PG curriculum. The departments have also setup research laboratories with adequate computing facility.
- There are three well equipped spacious seminar halls at the institute level and many departments have their own seminar halls to conduct seminars, expert lectures and viva-voce.
- Senior faculty have independent faculty rooms, while the junior faculty have shared rooms. All the faculty rooms have internet and computing facility.
- IT Infrastructure supports the teaching & learning process. There are about 1050 computers with varied specifications. Available bandwidth of internet connection in the Institution (leased line) is greater than 250 Mbps.
- The Campus-Wide Networking facility connects all the departments, hostel, office and Golden Jubilee Lecture Theater Complex. Ten different servers including higher range servers are running on the LAN.
- A separate Internet Laboratory (Browsing centre) houses about 60 computers, with a dedicated leased line connectivity of 210 Mbps.
- Each department has its own computer centre with adequate number of computers and relevant software packages.
- There are thirteen centres of excellence. The Mechanical Engineering department has set up an automation lab, NIE Eicher Center for Automobile Technology (NIECAT) and Nanotechnology Research Centre. The department of Civil Engineering has established Building Fire Research Centre (BFRC).
- Central library has a collection of 1,11,357 books, e- journals, NPTEL video access service, e-books and plagiarism check service. Further, the library has CDs, DVDs mirroring faculty publications, news letter, college magazine, question papers, course material, lecture notes etc.
- The students have remote access to e-resources of the library viz., IEEE, ASME, ASCE, Taylor & Francis, Pro-quest Engg, Pro-quest Management, Knimbus, J-GATE, Kopykitab e-Books and Sententia. In addition to the facility at the central library, each department has its own library for lending and reference purposes.
- Departments have established student chapters of IEEE, ACM, CSI, ISTE, IEI INDIA, NISB, SAE and ISHRAE.
- Many departments have laboratories setup in association with industries like Intel, Texas Instruments, Eicher, and Siemens.
- MOUs with University of Wisconsin-Madison (UW-Madison), USA, McMaster University,

Canada, Ryerson University, Canada to facilitate technology transfer, faculty and student exchange programmes and a host of research collaborations.

- Institute has NIE-Entrepreneurship Development Cell and New Age Incubation Network.
- Teaching aids in the form of models are used to teach courses such as Computer Aided Engineering Drawing, Machine Drawing, Kinematics of machineries, Renewable Energy Technology and Automotive Mechanics.

File Description	Document
Any additional information	View Document

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

Response:

Physical education department caters to almost 23 disciplines of sports and physical education for both men and women. It has excellent state-of-the-art infrastructure for indoor sports and provides excellent facilities in terms of equipment. This has been reflected in NIE being ranked among top ten Institutions in VTU sports and cultural activities. It has won Rs. 1.00 Lakh cash award from VTU three times in fifteen years 2002-2003, 2008-2009 and 2013-2014. (Eligibility only once in five academic years for top ten institutions affiliated to VTU) through its excellent performance in sports activities.

- **Available facilities for Out-door games**

Basketball, Volleyball, Handball, Netball, Ball-Badminton, Kho-Kho, Kabaddi, Throw ball courts and Tennis Ball Cricket ground.

- **Available facilities for In-door games**

Badminton, Table tennis, Chess, Weight lifting, Power lifting, Wrestling, Gymnastics, Carrom, Fitness Center, Taekwondo, Judo, Yoga.

Usage by Students

The NIE inter branch competitions are conducted every year in Volleyball, Basketball, Kho-Kho, Kabaddi, Throw ball, Ball-Badminton, Softball, Badminton, Table Tennis, Chess, Carrom and Yoga.

There are about 750 students taking part in the said disciplines. Apart from the above, Steel sports meet involving weight lifting, power lifting and best physique for NIE group of institutions are held in which “Steel Man” and Mr.NIE group titles are presented.

Annual athletic meet for the NIE group of institutions is held at NIE IT Campus every year. NIE organizes inter collegiate tournaments also.

Specification about area/ size of courts

Outdoor sports:

Sl. No	Particulars	Area in Sq.mt
1	Volleyball	30 X 20
2	Basketball	33 X 22
3	Handball	40 X 25
4	Throwball	32 X 15
5	Tennis ball cricket, Football, Softball, Kho-Kho, Kabaddi, Ball Badminton and Archery	40 X 40

Indoor sports

- NIE Diamond Jubilee Indoor Sports Complex has 26 X 36 Sq.mt Playing area.
- 4 Badminton courts, 3 Table tennis tables and 3 Carrom Boards.
- Yoga and chess playing area of 22 X16 Sq.mt
- Green rooms have an area of 7 X 5 Sq.mt
- Taekwondo, Judo and Wrestling in cellar 30 X 15 Sq.mt
- Fitness center has an area of 9 X 12 Sq.mt

Students Utilization of Sports Facilities

The indoor as well as outdoor sports facilities available at NIE are being used by students and staff of NIE group of institutions.

Yoga and Meditation

The Yoga and meditation classes are conducted in association with Sri Pathanjali Yoga Shikshana Samithi (SPYSS) and Pathanjali Yoga Foundation (PYF) at NIE Diamond Jubilee Indoor Sports complex. Mass yoga program is held every year on International yoga day.

Facilities for cultural activities

The institute has adequate facilities for all cultural activities. Generally these activities are held in Diamond Jubilee Sports Complex, Dr. Sarvepalli Radhakrishna hall at Admin block, Sir. M. Visvesvaraya hall and Sri. Azeez Sait hall at GJLTC.

File Description	Document
Any additional information	View Document

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 56

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

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

Response: 25.02

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

2017-18	2016-17	2015-16	2014-15	2013-14
253.93	267.44	262.92	175.08	174.64

File Description	Document
Audited utilization statements	View Document
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:

Integrated Library Management System (ILMS)

Library is fully computerized using LIBSOFT Web based Library Software. Students and staff can access the library materials and status by visiting the below link <http://library.nie.ac.in/opac>

The different types of searches available to the users are simple and advanced. User can access the database through author, title, subject, publisher, and other keywords. Through OPAC the user can search the book or any other material available in the library.

<http://library.nie.ac.in/opac/>

Digital Library:

The information centre has digital library facilities for staff & students. For this purpose an exclusive IBM server is installed using Tech-Focuz Digital Library Software 4.0 (Funded by TEQIP-II). Library has

digitized Books, CDs, Faculty publications, previous year Question Papers, Photos Gallery, Syllabus, Newsletters, CD-Mirroring (CDs/DVDs), Newspaper Clippings, NPTEL Videos etc., through below mentioned link:

<http://192.168.19.73:8082/DLClient6/login>

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

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

Response:

The institute spares no efforts to acquire all types of resources to library. The collections include textbooks, reference books, rare books, competitive exam materials and other knowledge resources. The special collection in the library caters to the research needs of students and faculty. Library has separate section known as Archival section for preserving rare books, special collections like handbooks, highly priced books etc.

The library provides the following student centric facilities aiming at enhancing the knowledge of students.

1. OPAC (Open Public Access Catalog)

Library operations are fully computerised using Libsoft library management software developed by Environ software. Library materials catalogue and software. User can access by visiting below mentioned link.

<http://library.nie.ac.in/opac/>

2. Digital Library

Digital Library Services are available to staff and students (for this exclusively installed IBM server using Techfocuz Digital Library Software Version 5.0, Funded by TEQIP – II). Library is digitalized and the staff and students can access e-books, CDs, faculty publication, news letters, previous years' question papers, CDs mirroring, news paper clippings, NPTEL videos, etc.. Students and staff can download the above materials by visiting the web site through link

<http://192.168.19.73:8082/DLClient6/login>

3. e -Resources Digital Library

Library is a member of VTU Consortium and provides access to the e-Journals and e-Books. The library has also subscribed J-Gate database.

4. Remote Access

Library Provides remote access facilities to students, faculty and research scholars to access e- resources subscribed by NIE. Registered members can access the resources 24/7 from any place.

5. Inter Library Loan (DELNET)

Library has institutional membership DELNET. Using this, the library can be provided with inter library Loan (ILL) and document delivery service to users.

6. Plagiarism Check Services

Library has subscribed Turnitin anti plagiarism web tool provide services to check the journal, article and thesis for plagiarism.

7. Library Services Through Social Media

Library created facebook library page, faculty group in Whatsapp for regularly sending e-mail alerts to faculty and students. Faculty members as well as students get opportunities as the library makes efforts in updating library information about engineering, research notification, news paper clipping, and news related to the higher education etc.

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 3 of the above

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

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

Response: 17.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
20.87	7.18	25.66	13.74	19.53

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

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

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 4.64

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

Response: 198

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

- The Institute has the latest IT Infrastructure to support the teaching & learning processes.
- There are 1050 computers with varied specifications. The recently purchased set of computers has the following specifications:
- Processor- Core i7 CPU, 6th generation or higher, 3.6 GHz or higher, Memory- 1x 8 GB DDR4 SDRAM or higher expandable to 32 GB or higher, Integrated 2GB graphics card or higher. Hard Disk Drive - 1000GB SATA 7200 rpm Optical Disk Drive.
- There are about 41 software packages in the main computer centre covering all the requirements of computation. In addition, all the departments have software tools which cater to the needs of their curriculum.
- Internet Lab is a shared facility and has 60 computers with 250 Mbps leased line 1:1 (both wired and wireless network).

Major equipment available include:

- Blade Servers
- HP Server
- SUN server
- IBM server
- SUN storage system
- Dell / Acer systems
- NIE Hostels (both boys and girls) have been connected with Optical Fiber Cable of 10 Giga Byte speed through wired and Wi-Fi.
- Digital library facility to access journals like IEEE, ACM, ACME etc.
- E-Vidya is a video content management system. It covers 3000+ hours of high quality MPEG4 Video lectures in 110 subjects from all the IITs of India and IISC, Bengaluru for different engineering disciplines and core science.
- Campus Wide Networking (CWN) under TEQIP-I, a World Bank Project costing around Rs. 10.2 millions, includes major networking equipment such as core switch, router, wireless access points, IP cameras, wireless bridge, and corporate antivirus. Video conferencing facility (Group Conferencing Module).
- Campus wide networking which includes foundry core switch / brocade switch, router, switches, UTM, 250 Mbps leased line, Corporate Antivirus and Multimedia projectors.
- IP Cameras are installed in GJLTC classrooms, admin block and NRN block.
- The IT infrastructure which includes both hardware and software are updated frequently as per the requirements from the departments and the programmes.

4.3.2 Student - Computer ratio

Response: 3.76

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

?50 MBPS

35 MBPS - 50 MBPS

20 MBPS - 35 MBPS

5 MBPS - 20 MBPS

Response: ?50 MBPS

File Description	Document
Any additional information	View Document

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

Response: No

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

4.4 Maintenance of Campus Infrastructure

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

Response: 48.36

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)

2017-18	2016-17	2015-16	2014-15	2013-14
592	487.43	489.14	343.16	302.49

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

The institute has established systems and procedures to maintain and utilize the prevailing facilities:

- **Estate office:** The institute has a dedicated estate office which maintains class rooms, laboratories, seminar halls, Diamond Jubilee Sports complex, Administrative block etc., The staff of estate office comprise an engineer, a supervisor, an electrical engineer and three technicians. The main function of the estate office is maintenance of the entire infrastructure including the installations like Diesel generators, fire extinguishers, housekeeping and security services, in addition to ensuring adequate supply of water and electric power. Further, it is the responsibility of the estate office to maintain land records of the institute, details of updated infrastructure and receipts of tax remittance.
- **Library & Information Centre (LIC):**

The library is well equipped with latest reference books & textbooks. It subscribes 58 technical journals and 18 daily newspapers (both Kannada and English), e-Journals like IEEE, Elsevier, Taylor & Francis, Springer, ASCE, ASME, Proquest-Management, Proquest-Engineering, J-gate, and N-list e-resources.

Apart from Books/ Journals, the library has good collection of CD/DVDs and Journal back volumes. Also it has institutional membership to DELNET. The operation of the library is fully computerized using LIBSOFT & Techfocuz Digital Library Software. It has digitized form of Faculty Publications, Question Papers, Photo Gallery, Syllabus, Newsletters, CD-Mirroring (CDs/ DVDs), Newspaper Clippings. Plagiarism Check Service and NPTEL facility (National Programme on Technology Enhanced Learning) are also available. Students and Staff can access the above resources through Intranet.

Closed Circuit Television (CCTV) facility is provided to monitor activities across library.

Systems Used:

Classification – Dewy Decimal Classification (DDC)

Cataloguing – Anglo American Cataloguing Rules (AACR 2)

Provision of Web OPAC Information management – Libsoft

Circulation Management - Bar coded user cards & Books

Library Rules and Regulations:

- Identity Card is compulsory for getting access to the library.
- Registration should be done to become a library member prior to using the library resources
- Textbooks, printed materials and issued books are not allowed to be taken inside the library
- Use of Cellular phones and audio instruments with or without speaker or headphone is strictly prohibited in the library premises.
- One has to enter his/her name and sign in the register kept at the entrance counter before entering library.
- One has to show the books and other materials which are being taken out of the library to the staff at the entrance counter.
- The librarian may recall any book from any member at any time and the member shall return the same immediately.
- Library borrower cards are not transferable. The borrower is responsible for the books borrowed on his/her card.
- Refreshment of any kind shall not be taken anywhere in the library premises.
- Students are allowed to library only on production of their authorized/valid Identity Cards.
- Books will be issued on presentation of the library card along with the smart card.
- Books will be issued to the students for 14 days only
- In order to provide better access to the latest information weeding out policy is employed.

Class rooms and laboratories:

- The department class rooms are maintained by estate office established at the Institutional level. The departments have qualified and skilled man power to take care of laboratories. Major repairs are outsourced.
- The Campus Wide Networking (wired and wireless) of the institute is maintained by system administrator, maintenance engineer and programmer appointed for the purpose.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 26.06

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

2017-18	2016-17	2015-16	2014-15	2013-14
1434	1263	1215	757	275

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

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses

7. Yoga and Meditation**8. Personal Counselling****7 or more of the above****Any 6 of the above****Any 5 of the above****Any 4 of the above****Response:** Any 4 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 2.02

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

2017-18	2016-17	2015-16	2014-15	2013-14
48	97	73	71	76

File Description	Document
Details of of students benefited by Vocational Education and Training (VET)	View Document

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

Response: Yes

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

5.2 Student Progression

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

Response: 48.27

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

2017-18	2016-17	2015-16	2014-15	2013-14
430	391	529	449	381

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

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

Response: 2.38

5.2.2.1 Number of outgoing students progressing to higher education

Response: 26

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

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

Response: 40.11

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	4	1	2	01

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

2017-18	2016-17	2015-16	2014-15	2013-14
19	4	7	3	11

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

5.3 Student Participation and Activities

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

Response: 1

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	1	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

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

Response:

STUDENT COUNCIL

The Student council is elected every year by the students based on their talent, leadership qualities, involvement and other criteria for the following posts:

- 1.Student coordinator
- 2.General secretary 1
- 3.General secretary 2
- 4.Cultural secretary
- 5.Core committee members
- 6.Conveners
- 7.Student volunteers

The Student Welfare Officer (SWO) and Joint Student Welfare Officer (JSWO) are appointed by the Principal, NIE. SWO and JSWO monitor the process of election to student council. They provide guidance to the student council for conduction of events. They are also assisted by several faculty members to coordinate with students for smooth functioning of the student council. Starting from the year 2018, the position of Dean (Student Welfare) has been created to oversee the student activities and welfare.

TechNIEks

TechNIEks is a three day national level techno-cultural extravaganza organized by NIE. It has made a mark as one of the most popular cultural event among engineering colleges in the state of Karnataka. It is celebrated with unique theme every year. Student council also holds a month long techno cultural pre TechNIEks events. The cultural activities are held in Diamond Jubilee Sports Complex, which can accommodate around 1500 participants.

Seminars and workshops related to TechNIEks are organized at Dr. Sarvepalli Radhakrishna hall, Sir. M. Visvesvaraya hall and Sri. Azeez Sait hall.

Representation of students on academic & administrative bodies/committees of the institution

Internal Quality Assurance Cell (IQAC): IQAC has been constituted to ensure quality in academic programs of the institution. IQAC has two student representatives, one each from UG and PG. The students have the opportunity to provide their perspective for improvement in the quality of academic programs during the meetings and deliberations of IQAC.

Anti-ragging Committee: This committee has been constituted to ensure ragging-free campus. This committee has two student representatives, who provide valuable inputs during the functioning of committee.

Department Association:

- Each department has a student association with a staff member as an advisor.
- The associations are actively involved in planning and execution of curricular and co-curricular activities of the department.
- For instance Workshops conducted by each department are organized by the department's student association. Most of the activities are planned and executed by the students.

ONYX:

- Is an entrepreneurship cell started in the year 2009. Onyx aims at developing entrepreneurial attitude in the minds of students through hands-on workshops, seminars, festivals and events. It is also a member of the National Entrepreneurship Network (NEN).

NIE IEEE Student Branch (NISB): NISB is the IEEE student branch of institute. It is one of the largest and most active student branches of Karnataka.

Class Committee (CC):

- CC provides a platform for the students to express their views and grievances to a committee headed by the head of the department.
- It consists of eight students of the class who meet twice a semester to give feedback about the academic performance of each course instructor.
- The students are selected across gender, categories and different CGPA bands.
- Each student representative represents around eight students of his/her class.

File Description	Document
Any additional information	View Document

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

Response: 4

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	5	3	5	3

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

5.4 Alumni Engagement

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

Response:

Some of the old students of NIE who had gathered for the founders day celebration in November 1957, strongly felt that in order to foster close contact between them and the institution, and among themselves, they should have an association of their own .

Thus in 1957 NIE Alumni Association (NIEAA) was established. It is only the keen and sincere desire to maintain this valuable bond which was recognized at the time of its inception and nurtured by its members all along. The activities of NIEAA include:

- Arrange farewell function for outgoing students.
- Honour eminent alumni.
- Have regular interaction with the institution for better growth.
- Arrange regular lectures for the benefit of staff and students.
- Assist NIE in placement activities with the help of eminent alumni.
- Open chapters at other places like metropolitan cities and in USA.

During 1982 the silver jubilee of the alumni association was celebrated. The association was registered

under the registrar of cooperative societies. (Regd. No: 298:1994-95/16-3-1995).

During 2007 the golden Jubilee of the alumni association was celebrated.

NIE has a galaxy of illustrious alumni such as N R Narayan Murthy of Infosys, Kumar Malavalli of Brocade Communications, the legendary cricketer EAS Prasanna, to name a few. The alumni have contributed liberally to improve the infrastructure in the institute. Some of the significant contributions of alumni are as follows:

- Establishment of prestigious NIE-Eicher centre for Automobile Technology and NIE Innovation Centre
- Membership in important academic bodies such as the Academic Council, Board of Studies and Department Advisory Council.
- Liberal financial contribution through the fund raising initiated recently by the institution. An exclusive Indo-US alumni meet was organised in eight cities in USA in the year 2016, which received overwhelming response by alumni who have settled in USA.

File Description	Document
Any additional information	View Document

5.4.2 Alumni contribution during the last five years(INR in Lakhs) ? 15 Lakhs

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

Response: ? 15 Lakhs

File Description	Document
Alumni association audited statements	View Document

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

Response: 10

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	7	1	0

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

NVAAC

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 of the Institution

NIE will be a globally acknowledged institution providing value-based technological and educational services through the best-in-class talent.

Mission of the Institution:

- Impart state-of-the-art engineering education through strong theoretical foundations and practical training to students in their choice of area of specialization.
- Create new knowledge through innovation and cutting-edge research in science and technology.
- Provide a platform for inclusiveness and collaboration by following ethical and responsible engineering practices for long term interaction with academia and industry.
- Encourage entrepreneurship and to develop sustainable technologies for the benefit of global society.

Values

1. Integrity and Accountability
2. Cooperation and Collaboration
3. Professionalism and Dedication
4. Intellectual Excellence and Innovation
5. Social and Moral Responsibility

The major pillars of governance are as follows:

1. Institutional Governance:

a. Governing Council (GC): GC, headed by the President of the National Institute of Engineering (NIE), is the highest policy making body of the Institution. GC comprises members of NIE Board of Management, UGC nominee, University nominee and experienced academic leaders.

b. Board of Appointment (BoA): All the appointments of teaching staff are made by the BoA.

c. Finance Committee (FC): The Finance Committee examines and scrutinizes the annual budget of the Institute prepared by the Principal and makes recommendations to the GC.

d. Building Committee (BC): The Building Committee is responsible for construction of buildings and other civil infrastructure.

2. Academic Governance:

a. Academic Council (AC):

Academic governance is led by the academic council (AC), which comprises outstanding academicians and industry experts. It is responsible for approval of syllabi, academic regulations and other academic matters.

b. *Autonomous Examination section*: The office of the Controller of Examinations (CoE) takes care of the administration of examination system.

c. *Board of Studies (BoS)*: It is constituted at the department level to design and update academic curriculum and syllabi of all the programmes in the department.

d. *Board of Examiners (BoE)*: It is constituted by each and every department to scrutinise and ensure quality of question papers for the Semester End Examinations.

e. *Advisory Bodies*: Industry advisory committees as well as alumni advisory committees have been constituted by all the departments. These committees comprise experts from the industry and academia and provide valuable inputs to the departments to upgrade the academic programmes as per industry requirement.

3. Quality Assurance: Internal Quality Assurance Cell (IQAC) has been established way back in the year 2011 to ensure continuous improvements in academic quality. IQAC activities are supplemented by committees such as Outcome Based Education (OBE) committee, Academic Reforms Committee (ARC) and Examination Reforms committee (ERC).

4. Transparency and accountability: A 360 degree feedback process along with recourse for appraisals is present. To ensure accountability, Faculty Appraisal and Development Programme (FADP) has been implemented since the year 2012. Students provide faculty appraisal at the end of each semester, which provides useful inputs to assess faculty performance.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The institution practices decentralization and participative management. Faculty members and staff at various levels have been entrusted with authority and responsibility in order to ensure smooth functioning of the institute. In addition to the positions of Dean (Academic Affairs), Dean (Student Welfare) Controller of Examinations, Dean (R and D), Head (IQAC), Registrar and various department heads, following committees/positions have been created to ensure decentralisation and participative management:

1. Outcome Based Education (OBE) Committee, which monitors and guides programme coordinators

- to practice OBE principles in letter and spirit
2. Research Committee, which motivates and guides faculty members to take up research projects, publish quality papers, consultancy activities, etc.
 3. Centre for Training on Advanced Technologies (CTAT) is the link between the institute and the industry. It coordinates conduction of training programmes for industry personnel at various centres of NIE
 4. A Special Officer has been appointed to scout for new research projects as well as coordinate information exchange with nodal agencies such as DST, VGST, UGC, AICTE, VTU, Directorate of Technical Education of Karnataka, etc.
 5. Student Welfare Officer (SWO) takes measures to ensure that students are provided ample opportunities to exhibit their talents in the cultural sphere.
 6. Physical Education Director (PED) promotes sports activities in the institute. The institute has always been bracketed among the top 5 % of the institutions by the University with respect to achievement in sports.

6.2 Strategy Development and Deployment

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

Response:

The Institute prepared a strategic plan in the year 2015 for the period 2015-21. Strategic plan is not to offer restrictive prescriptions or rigid timelines, but to identify areas of focus, build on our core strengths, and to prepare ourselves to make the best out of emerging opportunities. One of the core areas identified for focused strategy is Research and Consultancy.

NIE has accorded maximum importance to research and consultancy, since it not only addresses the prime needs of the industry, but also ensures percolation of innovative and original thinking to post graduate and under-graduate programs of the institute. Priorities for research directions at NIE are driven by the emerging ideas, scholarly growth and scientific discoveries of the faculty. The strategic plan for research and consultancy is designed to drive the future efforts by making faculty aware of shared interests and opportunities, and available support from government, industry, private foundations and individuals.

The strategic plan is to:

- Quantitatively increasing and qualitatively improving research and consultancy by the faculty individually, jointly and collaboratively, and
- Developing research interest among post graduate and undergraduate students

The following measures have been initiated to strengthen research activities:

1. The position of Dean (R &D) has been created to provide the necessary leadership for all research related activities. The Dean (R & D) is supported by the Research Committee comprising faculty members drawn from different cadres to carry out the functions.
2. A Research grant scheme has been implemented starting from the academic year 2017-18 to provide financial support to faculty members UG and PG students, who wish to carry out research.

3. A research policy document has been prepared by the Research Committee and circulated to all stake holders in the year 2018. This policy documents outlines the specific schemes, which have been lined up to give boost to research activities.

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

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

Response:

The apex governing body is **Board of Management** and its key functions are:

- To establish, on the advice of academic council, divisions and departments for the academic work and functions of the institute and to allocate area of study, teaching and research to them.
- To create teaching and academic posts, to determine number, cadres and qualifications there of as approved by the Commission, statutory body concerned and the emoluments of such posts in consultation with the Finance Committee.
- To transfer or accept transfers of any movable or immovable property on behalf of the institute.
- To manage regulate, and administer the revenue, the finance, accounts, investments, properties, business and all other administrative affairs of the institute and for that the purpose to appoint such agent or agents as it may deem fit.

Other statutory bodies and their key functions are:

Academic Review Committee (ARC)

It has been given the mandate to look into the recommendations of the visiting expert committees, the reports of academic audit and also the feedback given by faculty and students. Based on these inputs, ARC is expected to evolve a set of guidelines which will improve the academic standards of the institute.

Examination Review Committee (ERC)

ERC evolves a set of guidelines which will improve the processes related to examination such as paper setting, scrutiny of papers, evaluation of answer scripts, review system, etc.

Outcome Based Education Committee (OBEC)

The OBE Committee is an autonomous body with the objective of assurance of quality and relevance of the technical education through the mechanisms of accreditation of programmes offered by the technical

education institutions.

Hostel Advisory Committee (HAC)

It looks after the upkeep and maintenance of the hostels.

Sports Committee (SC)

It plans and prepares the budget for sports activities.

Grievance Redressal Committee (GRC)

Whenever an employ or a student of the institute is victimized or punished the person concerned needs to be given adequate opportunity to appeal his or her grievances to their committee. This committee will make impartial investigation into the case, and submit a detailed report to concerned authorities and see that justice is provided to the individual concerned.

Institute Complaints Committee (CCC)

In order to provide a more transparent management NIE has made provision for this committee. This gives a platform for the teaching and non-teaching employees of the institute to address their complaints without fear or prejudice.

Anti-Ragging Committee (A-RC)

The committee comprises faculty members, students and the local police force to create awareness about the menace of ragging as well as to vigilantly monitor student hostels and institute premises to totally prevent occurrence of ragging activities.

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

6.2.3 Implementation of e-governance in areas of operation

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 3 of the above

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

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

Response:

Systematic conduction and report of proceedings is ensured in the meetings of all bodies and committees. As an example, the deliberations of the academic council in the last few years is captured in the following paragraphs:

The academic council is the highest academic body of the Institute. It is chaired by the Principal and comprises Deans, Controller of Examinations, Head IQAC as well as heads of various departments. It also includes external experts drawn both from academia and industry. It is responsible for ensuring up-to-date curriculum, syllabus, academic regulations and other academic matters. Some of the key decisions taken by the Academic Council in recent times if highlighted below:

1. Flexibility has been provided for fast learners to register for more number of courses in the pre-final year, so that they could take long internship in an industry of their choice.
2. Open elective courses have been made mandatory for all programmes in the Institute for the UG/PG batches starting from the year 2018-19.
3. MOOC courses have been made mandatory for all UG programmes to enhance self-learning capability of students.
4. The course 'Engineering Economics' is made a core course for all UG programmes.
5. Industry driven elective course is made mandatory for all UG/PG programmes.
6. Internship made mandatory for all UG/PG programmes.
7. Courses on mathematics for II year UG and I year PG is made application oriented as per the needs of respective discipline of engineering.
8. Introduction of incentive scheme for faculty who publish research papers in indexed journals.

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

6.3 Faculty Empowerment Strategies

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

Response:

The institution has taken several measures to ensure welfare of employees. The following are the welfare measures extended to the *teaching and non-teaching Staff* of the institute:

Teaching Staff:

1. Since the institution receives grant-in-aid from the Government of Karnataka for some of the programmes, the faculty members who come under this scheme are eligible for post-retirement pension as per government norms.
2. All the remaining permanent teaching faculty are covered under the provident fund scheme. The institute contributes 12% of the pay subject to the ceiling of Rs 780 per person, towards the employer's contribution to the EPF Scheme. The Institute deducts 12% of the pay from the salary of the individual staff every month, towards his/her contribution to the Employer's contribution to the EPF Scheme.
3. The teaching faculty are encouraged to take up doctoral studies in premier institutions such as IITs, NITs and IISc, through the quality improvement programme. The faculty are provided study leave with complete salary benefits, borne by the Management.
4. Teaching faculty are sponsored to participate in faculty development programmes, training programmes and workshops in good institutions. The entire travel and incidental expenses are borne by the institute.
5. Teaching faculty are encouraged to present research papers in conferences organised by reputed institutions. The entire expenditure is borne by the institute.
6. An incentive scheme has been introduced since the year 2016 to reward faculty members with financial incentives for getting research projects to the institute.
7. Incentive scheme also has been introduced for getting research papers published in Scopus/ Sci/ WOS indexed journals.
8. In order to motivate young faculty members to take up research, a research grant scheme has been introduced from the year 2017. The faculty member can avail a seed money of Rs.1 lakh for his/her research work.

Non-teaching Staff:

1. Those non-teaching staff members who come under the grant-in-aid scheme are eligible for post-retirement pension as per government norms.
2. All the remaining staff are covered under the provident fund scheme.
3. Group medical insurance is provided to all permanent non-teaching staff.

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: 14.28

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

2017-18	2016-17	2015-16	2014-15	2013-14
51	24	23	18	23

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

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

Response: 14.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
29	22	10	4	8

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

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

Response: 9.24

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

2017-18	2016-17	2015-16	2014-15	2013-14
35	21	15	11	10

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

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

Response:

In order to evaluate performance and ensure continuous improvement, the institute follows a systematic Performance Appraisal System for teaching and non-teaching staff. The performance of non-teaching staff is appraised primarily by the head of the department through a standard format. The staffs are rated on parameters such as – diligence in discharge of duties, regularity, punctuality, etc.

However, performance appraisal of teaching faculty is done in a more rigorous fashion through a structured “Faculty Appraisal and Development Programme” (FADP) form. The FADP form is essentially a self-assessment form filled by the faculty member prior to the annual increment. The performance is evaluated across categories, such as, teaching-learning, co-curricular activities, research publications, funded projects, administrative responsibilities, recognition by other institutions, industry connect, patents granted, etc. Each category has a weightage based on the cadre of the faculty member, such as Professor, Associate Professor and Assistant Professor. Student feedback and result analysis are the other key documents considered for assessment.

The concerned HoD also gives his/her assessment on the performance of the faculty member. The final evaluation is done by a committee headed by the Principal and decision is made to sanction or defer annual increment and/or rewards and incentives.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Chief Finance Officer (CFO) heads the team managing financial resources of the Institution. She scrutinises and approves all financial transactions as per the norms and rules of the Institution. The external financial audit is done at the end of each financial year by a chartered accountant. The external auditors visit at regular intervals, and verify all financial transaction with the supporting documents and approval of proper authority for each financial transaction. The financial transactions are accounted in Tally ERP by the college.

External auditing is done in accordance with the acceptable auditing standards in India. Care is taken to see that financial statements are free of material misstatement. The audit also includes assessing the accounting principles used and significant estimates made by the Management, as well as evaluating the overall financial statement presentation.

Audit procedures:

1. The financial statements of NIE Society are regrouped into different accounting units
2. All income and expenditure are accounted on accrual basis
3. Fixed assets are accounted on cost plus all expenses incurred up to installation
4. Grants are accounted on the basis of sanction order
5. Depreciation is charged for fixed assets as per norms
6. Gratuity is provided on the basis of valuation by actuary
7. Reconciliation of bank accounts and checking the bank confirmations.
8. Checking of statutory dues payment like PF, TDS, PT and ESI before the due dates.

Once all financial transactions are accounted for, the auditors prepare Balance sheet and Income and Expenditure for the financial year. The financial statements are signed and approved by Auditor and Management. Based on the audited financial statements, auditor will issue “ Audit Report”.

The External Internal Auditors’ reports are reviewed by Management and forwarded to the respective accountants / Internal Auditors to bring in desired improvements in the areas highlighted by the External Internal Auditors.

File Description	Document
Link for Additional Information	View Document

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

Response: 628.61

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

2017-18	2016-17	2015-16	2014-15	2013-14
7.06	37.34	80.52	500	3.69

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document

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

Response:

For the institution the sources of funds are :

1. Tuition fees collected from students
2. Interest income
3. Salary grants received from the Government of Karnataka
4. Contribution from philanthropists

In addition, NIE has been a recipient of generous grants from the Government of India through the Technical Education Quality Improvement Programme (TEQIP). The institute procured grants in all the three phases implemented till date, with total grant received/approved till date being Rs.28 crores. The Institute has also procured grants from various funding agencies amounting to about Rs.2.2 crores in the last three years for various research projects.

The budgeting exercise is initiated well before the beginning of a financial year. Each department submits budget proposal, which is discussed in the Finance committee. Budget allocation is made and circulated to all the departments along with guidelines. Budget allocation is made across important heads such as equipment & software, consumables, academic activities, etc.

The purchase of equipment is initiated by heads of departments and centre heads based on the allocation made in the budget. The Purchase committee of the Institution, headed by the Principal, meets periodically to discuss the proposals and accord approval. A separate mechanism is in place to procure consumables and tools, through rate contract. The Institution has entered into rate contract for supply of materials in bulk with reputed vendors. This mechanism facilitates fast track procurement as well as reduction in procurement cost.

The civil and electrical works are taken up by a dedicated 'Estate office', which is headed by experienced Civil and Electrical engineers. A dedicated team of computer hard ware and software specialists take care of maintenance of all computer systems and peripherals in the Institute.

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

Response:

IQAC was established in the year 2010, well before UGC made it mandatory for HEIs. The main functions of IQAC at NIE are as follows:

- To develop and apply quality benchmarks/parameters for various academic activities of the college;
- To facilitate the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- To arrange for feedback responses from students, parents and other stakeholders on quality related institutional process;
- To act as a nodal agency of the college for coordinating quality related activities including adoption and dissemination of good practices;

Two best practices, which have been institutionalised as a result of IQAC initiatives have been described below:

1. Academic Audit

Academic audit is a vital cog in the process of continuous improvement of quality in our Institution. It involves a detailed peer review of all the procedures and processes established for academic delivery. In order to review the programme curriculum and regulations, an audit committee comprising two distinguished academicians for each programme is constituted. These two experts are designated as Academic Auditors (AA). They are entrusted with the task of reviewing the programme offered by the respective department. The practice of academic audit was implemented for the first time in November 2011. The second round of academic audit was carried out during the academic year 2017-18.

2. Class committees

The basic objective of this committee is to provide a mechanism for students to express their views about the issues related to academic delivery during the conduct of the classes. This will also enable the faculty to undertake remedial measures, if need be, during the same semester.

Constitution

1. HoD of the department is the Chairman
2. Two senior faculties from other departments of the college nominated by the Dean (AA) are

- members. One of them will serve as member secretary.
3. Eight students of the class, nominated by HoD, are members.
 4. The term of nominated members and member secretary shall be one academic year.

Functions

1. The basic responsibilities of the class committee are to review periodically the progress of the classes, to discuss problems concerning the curriculum and syllabi and also the conduct of the class.
2. The Chairman of CC will elicit feedback from students during the class committee meeting, assisted by two external faculty members. The member secretary will note down the minutes of the meeting, which will be the basis for preparing the class committee report jointly by the three faculty members.
3. The class committee report shall be submitted to the Head, IQAC within a week after the CC meeting.
4. The second meeting shall be conducted within a week after the completion of second round of tests
5. A Committee comprising Head(IQAC), Dean(AA) and Chaiman- OBE Committee will deliberate on the proceedings of the Class Committee and recommendations will be made to The principal for further action.

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

Response:

The IQAC reviews the teaching learning process, structures and methodologies of operations and learning outcomes by introducing several initiatives. IQAC regularly organises meetings and workshops in order to disseminate information regarding best practices in teaching/learning process. Two initiatives taken by IQAC in recent times are highlighted below:

1. Blooms Taxonomy workshop held in 17, 18 April, 2015

A workshop on Bloom's taxonomy was organised in April, 2015 in order to create awareness among faculty members to adopt bloom's taxonomy principles in course design as well as evaluation process. The workshop was conducted by an external expert and all the faculty members took part in the two-day workshop. The workshop was held in a venue outside the institute to avoid disturbance by everyday routine work.

The workshop began with an introductory talk by the expert about the concept of bloom's taxonomy. The faculty were divided into smaller groups, based on branch specialisation and were assigned the following tasks:

Task 1: The groups redefined course outcomes of a few selected courses as per bloom's taxonomy. This was followed by presentation by all the groups. This helped in sharing of knowledge and consolidation of learning outcomes

Task 2: In the second session, each group designed Semester End question papers incorporating bloom's

levels. This was also followed by group presentations and sharing of knowledge.

The workshop has brought in significant improvements in the framing of syllabus, definition of learning outcomes as well as the quality of question papers of tests and examinations.

2. NIRF Workshop October 27, 2018

NIE is ranked in the band of 151-200 ranking in NIRF 2018. The Institute has been taking concrete steps to improve the ranking. NIRF ranking is done across five parameters, namely, Teaching, Learning and Resources; Research and Professional Practice; Graduate Outcomes; Outreach and Inclusivity; and Perception. Accordingly, five committees were constituted comprising a total of 25 faculty members. The selection of faculty members were done to ensure representation from different cadres and both the genders.

A one-day workshop was organised on 27th October by IQAC to do brain storming in order to evolve strategies to improve the performance across all the five parameters. The services of an external expert was sought to provide larger perspective for discussions. A few members of NIE Board of Management also participated in the workshop to provide their views. As a precursor to the workshop, the committees met several times prior to the workshop. They examined the data furnished to NIRF in the previous years and identified the areas where the Institute needs to make significant improvements.

Subsequent to the workshop, based on deliberations carried out, each committee has submitted action plan along with budgetary requirements. While some of the action plans have already been implemented, the Institute will take concrete steps to implement all the recommendations.

File Description	Document
Any additional information	View Document

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

Response: 1.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	1	1

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

6.5.4 Quality assurance initiatives of the institution include

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 3 of the above

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

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

Response:

IQAC has been working closely with the Deans and various academic bodies in order to ensure continuous improvements in all spheres of teaching / learning activities. Two major committees, which drive these improvements, are the academic review committee and examination review committee. The major improvements in the last five years are summarised below.

1.Academic Improvements

Academic Review Committee (ARC) was constituted at NIE in July 2012. The committee is chaired by the Dean (Academic Affairs) and has the Controller of Examinations, Dean (R & D), Head-IQAC and three other senior faculty members as members. This committee has been given the mandate to look into the recommendations of the visiting agencies such as VTU, NBA, UGC, the reports of academic audit and also

the feedback given by stake holders. Based on these inputs, ARC evolves a set of guidelines which will improve the academic standards. The ARC meets 3-4 times in an academic year.

Table 6.5.5.1: Major Recommendations of ARC in the Last Five Years

Sl. No	Recommendations	Status and
1	Introduction of integrated (theory + laboratory) courses in certain programmes.	Implemented from Academic Y
2	Introduction of principles of Engineering Design as a core course in First year UG Program.	Implemented from A
3	Introduction of Open Electives	Implemented –Electi
4	Concept of Stacked Project	Implemented
5	Question Paper pattern- All Questions compulsory	Implemented from A
6	Follow Bloom's taxonomy in the design of courses as well as question papers	Implemented from A
7	Industry internship to be made mandatory	Implemented w.e.f a

1. Examination Reforms

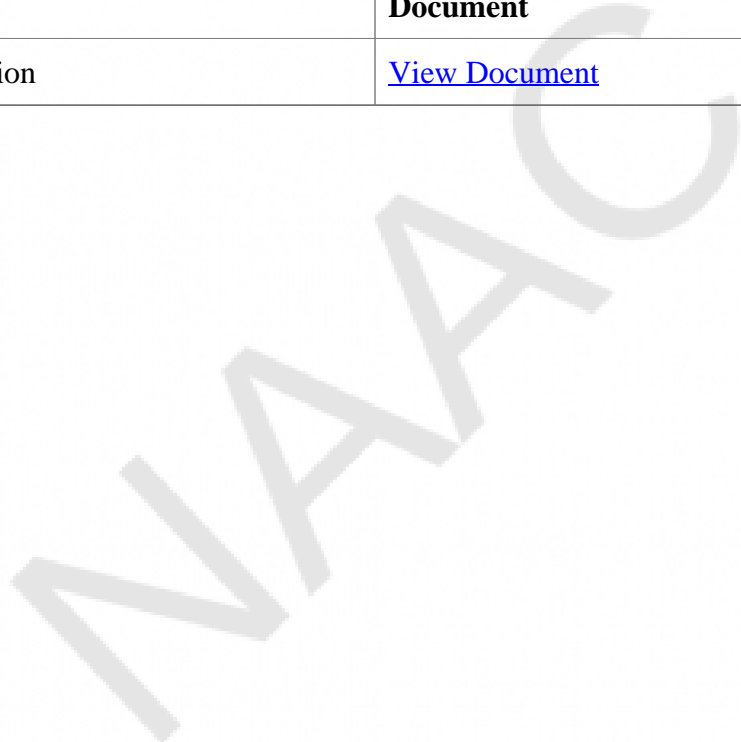
Examination Review Committee (ERC) was constituted in July 2012 along with ARC. This committee has been given the mandate to look into the recommendations of the visiting agencies, the reports of academic audit and also the feedback given by faculty and students. Based on these inputs, ERC would evolve a set of guidelines which will improve the processes related to examination related issues such as paper setting, scrutiny of papers, evaluation, review system etc. This Committee also would propose a revamping of components of Continuous Internal Evaluation (CIE) and Semester End Examination (SEE).

Table 6.5.5.2: Major Recommendations of ERC in the Last Five Years

Sl. No.	Recommendations	Status and tin
1	To adopt a method of randomized closed review system.	Implemented from Acade
2	To go in for a comprehensive revision of Question Paper pattern	Implemented from Academic
3	To enforce Bloom's taxonomy approach in the design of test and examination question papers	Implemented from Acade

4	To devise a comprehensive revision of evaluation components and the mechanism for conducting the events	Revised in the Academic
5	To implement on-line tests for selected courses	Implemented since th

File Description	Document
Any additional information	View Document



Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 3

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	1	0

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as

a) Safety and Security

b) Counselling

c) Common Room

Response:

The institution has always been committed to the support and practice for social justice and rights of all human beings. Equal opportunities are given to both the genders in terms of admissions, employment, training programmes and sports activities.

a) **Safety and Security**

Various workshops were conducted to provide awareness about Women's rights and protection against Sexual Harassment. All faculty and students participated in the workshops for Gender Equality. Grievance Redressal Committee has been established to look into the grievances of students and staff. College Complaints Committee (CCC) has been formed to deal with the issues related to Sexual Harassment of Women at workplace and to create a safe working environment. Anti ragging committee ensures healthy environment among students in the campus.

"Awareness programme on Sexual Harassment of women at workplace" was conducted by two speakers- Dr. Indira and Dr. G Shanthi of Samruddhi Foundation, Mysuru. Guidelines and norms prescribed by the Honourable supreme court for dealing with such cases were discussed.

In order to ensure safety and security of students and faculty, CCTV cameras are installed at various locations in the campus. Separate server space is allocated for back-up of CCTV camera recording.

The institute has appointed external agencies for security of campus and hostels. These trained security personnel are deployed at the college main gates and all the blocks. Under the supervision of a security officer, they keep constant vigil on all the movements inside the campus, take care of the security of the buildings and also check all the outsiders entering the campus.

There are separate hostels with wardens for boys and girls with appropriate security arrangements. The institute has on-campus accommodation for girl students. Regular inspections to the hostels are conducted by teaching and non-teaching staff. During the visit, the members enquire about facilities and various issues and report the same to the authorities concerned.

b) Counseling

The institution has a policy to counsel the students. It helps in creating better social, physical and psychological environment and awareness. Counseling is provided to give confidence to the students for timely reporting of any experience regarding sexual harassment or gender conflict. The committees dealing with student issues, ensures that complaints will be dealt with in a sensitive, impartial, fair, timely and confidential manner.

Student counseling is done by faculty mentors at the department level, in case they have any academic difficulties. One faculty mentor is assigned for a batch of twenty-five students.

c) Common Room

The institution has separate common room for girl students and faculty members

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

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

Response: 31.38

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

Response: 88690.7

7.1.3.2 Total annual power requirement (in KWH)

Response: 282660

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 70

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

Response: 154000

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 220000

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

7.1.5 Waste Management steps including:

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

Response:

The institution has taken various initiative to improve Waste Management in the campus.

Solid Waste Management

Kitchen Wastes of quantities 50Kg and 10Kg are generated per day at NIE Men's hostel and Cafeteria respectively. Kitchen Waste based Biogas plants, one at NIE Men's hostel and three near Cafeteria, have been installed. Kitchen waste generated is used to produce biogas for cooking at the hostel, cafeteria and NIE-CREST. The slurry obtained as a by-product from the biogas plant has a rich fertilizer value which is used for the campus gardens and, hence completing the eco-cycle.

Kitchen Waste Biogas Plant at NIE-Men's Hostel is a green initiative by NIE-CREST (Centre for Renewable Energy and Sustainable Technologies). The biogas plant converts 18 tons of kitchen waste per year to biogas, a renewable and sustainable energy source. The biogas plant serves the purpose of waste management within NIE-Men's Hostel. The biogas generated is being supplied to the Men's Hostel and the slurry obtained as a by-product is utilised for gardening. This is an important step towards waste

management taken by NIE and is a model for other institutions to replicate the best practices in waste management towards achieving clean Mysuru and Swachh Bharat.

Four Leaf Composters have been installed at Golden Jubilee block. Dry leaves and green wastes generated in the campus are effectively being converted into manure through aerobic composters. Compost obtained is used for enriching soil fertility of the campus gardens.

Liquid Waste Management

A sewage treatment facility is available in the NIEMen's hostel. The plant can treat any wastes of the kind that are ordinarily discharged from toilets, water closets, baths, showers, sinks, basins and other sanitary and kitchen fittings. The treated water is used for gardening and for flush tank of EWC. The used cooked oil from the canteen is reused to produce Biodiesel. The Liquid sanitation wastes are connected to Underground Drainage (UGD) pipelines of Municipal Corporation.

E-waste management

Most of our used electronic devices/machines are intended for reuse, resale or recycling in a safe and responsible way.

- The Institution has its own team of Administrator, faculty members and Technical Staff of our Computer Science Engineering and Information Science to manage e-waste.
- Upgrading most of our lab and office computer instead of simply replacing it.
- Many of our lower configuration computers that were no longer useful were donated as they may be useful to others.
- Now institute has taken steps for managing e-waste by a recycling company SOGO Synergy Pvt. Ltd., Bengaluru. who is officially certified and are dedicated to recycling e-waste.

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

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Water recharge pits have been established at N R Narayanamurthy School of Electrical Sciences. There is a proposal for implementing Rain Water Harvesting systems at Golden Jubilee Block.

In Yuvika Girls' hostel, the rooftop rain water is collected and stored in the ground level sump of capacity 50,000 litres. The collected water is used for gardening the campus.

The rain water collected in the percolation pond situated in the Golden Jubilee Complex is used for

recharging ground water level.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

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

Response:

Students, staff using Bicycles, Public Transport and Pedestrian Friendly Roads

Students and staff of the institute extensively use bicycles and public transport. Around 50 students, teaching and non-teaching staff use their own bicycles. 'TrinTrin' is India's first Public Bicycle Sharing system started in Mysuru. Two 'TrinTrin' bicycle hubs are situated in front of Administration Block and Golden Jubilee Block which have made students and staff to conveniently travel across the city. KSRTC Bus Station is very near to the campus. Bus services from City Bus Stand to the Campus are regularly available. All the roads inside the campus are Pedestrian Friendly.

Plastic free campus

Plastic waste segregation has been initiated in the campus.

Paperless office

To initiate paperless office work environment, official circulars of Institute and Departments are communicated through emails. Institute, Department and various committee communications are done with whatsapp group. All students related information like syllabus, Time Table are available in our institute website. Many faculty members use Google Drive, Google sites and personal blogs for sharing course related materials.

Green landscaping with trees and plants

There are varieties of trees in the institute which include Pongamia, Peepal tree, Ficus varieties etc. Open ground area is completely or partially covered with green grass, trees and shrubs. Old trees are retained and blended with lawn. Flowering plants like Marigold, rose and other ornamental plants have been planted in and around the campus.

File Description	Document
Any additional information	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

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

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

Response: 3

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	0	0

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

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

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	03	01

File Description	Document
Report of the event	View Document

7.1.12

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

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

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

Response: No

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

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

Response: Yes

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

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

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	04	0	0	0

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

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

Response:

Independence Day

Every year Independence Day is celebrated on August 15 in administrative block of the Institute. The Tricolour flag will be unfurled by one of the members of Board of Management and Principal will preside over the function. The Teaching, Non Teaching, Administrative Staff and students of the Institute will be present on the occasion.

Republic Day

Every year Republic Day is celebrated on January 26, in administrative block of the Institute. The Tricolour flag will be unfurled by one of the members of Board of Management. The Teaching, Non Teaching, Administrative Staff and students of the Institute will be present on the occasion.

Ekta Diwas

To commemorate the birth anniversary of Sri. Sardar Vallabhbhai Patel, “Rashtriya Ekta Diwas is celebrated on 31st October every year . A large gathering of students and teachers pledged to dedicate themselves to preserve the unity, integrity and security of the nation and also strive hard to spread this message among fellow countrymen. They also pledged for unification of country, which was made possible by the vision and actions of Sri Sardar Vallabhbhai Patel. As part of the celebrations, a debate competition was organized for the students on the topic – “Are the policies / procedure and laws in place sufficient to eradicate corruption” on the theme “Eradicate corruption – Build new India”. In all, a good number of students participated and debated on the topic. Attractive cash prizes and certificates were distributed. The students and faculty took oath to spread awareness to eradicate corruption. In all, the atmosphere was filled with national pride, patriotism and oneness to be united in building New India.

National Science Day

Every year National Science Day is celebrated on 28th February. This program is jointly organized by departments of basic sciences, to commemorate the invention of Raman Effect. The invited lectures from the eminent guests are arranged. Oral and poster presentation competitions for the students are also organized.

Engineers’ Day

The program is organized to commemorate the birth anniversary of Sir M Visvesvaraya on September 15, at the Library and Information Centre, NIE. The Teaching, Non Teaching, Administrative Staff and students of the Institute will take part in the celebrations. One of the members of Board of Management garlands the statue of Sir M Visvesvaraya on the occasion of Engineers Day.

Ambedkar’s Day

The birth anniversary of Dr. B.R.Ambedkar is celebrated every year at the National Institute of Engineering, during the month of April at its premises. The Teaching, Non Teaching, Administrative Staff and students of the institute will take part in the celebrations. It is celebrated to remember his contribution in the formation of the Constitution of India

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

Response:

The institute maintains complete transparency in its financial, academic, administrative & auxiliary functions. External members are part of various committees to bring transparency and fairness in the system. One more initiative to maintain transparency in academics is through external Academic Audit. All the stake holders are involved in Academic Audit. The information regarding the college regulations, syllabi, curriculum and question paper archive are uploaded in the website and is freely made available to the public through the institute website viz.: www.nie.ac.in. The appraisal system is transparent with online details of individual faculty members. To maintain transparency in our examination system, external paper setting, external reviewer for valuation, paper seeing, grievance valuation are introduced. All circulars regarding students, teaching staff & non-teaching staff are circulated and displayed on the notice

boards

The institution has put in place the process that ensures transparency in financial management of the institution. There are established procedures and processes for planning and allocation of financial resources which lead to effective & efficient use of financial resources. The Budget Process which is an inclusive and collaborative process is as follows: Departmental Budget Templates are circulated to collect the Budget Requirements for the forthcoming year. The respective HoDs of the departments then submit the requirements in the Standardized format which are consolidated. The various heads of the budget include the department capital requirements, staff cost based on the manpower plan, student & faculty related expenses, event expenses, research & development, administrative expenses including lab consumables, repairs & maintenance & other infrastructure related expenses, etc.

The utilization of the current year approved budget along with the budget projected for the forthcoming year is presented to the Finance Committee after discussions in the Executive Committee. After the approval of the Finance committee, it is also approved by the Governing Council. The account of the college is subjected to internal audit by qualified Chartered Accountants which are followed by statutory audit, to ensure financial discipline. Audited statements regarding financial activities are circulated to all the members of Governing body. Further, all transactions are routed through banks. Fee structures are open and transparent. They are available in detail to all students and parents. Salaries of all employees are deposited in respective bank accounts.

Mandatory Disclosure:

<http://www.nie.ac.in/about/mandatory-disclosure/>

NIRF Project:

<http://www.nie.ac.in/about/nirf-project/>

Accreditation-ranking:

<http://www.nie.ac.in/about/accreditation-ranking/>

Fee Structure of II / III / IV year:

<http://www.nie.ac.in/admission/tuition-and-other-fees-for-the-year-2018-19-for-ii-ill-iv-year-2017-182016-17-2015-16-batch-only/>

Fee Structure of I year:

<http://www.nie.ac.in/admission/fee-structure-for-1st-year-b-e-2018-19-and-the-information-regarding-the-documents-to-be-produced-during-admission-nie/>

<http://www.nie.ac.in/admission/details-of-documents-to-be-produced-for-pg-admission-for-the-year-2018-19/>

Code of Conduct, Rules and by laws:

<http://www.nie.ac.in/administration/memorandum-bye-laws/>

<http://www.nie.ac.in/administration/rules-of-nie/>

<http://www.nie.ac.in/administration/descipline-ragging/>

Administration:

<http://www.nie.ac.in/administration/dress-code-for-students/>

<http://www.nie.ac.in/administration/circularsnotification/>

Policies:

<http://www.nie.ac.in/staff/staff-circulars-policies/>

Finance:

<http://www.nie.ac.in/administration/account-section/>

7.2 Best Practices

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

Response:

Title of the Practice 1: “Renewable Energy based Microgrid”

Objectives of the Practice:

1. To offer a 2-credit interdisciplinary open elective course titled “Microgrid with RE Integration” for the 6th semester students of NIE.
2. To initiate a joint research project titled “Microgrids Partnership for Sustainable Global Development”. The project involves development of a microgrid prototype Utility-in-a-box in University lab, NIE-CREST(Centre for Renewable Energy and Sustainable Technologies) and deployment of the microgrid in a pilot location at the field.
3. To facilitate Student Internship for mutual benefit of both students of NIE and UW-Madison, USA.
4. To Provide platform for students for hands-on microgrid education, research and development.
5. To Provide platform for student and faculty exchange programs between collaborating partners (i.e. NIE and UW-Madison, U.S.A).
6. To Develop microgrid for application to remote locations and also for gated communities.

The Context:

This is the outcome of Academic collaboration between NIE, Mysuru and University of Wisconsin, Madison, USA in the field of Renewable Energy based Micro grid. Dr Giri Venkataramanan, Professor from

UW-Madison, USA was on a four months sabbatical to NIE during Feb 2015 to May 2015. He, along with Prof. Shamsundar, Head, NIE-CREST initiated the work at CREST in the field of remote village electrification & Microgrids. The two Professors were successful in getting the Baldwin Wisconsin Idea Endowment funding of US \$80,000 from the University of Wisconsin for supporting a collaborative project in the area of Renewable Energy-based Microgrid Electrification System. The project aims to establish a Microgrid outreach Programme at NIE-CREST, with integrated community-based research, design, training and field activities.

On 5th May 2016, NIE and UW-Madison, USA, signed Memorandum of Understanding at Chicago, USA. The main objective of the MoU is to promote academic cooperation between the two institutes with a focus on expanding scholarly ties and exploring the feasibility of establishing a framework for educational and scientific cooperation. The first phase of collaboration will focus on developing a Microgrid architecture suited for the Indian conditions.

The Practice:

- As the significant first step, Prof. Giri Venkataramanan, along with Prof. Shamsundar, taught the elective course “Microgrid with RE Integration” in the academic year 2015-16. The course became popular among students and it continues to be a sought-after course by students.
- The development of the first prototype of Utility-in-a-box Microgrid system, funded by UW-Madison began in the year 2018. The prototype has successfully demonstrated the concept of RE integration with Microgrid at NIE-CREST. More importantly, it has encouraged inter-disciplinary efforts encouraging students from electrical, mechanical, electronics, computer science, civil, industrial engineering to participate in R&D activities.
- The funded project has also provided opportunity for the students of UW-Madison to take up internship at NIE and work closely with the faculty and students of NIE.

Evidence of Success:

- The interdisciplinary elective course *Microgrid with RE Integration* is being offered to students from the academic year 2015-16 onwards and is well accepted.
- Pre-final, final year students & faculty members have participated in student/faculty exchange program with the reputed US university i.e. UW-Madison U.S.A. Four undergraduate students from the Department of Electrical and Electronics Engineering participated in the two weeks winter study circle on ‘Developing Energy Management Applications for Microgrid’ during Dec’17-Jan’18 at the University of Wisconsin- Madison USA.
- Prof. Giri Venkataramanan, Mr. Lee and Mr. Ashray from WEMPEC, Wisconsin Electric Machines and Power Electronics Consortium, UW – Madison, visited NIE during December 29, 2015 to January 16, 2016. These experts conducted a three-week hands-on workshop on Microgrids. A total of 30 students and staff participated in the workshop.
- Subsequently, a 3-week workshop on Microcontroller & Microgrid was organised by NIE-CREST from 27th June to 16th July 2016, in which large number of students and faculty participated.
- Mr. Aaron Condrat, a student from UW – Madison, underwent 4-month internship at NIE-CREST starting from May 2016. He worked on the development of Microgrid prototype at NIE-CREST.
- Dr. G.L. Shekar and Prof. S. Shamsundar visited (UW, M) USA for strengthening the existing collaboration between NIE and UW, Madison in September 2016. On September 22, the Center for South Asia hosted its weekly lecture series, which provided a general meeting place for students, faculty, staff and community members with an interest in South Asia on campus. This lecture series

has now been in operation for over ten years. Dr.G.L.Shekar and Prof. S. Shamsundar participated as the guest speakers for this event. On the evening of Thursday, the September 22, 2016 University of Wisconsin, Madison hosted a reception to kick off UW-Madison's Semester on India, which showcased existing collaborations between UW-Madison and institutions in India and to explore opportunities for new collaborations. At the kick-off reception, select UW-Madison faculty, staff, and students were invited who will potentially be active participants in the Semester on India. Dr.Shekar and Prof. S. Shamsundar were invited to speak at this event as examples of current Microgrid collaboration occurring between UW-Madison and institutions in India.

- During August 2017, one-month workshop on Microgrid was conducted at NIE-CREST. Ashray, David and Alec from University of Wisconsin participated in the workshop. A Microgrid test bed involving AC loads were created at NIE-CREST. A 1.6kW Microgrid has been established at NIE-CREST and major expenses for establishing the same has been borne by WEMPEC, UW-Madison.
- NIE Students are involved in field assessment and deployment of Microgrids for remote electrification and energy backup needs. Based on their work, the students have been successful in presenting technical papers in the area of Microgrids and energy management

Problems Encountered and Resources Required:

While no significant problems have been faced till now, there are a few challenges, which need to be addressed in the coming years. One major challenge is to scale up the activities in order to make a mark in this field. This calls for more rigorous academic activities and research. One major requirement is sustaining student interest and participation over long timeline. Some of the other challenges are:

- Further funding for R&D and educational activities.
- Development of human resources for R&D, student teaching & development.
- Active participation of various stakeholders of Microgrid platform, especially small rural communities.

Title of the Practice 2: "Innovation Integrated Laboratory"

Objective:

- To expose students to emerging areas of science and technology for better employment opportunities.
- To enhance ability to solve real world problems.
- To provide focused skills for the students that are readily available in industrial sector.

The Context:

- The Department of Electronics and Communication has setup "Texas Instruments Innovation Laboratory" to bridge the gap between academia and industry.

Practice:

- Technical support by Texas Instruments.
- Structured industry specific hands-on and training by industry person.
- Alternative effective learning experience for students in addition to the traditional learning method.
- Motivation to take up industry sponsored projects.

- Participation in national events in the area of TI platform.

Evidence of success:

- Increased exposure to current state-of-the-art technology.
- Possess unique hands-on learning experience in utilizing industry tools.
- Possess competitive edge necessary to succeed in this exciting industry.
- Unleashes student creativity.

Problems encountered and resources required

- Imparting knowledge to all batches of students.
- Faculty effort in upgrading to new technologies.

Notes

- Efforts are made to overcome the above problems with the proper co-ordination among faculty handling different laboratories.

Title of the Practice 3: “Field training”

Objectives of the Practice:

To train the students of Civil Engineering department in the area of practical hydraulic and hydrological measurements and give them a flair for learning and research on field.

The Context:

The subject of hydrology deals with analysis of water collected/flow related data. Hydraulic and hydrological processes are better understood on field and the data for research is best obtained by experimenting on field. In this regard, students get the best possible exposure through training given in field, using data acquisition systems setup for the purposes of research and training.

The Practice:

Students of M.Tech. (Hydraulics) are provided opportunity to work at the ‘Kumardhara Field Hydrological Laboratory’ setup by the Dept. in the remote hilly areas of the Western Ghats. Students stay in the field for two/three days and learn the techniques of installing instruments and obtaining data. Year 2018-19 onwards, on-field training is a component of curriculum of the M.Tech. programme.

Evidence of Success:

Field training programmes have been organized under the TEQIP grants during the years 2014, 2015, 2016, 2017 and an additional Workshop on Micro-Hydro was organized in Aug. 2016. In this workshop, students installed micro-hydro system across a small streamlet and produced power.

Problems Encountered and Resources Required:

The guidelines recently circulated by the AICTE putting restrictions on the colleges in organising tours/ field visits for students renders it difficult for the faculty members to plan for field training.

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

7.3 Institutional Distinctiveness

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

Response:

NIE holds a distinct position as one of the most prestigious engineering colleges in the country. The institution is well known worldwide for its values it upholds. Over the decades the institute has led the way with innovations, new ideas, qualified faculty, well equipped labs, an exhaustive library, and illustrious alumni. NIE as an institution of higher learning, is dedicated to enriching the global community, striving to apply academic research and learnings to meet the evolving, diverse needs of people. More than just a career-focused education, the institution puts emphasis on innovative learning through dynamic curriculum and applying education to real-life problems.

The institution has many centres of excellence and innovation labs. The centres of excellence and innovative labs are allowing the students to be creative and encouraging them to learn through hands-on experience. Thus, the students possess the necessary skills for solving real-world problems with modern technology. Such students exhibit leadership qualities, problem solving abilities and good communication skills. These centres of excellence have inculcated the concept of research in the minds of the students.

Centers of Excellence and social responsibilities are closely aligned.

- The Centre for Renewable Energy & Sustainable Technologies (CREST) has taken giant strides giving shape to ideas and engineering solutions with real-world impact, leveraging technology. Here are some trailblazers from CREST's green engineering champions:
 - Biogas plant - Mysuru Zoo: potentially saves 50% LPG usage by converting animal waste to gas.
 - Rainwater Harvesting – Mysuru Palace: helps maintain the 28 acres palace garden in particular; enabled the palace to become one of the distinct few to implement the practice.
 - Kitchen Waste Biogas Plant – NIE-Boy's Hostel: converts 18 tons of kitchen waste a year to biogas and uses by-product slurry for gardening, creating a best practice in waste management.
- The NABL (National Accreditation Board for Testing and Calibration Laboratories) certified Building Fire Research Centre (BFRC) has been conducting systematic research and training in testing of materials, providing consultancy services on fire safety, short-term and long-term training

programs. The centre has received recognition nationally as one of the leading facilities for research and testing of its kind. According to MS Systems Schrodgers, Germany, the test and assessment reports of the centre meet international standards and match the reports of international laboratories. BFRC has provided consultancy services to many national and international organizations.

- NIE-Siemens Technical Centre is an interdisciplinary, industry-backed centre focused on developing excellence in skills for the Automotive, Aerospace & Defence, Industrial Machinery, Marine and Factory Automation Industry sector. Through training and implementation of Industry-relevant technologies and processes, the centre aims to facilitate a multi-disciplinary learning environment across Science, Technology, Engineering and Management faculties. It is designed to meet the demands of the industries' ever-changing processes and help build skills around collaborations and innovations. The centre will leverage Siemens' integrated platform to draw upon expertise from various industries and provide its partners with knowledge and tools.

The institution has a highly active and vibrant community of alumni, spread worldwide. Padmasri N.R.Narayana Murthy, Founder Chairman of Infosys, Mr. Srinath Batni, Former Board Member Infosys, Padmasri E.A.S. Prasanna, International cricketer, Mr. Kumar Malavalli, Chairman of Brocade Communications in US, Dr. C.S. Vishvanatha, Former Chief Consultant of Torsteel Research Foundation and Sri. Nirmalanandanatha Swamiji, Peetadhipati of Adichunchangiri Mahasamsthana Math are some of the distinguished alumni of the institution. NIE's alumni are actively and closely involved in the growth and development of the institution.

Every year, a large number of companies visit the campus to recruit industry-ready graduates. A few examples of big names of our recruiters are: ABB Ltd., Mercedes Benz, Larsen & Toubro Ltd, TCS, Accenture, GE Digital, CISCO, INTUIT, D.E. Shaw, SAP Labs and Bharat Electronics Ltd. Graduates are recruited by leading companies in Information Technology and core engineering. With more companies recognizing the potential of our students, on-campus placements are increasing every year. More than 2,500 offers have been made in the last five years and many students have landed dream jobs in world-renowned companies.

Leading companies like NettApp, Motorola Mobility, SAP Labs, Philips Innovation, Hewlett-Packard, CISCO, Erricsson, TVS, Fidelity Systems etc. are offering Project Internships for final year students of UG & PG programmes. Internship in industries helps the students in achieving various professional skills such as adaptability, time management, networking, team building and management, communication skills etc., which are very useful in their future career. Through internships students gain exposure to real-world problems and issues that perhaps are not found in textbooks and have hands-on opportunities to work with equipment and technology that may not be available on campus.

An Incubation Centre was established in January 2017. The total space available at the centre is around 3500 sq. ft. with 9 cabins to house the Start-ups. The selection to the centre will be made by the Incubation Committee based on the applications received. The first application was made by an alumnus working on Artificial Intelligence and Machine Learning followed by another alumni working on technologies like IOT, Robotics and Automation, Alternate Energy, Educational Software. Presently these Start-ups are working on developing products and services for clients in India and abroad. All the companies in the centre have expanded their teams and have provided training and internships to students.

The insitute has signed many MoUs with other institutions and organizations. The details are these MoUs are as follows.

Organisation	Year of signing MoU
INTUIT	17-Apr-18
ADR	08-Mar-18
Triton Valves,, Hebbal, Mysore	10-Aug-17
TATA Technologies, Hinjawadi, Pune	01-Aug-17
Swamy Design Solution	01-Jul-17
NOKIA	20-Mar-17
NOKIA	18-Feb-17
Mercedes Benz Research And Development India Pvt	13-Feb-17
Carl-Zeiss India pvt ltd, Bommasandra, Bangalore	19-Jan-16
The University of Alberta, Edmonton, AB, Canada	11-Feb-13
University of KASSEL Germany	29-Nov-11
University of KASSEL Germany	11-Nov-11
Karnataka State Bio-fuel Development Board	31-Mar-11
PRDC	08-Nov-10
RMJ	2018
University of addis ababa , Ethiopia	2017
University of Wisconsin, Madison, USA	2016
McMaster University - Hamilton, Ontario, canada	2016

With all of these measures the institution is committed to building a student community with integrity and truthfulness and with high academic and ethical standards.

File Description	Document
Any additional information	View Document

5. CONCLUSION

Additional Information :

NIE was founded in 1946 by three visionary Engineers – Sri S.Ramaswamy, Sri D.V.Narasimha Rao, Sri T.Rama Rao – with the support of 13 other eminent persons. The founders were inspired by their mentor Sir M.Visvesvaraya that 'one Government Engineering College is not enough, to meet demand for Engineers required to develop Mysore state'. With the untiring efforts of the founders and philanthropists, NIE became the second private engineering college in the state of Karnataka, and the first in Mysore; thereby earning the sobriquet, “The Pride of Mysore”. Later, it was conferred the status of “Private-Aided Institution” under grant-in-aid code of the state government.

NIE is managed by the NIE Society through the Board of Management comprising ten directors. The board members are elected by the members of NIE Society. Currently NIE Society has 274 members out of which 143 are alumni. It is a matter of pride that all ten members of the present Board of Management are alumni. Padmabhushan Sri.N.R.Narayana Murthy, founder of Infosys is one of the members of the Board of Management.

Industrial Training Institute was founded by NIE Society in the year 1976 as NIE (National Institute of Industrial Education). The Institute got affiliated to NCVT, New Delhi during the year 1982. In the Year 1997 the ITI was included under grant-in-aid by Govt. of Karnataka.

NIE Science College was established in the year 1994 for offering B.Sc. Programmes affiliated to the University of Mysore. In the year 2009 it introduced the Bachelor of Computer Application programme.

During the golden jubilee celebrations, NIE Golden Jubilee Lecture theatre complex consisting of 36 class rooms and 6 seminar halls was constructed.

During the Diamond Jubilee celebration many technical programmes were organised. NIE Diamond Jubilee indoor auditorium/sports complex was constructed.

NIE Institute of Technology (NIE-IT) established in the year 2008 and is affiliated to Visvesvaraya Technological University, Belagavi and is approved by AICTE, New Delhi.

Concluding Remarks :

- **NIE is run by a society namely, The National Institute of Engineering, Mysore, registered under the Society registration act.**
- **Any person who has completed 21 years of age is eligible to become a member under three categories: Patron/Donor/Life**

Member with recommendation from two existing society members. No employee of the society or any institution run by the society is eligible to become a member.

- The general body shall hold its annual meetings and transact business as per the provisions of the societies registration act and the rules framed thereunder by the government and in accordance with the rules framed by the society.**
- The management of the society is vested in a Board of Management consisting of 10 members to be elected once in 5 years.**
- The Managing Committee shall meet atleast once in 3 months. The Principals of the institutions managed by the society may be invited to attend the meetings of Board of Management.**
- The accounts of the society and its institutions are audited by a Chartered Accountant and such audited reports are placed before the general body for approval.**
- The management has also formed a trust called ‘National Institute of Engineering Foundation’ to carry out the objects of the society and other educational and cultural activities in general.**
- The 10 directors of Management Committee are also the 10 trustees of the foundation and their term of office is co-terminus with that of the Management Committee.**

• **The Management Committee has constituted the following committees as per the guidelines issued by UGC/VTU to carry out different activities :**

- **Governing Council**
- **Finance**
- **Infrastructure**
- **Academics and Faculty Development**
- **Board of Appointments (Aided)**
- **Board of Appointments (un-aided)**
- **Resource Mobilization**
- **Legal Cell**

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of programs where syllabus revision was carried out during the last five years 1.1.2.1. How many programs were revised out of total number of programs offered during the last five years Answer before DVV Verification : 70 Answer after DVV Verification: 12</p> <p>1.1.2.2. Number of all programs offered by the institution during the last five years Answer before DVV Verification : 86 Answer after DVV Verification: 18</p>																				
1.1.3	<p>Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development 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:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>143</td> <td>132</td> <td>137</td> <td>141</td> <td>188</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>22</td> <td>16</td> <td>19</td> <td>15</td> </tr> </tbody> </table> <p>Remark : As per the HEI statement in the response dialogue box and the HEI data attached with the Metric in response.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	143	132	137	141	188	2017-18	2016-17	2015-16	2014-15	2013-14	22	22	16	19	15
2017-18	2016-17	2015-16	2014-15	2013-14																	
143	132	137	141	188																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
22	22	16	19	15																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 134 Answer after DVV Verification: 134</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 3321 Answer after DVV Verification: 805</p> <p>Remark : As per the HEI statement in the response dialogue box and the data attached with Metric in response.</p>																				
1.2.2	<p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>1.2.2.1. Number of programmes in which CBCS/ Elective course system implemented. Answer before DVV Verification : 19 Answer after DVV Verification: 18</p>																				

1.3.2	<p>Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses are added within the last five years Answer before DVV Verification : 22 Answer after DVV Verification: 03</p>																				
1.3.3	<p>Average percentage of students enrolled in the courses under 1.3.2 above</p> <p>1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 589 1046 723"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>1489</td> <td>1320</td> <td>1396</td> <td>1234</td> <td>846</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 801 1046 936"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>1045</td> <td>1037</td> <td>1163</td> <td>978</td> <td>671</td> </tr> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1489	1320	1396	1234	846	2017-18	2016-17	2015-16	2014-15	2013-14	1045	1037	1163	978	671
2017-18	2016-17	2015-16	2014-15	2013-14																	
1489	1320	1396	1234	846																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1045	1037	1163	978	671																	
1.4.1	<p>Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise</p> <p>Answer before DVV Verification : A. Any 4 of above Answer After DVV Verification: A. Any 4 of above</p>																				
1.4.2	<p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken Answer After DVV Verification: B. Feedback collected, analysed and action has been taken</p>																				
2.1.1	<p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 1491 1046 1626"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>358</td> <td>387</td> <td>392</td> <td>331</td> <td>243</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1704 1046 1839"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>64</td> <td>101</td> <td>113</td> <td>119</td> <td>88</td> </tr> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	358	387	392	331	243	2017-18	2016-17	2015-16	2014-15	2013-14	64	101	113	119	88
2017-18	2016-17	2015-16	2014-15	2013-14																	
358	387	392	331	243																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
64	101	113	119	88																	
2.1.2	<p>Demand Ratio(Average of last five years)</p> <p>2.1.2.1. Number of seats available year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 2036 1046 2085"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>																				

2017-18	2016-17	2015-16	2014-15	2013-14
1206	1206	1206	1206	996

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1260	1260	1260	1212	996

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1029	1097	1145	1004	842

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
461	412	436	409	359

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
55	50	51	43	41

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
53	48	49	41	40

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. The HEI has included visiting professor and special officer as full time teachers. These posts have not been considered.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
14	16	13	6	15

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
14	15	18	10	24

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

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:

2017-18	2016-17	2015-16	2014-15	2013-14
58	40	52	49	28

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
163	60	91	86	17

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

2.5.3.1. Number of applications for revaluation leading to change in marks year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
166	129	162	168	115

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
57	20	11	45	04

Remark : As per the HEI statement in the response dialogue box and the data attached with the

	Metric in response.																				
2.6.3	<p>Average pass percentage of Students</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 739 Answer after DVV Verification: 988</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution Answer before DVV Verification : 907 Answer after DVV Verification: 1027</p> <p>Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.</p>																				
3.1.2	<p>The institution provides seed money to its teachers for research (average per year)</p> <p>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:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2.55</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	2.55	0	0	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	2	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
2.55	0	0	0	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	0	0	0	0																	
3.1.4	<p>Institution has the following facilities</p> <ol style="list-style-type: none"> 1. Central Instrumentation Centre 2. Animal House/Green House / Museum 3. Central Fabrication facility 4. Media laboratory/Business Lab/Studios 5. Research / Statistical Databases <p>Answer before DVV Verification : B. Three of the facilities exist Answer After DVV Verification: C. Two of the facilities exist</p>																				
3.2.1	<p>Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments,Chairs in the institution during the last five years (INR in Lakhs)</p>																				

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
80.181	73.46	72.68	105.5	243.9

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

3.2.3 Percentage of teachers recognised as research guides

3.2.3.1. Number of teachers recognised as research guides

Answer before DVV Verification : 48

Answer after DVV Verification: 52

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

Answer before DVV Verification : 192

Answer after DVV Verification: 216

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

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

Answer before DVV Verification : 18

Answer after DVV Verification: 14

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	0	0	0	0

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

3.3.3.1. Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
9	2	3	3	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

3.3.4 Number of start-ups incubated on campus during the last five years

3.3.4.1. Total number of start-ups incubated on campus year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : The HEI has claimed VoyaGenius Labs LLP CognitronTechnnologies LLP Mainsol Technologies Pvt Ltd Logichive Solutions Pvt Ltd Einston Energy as Start up. These are well established enterprises and not start-ups. The CEO are not the students /faculty of the college. The HEI has not attached copy of sanction order of the university/BoG for the Start-Up on campus. (Ref SoP). There are no applications the HEI has accorded these companies running business. The record register of the start ups together with the setup facility provided, a formal application, approval and terms of conditions were requested to be provided for each applicant. The HEI must establish the incubation unit and provide facilities. HEI to provide a copy of the facilities available and a notice (new paper) informing the incubation centre

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : As per the attached documents with the SSR the HEI had claimed grant to the faculty on completion of PhD. HEI was advised that this was not state, national and international recognition/awards. The fund was seed money for the project work of the PhD and not eligible as incentives to teachers who receive state, national and international recognition/awards. No additional documents have been attached.

3.4.3 Number of Patents published/awarded during the last five years

3.4.3.1. Total number of Patents published/awarded year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	9	4	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	13	0	0	0

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

3.4.4.1. How many Ph.Ds are awarded within last 5 years

Answer before DVV Verification : 28

Answer after DVV Verification: 26

3.4.4.2. Total number of teachers recognised as guides during the last 5 years

Answer before DVV Verification : 48

Answer after DVV Verification: 28

Remark : The HEI has claimed PhD of Kuvempu University. The HEI is not an established research centre of Kuvempu University and hence cannot claim award of this PhD. One document is in local language and no English translation has been provided. The PhD's issued by VTU Bellagavi are in two languages while those by VTU Belgaum are in English only.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
63	38	43	21	51

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	04	00	00	01

Remark : The search on UGC-CARE website yielded the following You searched for "0094 243X". Total Journals : 0 9783319571409 is conference of 2017 You searched for "1757-8981". Total Journals : 0 You searched for "0976-6308". Total Journals : 0 You searched for "1943-8095". Total Journals : 0 You searched for "0976-3961". Total Journals : 0 etc all do not show up on approved list. The HEI was advised that Only local journal had been quoted which did not fall under Journals notified on UGC website. Web-link was requested to be provided by the institution which should redirect to the journal webpage published in UGC notified list. the list was requested to be verified

before submission. None of the statements/claimed could be confirmed. As per the HEI statement in the response dialogue box and the data attached with Metric in response.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
78	83	75	67	71

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
35	20	21	12	11

Remark : As per the HEI statement in the response dialogue box and the data attached with Metric in response.

3.5.2 Revenue generated from consultancy during the last five years

3.5.2.1. Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
101.67	118.33	97.19	80.24	67.21

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
94.80	105.71	91.61	77.71	64.97

Remark : As per the HEI statement in the response dialogue box and the data attached with Metric 3.4.4 in response.

3.5.3 Revenue generated from corporate training by the institution during the last five years

3.5.3.1. Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
22.22	19.78	17.87	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
18.98	12.26	19.00	5.28	0

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	1	0	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	0	00	0	00

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	0	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	00	00	0	0

Remark : Only activity of 12 Feb 2018 viz. Waste Management has been considered. The Eye camp is by Dr Agarwal Eye Hospital is conducted by the hospital for benefit of students but is not an activity of the college NSS. There are no photographs only list of the students/staff who had their eyes tested. This does not qualify as extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc.

3.6.4 Average percentage of students participating in extension activities with Government Organisations,

Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2400	1200	2400	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1200	1200	1200	0	0

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

3.7.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
8	5	5	4	8

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
03	02	02	00	03

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
260	73	101	59	14

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	1	1	0

3.7.3 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)

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
14	9	6	8	9

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
04	02	00	00	02

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 51

Answer after DVV Verification: 56

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response All the 56 classrooms and seminar halls have LCD/LED projectors with WiFi connection.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
253	267	262	175	174

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
253.93	267.44	262.92	175.08	174.64

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
19.51	22.85	49.02	13.48	19.06

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
20.87	7.18	25.66	13.74	19.53

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Number of teachers and students using library per day over last one year

Answer before DVV Verification : 280

Answer after DVV Verification: 198

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

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)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1149	793	1059	698	835

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
592	487.43	489.14	343.16	302.49

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response

5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and Meditation
8. Personal Counselling

Answer before DVV Verification : 7 or more of the above

Answer After DVV Verification: Any 4 of the above

5.1.5	<p>Average percentage of students benefited by Vocational Education and Training (VET) during the last five years</p> <p>5.1.5.1. Number of students attending VET year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 349 1046 483"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>404</td> <td>370</td> <td>214</td> <td>202</td> <td>174</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 562 1046 696"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>48</td> <td>97</td> <td>73</td> <td>71</td> <td>76</td> </tr> </tbody> </table> <p>Remark : The HEI has conducted ACATS in 02 days and claimed the same as VET. Similarly BCAT is for 04/05 days. The HEI has conducted CNC programs of VET for 30 days and are considered.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	404	370	214	202	174	2017-18	2016-17	2015-16	2014-15	2013-14	48	97	73	71	76
2017-18	2016-17	2015-16	2014-15	2013-14																	
404	370	214	202	174																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
48	97	73	71	76																	
5.2.1	<p>Average percentage of placement of outgoing students during the last five years</p> <p>5.2.1.1. Number of outgoing students placed year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 1055 1046 1189"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>455</td> <td>412</td> <td>540</td> <td>449</td> <td>381</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1267 1046 1402"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>430</td> <td>391</td> <td>529</td> <td>449</td> <td>381</td> </tr> </tbody> </table> <p>Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	455	412	540	449	381	2017-18	2016-17	2015-16	2014-15	2013-14	430	391	529	449	381
2017-18	2016-17	2015-16	2014-15	2013-14																	
455	412	540	449	381																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
430	391	529	449	381																	
5.2.2	<p>Percentage of student progression to higher education (previous graduating batch)</p> <p>5.2.2.1. Number of outgoing students progressing to higher education Answer before DVV Verification : 44 Answer after DVV Verification: 26</p>																				
5.2.3	<p>Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)</p> <p>5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years</p>																				

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
19	4	7	3	11

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
02	4	1	2	01

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
19	4	7	3	11

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
19	4	7	3	11

Remark : Only national and International competitive examinations are considered. Evidence of the exam (other than standard and listed) being competitive International/ national/ state level exam with advertisement copy and clear result as announced in notification or gazette was analysed. Exam of Dec 2018 and Feb 2013 are not valid entries and not considered..

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	10	9	11	9

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	1	0

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	7	2	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	7	1	0

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. The HEI has provided photographs of activity of 11 Mar 2017 and the Silver Jubilee event. Alumni meet at Austin, New York, Washington DC, Chicago, Los Angeles and San Jose considered.

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

6.3.2.1. Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
100	66	84	32	49

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
51	24	23	18	23

Remark : The revised data contains 16 cases where the same faculty has been benefited more than once in a AY. As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
39	22	19	12	28

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
29	22	10	4	8

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
67	41	49	28	18

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
35	21	15	11	10

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7.06	49.33	82.94	500	3.69

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
7.06	37.34	80.52	500	3.69

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	3	0	5	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	1	0

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
13.10	11.85	3.15	38.5	10.10

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : The HEI was requested to provide budget extract of audited income/expenditure statement specifically (highlighting) expenditure on green initiatives and waste management duly certified by chartered accountant and/or Finance. The HEI was also advised to high light the relevant expenditure that it wants to refer. Alternatively invoices of suppliers of the equipment/ service could be included. However the HEI, in its response, has not provided any details of the initiatives, Invoice of purchase and photographs of the installations etc. have not included. The HEI has not provided copy of the Green audit report and any other supporting document in proof of same as requested. Only greenery photographs have been included.

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	7	1	7	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	0	0

7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>0</td> <td>0</td> <td>24</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>0</td> <td>03</td> <td>01</td> </tr> </tbody> </table> <p>Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. An international workshop with visit to the lab is not engagement with and contribution to local community but a professional activity.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	6	6	0	0	24	2017-18	2016-17	2015-16	2014-15	2013-14	1	1	0	03	01
2017-18	2016-17	2015-16	2014-15	2013-14																	
6	6	0	0	24																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	1	0	03	01																	
7.1.15	<p>The institution offers a course on Human Values and professional ethics</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No</p> <p>Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. HEI was advised to provide a working and effective URL that leads to the specific information related to the course. The HEI was also requested to include an attested copy of the syllabus of the course covering Human Values and professional ethics. The principal was requested to sign any additional document that was attached in support. The HEI has not provided any additional supporting data in its response.</p>																				
7.1.17	<p>Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years</p> <p>7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1731 1046 1865"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>11</td> <td>5</td> <td>6</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1944 1046 2078"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>04</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	11	11	5	6	0	2017-18	2016-17	2015-16	2014-15	2013-14	02	04	0	0	0
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02	04	0	0	0																	

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. As per the attached reports the HEI has included activities of 2018-19 Activities of 13/10/18, 08/8/18, 24/8/18, and 15/8/18 are of 2018-19 and not considered. Activities of 03/2/18 and 05/10/17 for 2017-18, 12/01/17, 06/3/17 (02) Bike Rally “Helmet for Safety” and “Make way to Ambulance, Save a Life” and Tree plantation, Awareness Programme on ‘Road Safety’ on 01/8/16 in 16-17. Activities in 2014-15-16 have neither been claimed nor reported.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>19</td> <td>19</td> <td>19</td> <td>17</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>18</td> <td>18</td> <td>18</td> <td>16</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	19	19	19	19	17	2017-18	2016-17	2015-16	2014-15	2013-14	18	18	18	18	16
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19	19	19	19	17																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
18	18	18	18	16																	
2.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3948</td> <td>3817</td> <td>3711</td> <td>3411</td> <td>3059</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4053</td> <td>3916</td> <td>3800</td> <td>3472</td> <td>3098</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	3948	3817	3711	3411	3059	2017-18	2016-17	2015-16	2014-15	2013-14	4053	3916	3800	3472	3098
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2.2	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1092</td> <td>919</td> <td>941</td> <td>860</td> <td>751</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1091</td> <td>918</td> <td>940</td> <td>859</td> <td>750</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1092	919	941	860	751	2017-18	2016-17	2015-16	2014-15	2013-14	1091	918	940	859	750
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2017-18	2016-17	2015-16	2014-15	2013-14																	
1091	918	940	859	750																	
2.3	<p>Number of students appeared in the examination conducted by the Institution, year-wise during the last five years</p>																				

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4149	3997	3848	3546	3189

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3477	3294	3159	2917	2607

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
754	746	744	710	669

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
602	585	585	554	517

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1098	1148	1201	1145	938

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1118	1167	1244	1167	968

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1204	1202	1206	1059	885

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
641	641	526	492	436

4.3 Total number of classrooms and seminar halls

Answer before DVV Verification : 51
 Answer after DVV Verification : 56

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
11394	924.5	1319	828.9	1005

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1123.63	800.82	1171.86	698.01	809.82

