



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SAI VIDYA INSTITUTE OF TECHNOLOGY

**SAI VIDYA INSTITUTE OF TECHNOLOGY RAJANUKUNTE, BENGALURU - 560
064 KARNATAKA, INDIA.**

560064

www.saividya.ac.in

SSR SUBMITTED DATE: 20-01-2022

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sai Vidya Institute of Technology was established in the year 2008 by **SRI SAI VIDYA VIKAS SHIKSHANA SAMITHI** which is a trust formed by a group of well known academicians with a sole objective to provide quality & affordable education to the students in the state of Karnataka. The campus is spread over 6 acres of greenery, with eco-friendly surroundings, has facilities that are a class apart, combining aesthetics with modernity. Institution has a separate hostel facility for boys & girls, a dedicated internet connectivity with high-speed Wi-Fi facility together with latest computers and software's complemented with well-equipped laboratories. A spacious library, rich in collection of books, 16000 plus e-resources and journals speaks volumes about State-of-the-art infrastructure that has come a long way, in terms of providing the very best facilities and imparting technical and management education with highly acclaimed academic delivery. The Governing Body of the institute has shown its spirit, as its members are pooled in from various professions such as academicians, Industrialists, Software professionals and Chartered Accountants. To adhere to quality, Institution has actionized outcome based education across the institute & has successfully obtained accreditation for five under graduate programs from National Board of Accreditation (NBA), New Delhi in 2021.

The institute has strong student centric system such as proctoring system, student council, involvement of students in various academic and administrative committees etc. Feedbacks from the stakeholders namely Students, Parents, Faculty & Industry are regularly taken to improve the systems at the institution. Workshops, Personality Development, Industry-Institute Interactions are routine in the campus. Institution has glut of MoU's from reputed industries & has taken the big leap for skill development through in-house training, projects, soft skills, R&D and certifications essential for the student development. Institution has its own YouTube channel and blog to help the students all over the world. This is an indication of the overwhelming trust on the institution by the stakeholders.

Vision

“Contribute dedicated, skilled, intelligent engineers and business administrators to architect strong India and the world”

Mission

“To impart quality technical education and higher moral ethics associated with skilled training to suit the modern day technology with innovative concepts, so as to learn to lead the future with full confidence”

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Strategically well connected to Bengaluru with Industrial hub situated in its vicinity.

2. Proactive management with willing to provide infrastructure support system and human resource to provide a conducive environment for excellent teaching-learning ambience.
3. NBA accreditation for CSE, ISE, ECE, Mechanical and Civil branches.
4. Effective Proctoring mechanism.
5. Intellectually strong institution.
6. Ranked 3rd in Bangalore, 6th in Karnataka and 31st across India by the DATAQUEST-CMR 'Best T-School Survey Report', March 2020.
7. Qualified, experienced, committed and passionate faculty.
8. More Faculty have obtained Ph.D and R&D activities are improved in last five years.
9. Consistently obtaining good results from VTU, since its inception
10. Effectively blended Teaching-Learning processes.
11. The campus with lush green & pollution free ambience with best environmental conservation practices
12. Comprehensive development of students in curricular, co-curricular and extra-curricular activities.
13. Effective implementation of E-governance.
14. Improved placement record in last five years.
15. Active MOU's with industries.
16. Skill development labs in campus.
17. Start-ups in campus.

Institutional Weakness

1. Improvement in funded projects and patents.
2. Publications in Scopus Indexed Journals to be improve.
3. Consultancy and R &D culture to be enhanced.
4. Research efforts need to be still strengthened.
5. Needs to improve placements in core branches.
6. Lack of Quicker Adaptation to Industry oriented Courses.

Institutional Opportunity

1. To become an autonomous institute enabling design of curriculum as per industry requirements.
2. Students may have more start-ups in the incubation facility.
3. Interaction through Industry-Academia will widen the opportunities for students' internships & faculty exchange.
4. Fulfilling the necessities of society through Applied Research, Innovations & Patent.
5. Developing Technology for Rural Community.
6. Making the institution as skill development bus.

Institutional Challenge

1. Long term sustainability without compromising standards.
2. International students and faculty exchange programs with foreign universities.
3. To provide consultancy services to the industry and society.
4. Increased Competition & pricing pressure from the Private Universities.
5. Syllabus of the University not flexible & not meeting the industry expectations due to excess emphasis

on theoretical subjects.

6. Lack of Job Opportunities in Manufacturing Industry

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Institution has strong focus on OBE and courses have well-defined objectives and outcomes aligned with mission of the Institution. The UG and PG programmes offered by the institution caters the industrial needs of the engineering fraternity. The Institution takes utmost care in developing the plan for the effective implementation of the curriculum. Being affiliated to VTU, the syllabus and the overall guidelines are followed as laid down by the University. The Academic Council meets frequently to explore the strategies for the effective implementation of the curriculum. The departments designs and develops action plan for effective implementation of the syllabus. The presence of experienced faculty helps the institute to plan and execute the curriculum effectively. As per industrial trends content beyond syllabus are planned along with the curriculum. The institute conducts certification/ Add-on programs and promotes MOOC courses to impart technical and life skills. This would make the students industry ready. Institute encourages experiential learning through projects/internships/field work etc for inculcating self-learning capabilities in the students. Timely feedback from the different stake holders provides valuable inputs for improving content delivery and review of syllabus. Feedback system is formulated and practiced for effective implementation of the prescribed syllabus. The Institute is guided by its strategic plan concentrating on teaching-learning and research activities to ensure employability of our graduates, catering to the needs of the Society, providing the capacity to impact, transform society, and inculcating values and ethics.

Teaching-learning and Evaluation

Institution has student community comprising of diverse geographical regions, ethnicity and varied socio-economic, educational backgrounds. The admission of students at SVIT is transparent and is as per the GoK norms. The motto of SVIT is Learn to Lead and has well qualified, competent and dedicated faculty. Institution has good perception and brand in terms of Quality teaching. A group of around twenty students are assigned a faculty member as mentor to assess, guide and nurture them in their academic and career pursuits. The institution assesses the learning levels of the students at various stages of their study and categorizes the students into active learners and slow learners. The institution offers remedial classes, provides Course Material, YouTube Videos and has effective mentoring through proctor to support slow learners. To support and encourage academic excellence among students, ‘**Topper’s meet**’ is conducted every year. The advanced learners are motivated to attend workshops/symposiums/seminars, to publish papers in IEEE Flagship conferences/Intercollegiate competitions. To facilitate student centric learning, pedagogies like experiential learning, participative learning and problem-solving methodologies are adopted for enhancing learning experience. All the class rooms are well-equipped with LCD projectors and students are also provided access to E-repositories through digital library. Highly qualified and competent faculty members ensure effective delivery of curriculum through ICT tools to make teaching-learning more effective. Course content is made available in respective subjective Blogs and YouTube Videos are made available in the SVIT YouTube channel(SAVI). The institution has Committee for effective implementation and monitoring of online TLP activities. The Institution has very transparent Internal/External Examination mechanism conducted strictly in accordance with the calendar of events of Institution which is in line with university calendar of events. Students can report any grievances related to examinations to the institution grievance committee which will be

redressed quickly by the committee as per the procedure. The teaching-learning mechanism of the Institution is well structured and contributes significantly towards achievement of POs/PSOs/PEOs which is evidenced from the NBA accreditation for ECE, CSE, ISE, Mechanical and Civil Engineering departments. Both internal and external audit meets are conducted by IQAC to ensure effective academic delivery.

Research, Innovations and Extension

Sai Vidya Institute of Technology provides healthy atmosphere, infrastructure, resources, for enhancement of the capacity of students and teachers in research and innovative activities. The Institute encourages students and faculty to participate in workshops/training programs to get exposed to current problems and to find out solutions for the same. All departments in the institution have MOU with various professional bodies which helps students in providing various internships under different companies, technical talks, guidance for student projects. The eight departments of the institution are recognized as research centres by VTU. Students and Faculties are encouraged to propose their project & ideas to different funding agencies. Institution has received funds from government and nongovernment agencies such as VGST, KSCST, ISHRE, ACCE(I), VTU. All the departments in the Institute have project labs wherein students can exhibit their ideas and innovations and provide space for execution of their models. It is usual practice of the institution to allow admissible leave facilities to faculty to attend seminars, workshops and faculty development programs. The staff members of the institution are engaged in the publication of research papers in Scopus, Springer, IEEE, UGC Journals. Adequate provision is made for library to procure books and journals, e-journals for references. Faculty will be visiting as a resource person to deliver expert lecturer on areas of their specialization on invitation from various institution. Entrepreneurship cell and incubation centres are established for the career enhancement of students. The institution motivates the students to take up projects related to social concerns. SVIT promotes the students to establish contact with the neighbourhood communities and interact with them to explore the opportunities for social work. The institution has NSS, NCC units continuously engaged in wide range of extension activities to sensitize students on social issues. Swachh Bharath, blood donation, tree plantation and flood relief camps were organized by the NSS unit of the institution. COVID awareness program is conducted to the neighbourhood communities by the institute and highlights the ill-effects of the water borne diseases. The women cell of the institute is regularly arrange the programs to create the awareness on gender issues.

Infrastructure and Learning Resources

The institution has state-of-the-art infrastructure with adequate facilities for effective teaching and learning. The infrastructure facilities are provided by abiding the standards and norms specified by regulatory authorities and the Government. The institution is strategically located in a sprawling campus with much emphasis given for go green initiatives and utilization of renewable energy sources. The transport connectivity to the campus assures hassle free commuting facilities from all parts of the city. The infrastructure comprises of Academic Buildings, Seminar Halls Classrooms. The Administrative area comprising administrative office, Board room, Principal's office, Placement Cell, Incubation centre, Housekeeping, Store, Exam Control room and NCC office. The area of amenities consists of Boys & Girls common room, Canteen, Dispensary, Stationery Store etc. Other amenities include adequate firefighting facilities, sufficient power backup, RO water and sufficient parking space. The institution has 28 class rooms which are well ventilated, spacious and enabled facilities such as LCD projectors and Wi-Fi for teaching-learning and 8 dedicated Research centres to carryout research & development. The advanced IT infrastructure facilities include 46 numbers of LCD projectors, Wi-Fi and other required ICT gadgets. The institution has well-setup laboratories with 15 licensed software ,571 computers with 350 Mbps internet lease line connectivity and other lab equipments. The institute has Incubation Centre to

nurture start-up initiatives amongst students. The campus is Wi-Fi enabled to facilitate better communication and information dissemination amongst all the stakeholders. In order to keep pace with ever emerging needs of IT, the institution has a practice of reviving and upgrading the IT infrastructure on a priority basis. The institution supports sports activities both indoor and outdoor provisions with good playground for holistic development of the student community, as a result of which the institution has secured Top 20 position in the University among colleges of similar age. The institution has a gymnasium to encourage health freaks. The Library has about 17,150 volumes & 3,950 titles with automation software called EasyLib. In addition, 5,550 e-journals and 11,111 e-books subscribed through Visvesvaraya Technological University Consortium. The institution provides hostel facilities for both girls and boys with necessary amenities and academic ambience.

Student Support and Progression

The institution has a very good student support and progression mechanism that includes scholarship benefits, career guidance and training by the placement cell. Institution has Alumni Association which engages Alumni for holistic development of every student. The Students' Council in the institution gives an opportunity for the students to develop leadership abilities involving them in academic, co-curricular and extra-curricular activities through various committees and clubs which help in holistic development of the student community. The welfare measure include facilitating the sanction of scholarships to needy and deserving students from Government and also free ships provided to the needful and meritorious students by the institution and takes care of timely disbursement of the scholarships. Institution has a transparent mechanism for timely redressal of students grievances including sexual harassment and ragging. Ragging and Sexual harassment is dealt with zero tolerance. The institution has a well-defined student proctoring system. The main objective of proctoring is to help each student in taking right decisions for their academic and personal growth. A faculty is assigned about 20 students to be monitored and record their progress. The SVIT Placement Cell is proactive and has organized several skill developments (CEP), career guidance (LOCE) and campus drives to facilitate the placement of the students. Career guidance and training programs are conducted for students to help and explore various career options and sharpen their soft skills, language, communication and computing skills. Students are represented in various professional bodies /chapters in every department like IEEE, CSI, ACCE etc and academic committees. Also Students actively participate in extension activities through Swach Bharat, NCC and NSS. Alumni are invited to address students, to guide them on career options, provide industry insights and to impart knowledge on the current trends with latest technologies. Awareness programs are conducted to encourage students to prepare for competitive examinations and higher studies. The institution encourages and promotes setting up of various cultural clubs such as SANGAMA, ECO club, sports and cultural activities at the institution and University Level to impart necessary skills and provide an opportunity to exhibit the talent.

Governance, Leadership and Management

The governance of the institute is highly enabling and empowering to make this institution a centre of excellence in technical education, management and research. The institute constituted various bodies such as governing council (GC), Academic Council (AC), IQAC, Department Advisory Board (DAB), mandatory committees as given by AICTE/Government, along with various other committees for smooth, transparent and effective functioning of the institute. The institute has well defined long term goals and strategic perspective plans, service rules and various policies for the excellence in the field of education. The institute implemented E-Governance in the areas of administration, finance, student admission and Examinations to maintain transparency. Effective welfare measures are implemented for the benefits of teaching and non-teaching staffs. The faculty members are financially supported for attending workshops, conferences, membership of

professional bodies' etc. Faculty members are actively participating in the faculty development programs to excel in teaching learning process. The institute is having well defined performance appraisal system for the benefits of teaching and non-teaching staff. The institute is having well established financial management along with financial audits every year. The IQAC is constituted to monitor and evaluate the teaching learning process and overall academic excellence. This is an indication that the institute is having well established governance, leadership and management.

Institutional Values and Best Practices

The institute has a zero tolerance towards any discrimination or harassment meted out to the female students and staff. It ensures a safe, secure, comfortable environment where the students and staff can pursue their academic dreams without any inhibition. The entire campus and hostels are installed with CCTV to monitor the movements by professional Security personnel. Institution is equipped with solar photovoltaic rooftop of 100 KW to reduce the usage to conventional method of taking electrical energy from external agency. Institute has effective waste management system in association with the near by gram panchayath. Several Water conservation facilities are taken care by the institute to meet the water requirement of the institution. Institute take steps to create Green, barrier free, pedestrian friendly campus. Green Audit and Energy Audit of the campus are done by professionals. The Institution always strives to uphold human values and adopts good practices to maintain the integrity of its Stakeholders. Every year the institute organizes national/international commemorative days, national festivals and birth / death anniversaries of the great Indian personalities viz., social reformers and freedom fighters. Also Institution conducts multiple extension activities like tree plantation, Swachh Bharath Abhiyaan etc.in the Institution Campus and nearby villages. Code of conduct for staff and students is made available online in the college portal. The Institution has adopted certain Best Practices like “SAVI You Tube channel and SVIT Study Material Blog” & “Proctoring System”. The distinctiveness of the institution lies in the mode of teaching the students, cocurricular and extracurricular activities, R&D exposures, skill development and the approach given to them at every touch point. The level of expertise of the staff is on the one side while the master class execution of the course curriculum is on the other.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SAI VIDYA INSTITUTE OF TECHNOLOGY
Address	Sai Vidya Institute of Technology Rajanukunte, Bengaluru - 560 064 Karnataka, India.
City	Bengaluru
State	Karnataka
Pin	560064
Website	www.saividya.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ramesh Babu H S	080-28468196	9980280503	080-2846819 3	principal@saividya .ac.in
IQAC / CIQA coordinator	Arunkumar R	080-28468191	9972530018	080-	arun.kumarr@saivi dya.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-01-2008

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

State	University name	Document
Karnataka	Visvesvaraya Technological University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	08-08-2018	View Document
12B of UGC		

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	02-07-2021	12	

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
--	----

Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sai Vidya Institute of Technology Rajanukunte, Bengaluru - 560 064 Karnataka, India.	Urban	6.38	27200

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,Computer Science And Engineering	48	PUC	English	63	63
UG	BE,Computer Science And Engineering	48	PUC	English	63	63
UG	BE,Computer Science And Engineering	48	PUC	English	63	63
UG	BE,Information Science And Engineering	48	PUC	English	63	63
UG	BE,Electronics And Communication Engineering	48	PUC	English	126	126
UG	BE,Electrical And Electronics Engineering	48	PUC	English	63	0
UG	BE,Mechanical	48	PUC	English	33	7

	Engineering					
UG	BE,Civil Engineering	48	PUC	English	33	4
PG	MBA,Master Of Business Administration	24	UG	English	60	39
Doctoral (Ph.D)	PhD or DPhil,Computer Science And Engineering	72	PG	English	9	0
Doctoral (Ph.D)	PhD or DPhil,Information Science And Engineering	72	PG	English	6	0
Doctoral (Ph.D)	PhD or DPhil,Electronics And Communication Engineering	72	PG	English	6	1
Doctoral (Ph.D)	PhD or DPhil,Mechanical Engineering	72	PG	English	3	0
Doctoral (Ph.D)	PhD or DPhil,Civil Engineering	72	PG	English	1	0
Doctoral (Ph.D)	PhD or DPhil,Master Of Business Administration	72	PG	English	13	4
Doctoral (Ph.D)	PhD or DPhil,Mathematics	72	PG	English	7	3
Doctoral (Ph.D)	PhD or DPhil,Physics	72	PG	English	2	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	8				15				69			
Recruited	7	1	0	8	13	2	0	15	69	0	0	69
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				70
Recruited	42	28	0	70
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				23
Recruited	13	2	0	15
Yet to Recruit				8

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/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	1	0	7	2	0	4	2	0	23
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	6	0	0	24	26	0	56

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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	4	9	0	13

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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	1	1	0	2

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	2	0	0	0	2

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	207	20	0	0	227
	Female	139	20	0	0	159
	Others	0	0	0	0	0
PG	Male	23	0	0	0	23
	Female	16	0	0	0	16
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	5	1	0	0	6
	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	9	13	8	15
	Female	7	9	8	10
	Others	0	0	0	0
ST	Male	4	6	1	5
	Female	3	2	4	5
	Others	0	0	0	0
OBC	Male	99	118	83	160
	Female	77	78	76	113
	Others	0	0	0	0
General	Male	72	65	121	59
	Female	34	24	69	40
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		305	315	370	407

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Multidisciplinary higher education is a key theme in the National Education Policy (NEP) announced in the year 2020 and more holistic education in the long-term aim of all undergraduate programmes, including those in professional, technical and vocational disciplines, according to the NEP document. Towards the attainment of such a holistic and multidisciplinary education, Visvesvaraya Technological University (VTU) has initiated the implementation of NEP from 2021. Sai Vidya Institute of Technology is practicing the same in line with VTU and assigning the trained faculty to teach such subjects like Environmental science and Constitution of India, professional Ethics & human rights and also conducted various</p>
--	---

	<p>workshops on the same. Along with Open Electives and Professional Electives, VTU offers a few courses in Arts, Law, Political Science, Geography, Music, Yoga, NSS, Physical Education, Sports, and Finance to meet the Multidisciplinary Aspiration of NEP 2020. The institution is well-equipped to integrate the study of a variety of academic subjects that are relevant to their long-term goals. The faculty at the institution has the capacity and knowledge to teach students inter and multi-disciplinary subjects. The institution has adequate facilities for the students to meet requirements of new and emerging fields. The university will place a strong emphasis on multidisciplinary 'cross-learning' by introducing the subjects in the emerging area in the curriculum. VTU has initiated Interdisciplinary subjects of open elective concept from 2015 and revised time to time as per the trend where the student can choose the subject of his interest offered by another program. This was implemented very effectively by the institute as per the regulations of VTU. Also VTU has revised its curriculum & scheme in 2021 as per NEP guidelines where the student can acquire both major degree in the main program and minor degree in his/her interest so that they have the chance of gaining knowledge in more than one discipline. Finally, as part of a holistic education, students in the institute will be provided with opportunities for in house internships with Lab to market, an IISc start up, where the students undergo training on coding skills irrespective of their program, Railway projects etc and research internships with faculty and researchers at their own. so that students may actively engage with the practical side of their learning and as a by-product, further improve their employability.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Academic Bank of Credits (ABC) is a mechanism to facilitate the students to choose their own learning path to attain a Degree/Diploma/Certificate, working on the principle of multiple entry and exit as well as anytime, anywhere, and any level of learning. It would act as a reference point for faculty and helps faculty to manage & check the credits earned by students. Keeping these objectives in mind, Union Government introduced the National Education Policy (NEP 2020) and the Academic Bank of Credits is a vital part of the policy. As per the National Education</p>

	<p>Policy, the Visveswaraya Technological University (VTU) has reframed its Scheme and Syllabus in 2021. Since our Institute is affiliated to VTU, the Institute is strictly following the guidelines given by VTU time to time. The inter-disciplinary & multi-disciplinary approach is the need of the hour. With the Academic credits mentioned in university Scheme and Syllabus, our institute is helping the students learn subjects of their choice and become “skill-oriented” graduates by adopting the following:</p> <ol style="list-style-type: none"> 1. Creating a student-centric learning ecosystem 2. Innovative techniques of teaching 3. Implement best practices for choice-based learning 4. Develop skills along with academic merit 5. Prepare students to be future-ready Online & Offline – both types of courses are included in the scheme. Some of the important ones include National Schemes such as SWAYAM. A student will have the option to earn credit by completing quality-assured MOOC courses offered on the SWAYAM portal or any other online educational platform approved by VTU/AICTE /regulatory body from time to time. Our faculty are encouraging the students to take up such examinations and guiding them in every step to gain the credits of the course. Thus, the ABC introduced by university will cover almost all types of courses including distance learning courses to help students of every possible stream. The institution will incorporate these relevant online courses into appropriate programmes in order to improve students' skill competency and prepare them for eligibility to benefit from the VTU's Academic Bank of Credits. The institution proposes to pursue autonomous status, allowing it to register with the Academic Bank of Credits.
3. Skill development:	<p>The National Policy on Skill Development is an umbrella framework devised by the Government of India to develop employable skills among the youth of the country through learning and producing workers adequately skilled to meet the requirements of industry. The core objective of the Policy is to empower the individual, by enabling her/him to realize their full potential through a process of lifelong learning where competencies are accumulated via instruments such as credible certifications, credit accumulation and transfer, etc. The institute intends to reskill and upskill individuals</p>

	<p>by encouraging to participate in ATAL FDPs, Conferences/Seminars in unprecedented numbers to upgrade their knowledge and acquire the required skills. The Institute has a number of functional Memorandums of Understanding (MOUs) with various corporations, professional organisations to provide the required skills to the students to bridge the gap between industry and academia. Our Institute providing opportunities for quality long and short-term skill training from different reputed training Institutes and ensuring career progression that meets the aspirations of students. Also Institute aims at providing network of quality instructors/trainers in the skill development ecosystem by recruiting highly skilled teachers.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Institution adheres the framework of VTU curriculum. The integration of Indian Knowledge system is integrated in the curriculum as given by the affiliating university included as a mandatory credit course such as Samskrutika Kannada / Balake Kannada, Constitution of India, Professional Ethics, Universal Human Values-II and A credit courses on NCC (elective courses). The Institution recruited faculty in the specialised stream to handle such subjects. Institute organizes national commemorative days, regional festivals, national festivals to inculcate the Indian linguistic, cultural knowledge system among its stake holders. The Institute encourages students and faculty to take of online courses given by top universities across the country in order to improve their abilities. The NEP 2020, which envisions an educational system based on India's rich linguistic, cultural, and creative legacy, will be adopted by the institution. The promotion of Indian arts and culture is seen as very important, and it could be effectively imparted by incorporating Indian culture into the main curriculum, which would not only develop a strong sense of identity and aesthetic outlook among students, but also enhance their creative and cognitive skills.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Sai Vidya Institute of Technology started practicing OBE from 2015 and follows the National Board of Accreditation's (NBA) guidelines for preparing PEO's, PSO's, and course outcomes (CO'S). In March 2021, five programmes offered by the institution were successfully accredited by NBA, demonstrating the institute's commitment to providing high-quality</p>

	<p>education. In the year 2024, the Institute plans to begin the second cycle of NBA accreditation. The institution aspires to follow the outcomes-based education model by assisting students in efficiently acquiring graduate attributes, as well as programme and course learning outcomes. The Institute Enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study. To promote global competitiveness and ease student/graduate mobility, the institution aspires to preserve national standards and international comparability of learning results and academic norms. The Institute improves teaching-learning methodologies, assesses student learning levels, and reviews programmes and academic standards on a regular basis in accordance with global standards.</p>
<p>6. Distance education/online education:</p>	<p>From 2016 onwards, the institute has been promoting MOOC online courses and educating students on how to take advantage of current trends. The Institute's faculty members are also taking online courses to keep their knowledge up to date in order to prepare students for global standards. Infosys spring board also encourages students to learn online coding abilities. The Institute has a faculty coordinator who will assist students in enrolling in NPTEL online courses using AICTE's SWAYAM system, and the students will be monitored by faculty members till the course is completed. Faculty members at the institute participate in online ATAL FDPs to enhance their knowledge/technical skills. The Institute is striving hard to launch an online education programme and meet the requirements of the University Grants Commission's (Open and Distance Learning) Regulations, 2017 and the University Grants Commission's (Online Courses or Programs) Regulations, 2018. As approved by the UGC/Distance Education Council, the Institute plans for online education in the near future to offer skill-oriented programmes as well as online academic programmes.</p>

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
319	320	323	326	322
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1371	1529	1569	1626	1581
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
117	117	117	117	117

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
423	473	389	399	399

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
117	109	108	125	122

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
92	92	92	115	115

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 32

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
229.93	452.19	236.80	218.44	252.51

4.3

Number of Computers

Response: 571

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Sai Vidya Institute of Technology (SVIT) is an affiliated Institution under Visvesvaraya Technological University (VTU) and follows the scheme and syllabus prescribed by the University. The VTU offers an average of 60+ courses per semester in each program. Faculty will give feedback about the syllabus in the Board of Studies (BoS) meetings conducted by the University. The implementation of curriculum is done by the Institution in line with the Institution's vision and mission.

Curriculum Planning:

- In the beginning of each academic year, the University shares an academic calendar comprising the following details: Commencement of the semester, Theory & Practical Examination schedule and End of the semester.
- Based on the Academic calendar received from VTU, The Head of the institution invites inputs from Academic council and prepares an Institution level academic calendar comprising of Internal Tests, Technical events, Project Phase presentation / Project exhibition, Holidays, Cultural events, Sports events and schedule for Lab IA test conduction etc.
- It is then shared to all the departments. The respective departments in turn prepare a department wise Academic Calendar and it is ratified in the Program Assessment Committee (PAC).
- The subject allotment for faculty members will be done at the department level and the time table is prepared by the Time table coordinator.
- Lesson plan and course file is prepared by the course coordinator before the commencement of the semester. The Lesson plan includes different teaching methodologies used by the course coordinator to teach that particular subject and is duly approved by the module coordinator / program coordinator and the Head of the Department (HOD).

Curriculum Implementation:

The planned curriculum is delivered to the students through:

- Chalk and talk
- PowerPoint presentations
- Illustrative models
- Information and Communication Technologies (ICT) tools
- Subject blogs, Sai Vidya YouTube channel (SAVI)
- MOOC courses through SWAYAM, NPTEL, Coursera.
- POGIL activities
- Invited talks, Guest Lectures, Webinars and Workshops.
- Industrial Visits

- Project Work and Internships

Curriculum Delivery Review:

The classes are taken as per the time table in line with the lesson plan and the details are updated regularly with respect to attendance of the students, topics covered, POGIL activities conducted, assignment / quiz given, IA marks, etc., in Sai Vidya automation software (SVAS). The same will be verified by program coordinator / HOD and submit a report to the head of the institution.

The IQAC team of the institution visits each department as scheduled and verify the effective implementation of teaching learning methodology and curriculum delivery and submit a report to the head of the institution.

Performance Evaluation of Students:

The academic performance of students is evaluated through Continuous Internal evaluation (CIE) and Semester end examination (SEE) during the each semester.

File Description	Document
Upload Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

Sai Vidya Institute of Technology (SVIT) is an affiliated Institution under Visvesvaraya Technological University (VTU). In the beginning of each academic year, the University shares an academic calendar comprising of Commencement of the semester, Theory & Practical Examination schedule and End of the semester. Based on the Academic calendar received from VTU, the Head of the institution invites inputs from Academic council and prepares an Institution level academic calendar comprising of Internal Tests, Technical events, Project Phase presentation / Project exhibition, Holidays, Cultural events, Sports events and schedule for Lab IA test conduction etc. It is then shared to all the departments. The respective departments in turn prepare a department wise Academic Calendar and it is ratified in the Program Assessment Committee (PAC). The approved calendar of events is published and circulated to all the staff and students through E-mail and also uploaded in the college website for information and compliance.

The entire schedule is monitored by head of the department and head of the institution. The IQAC team monitors the adherence to the academic calendar of events by each department during the IQAC audit. The conveners of the various committees will plan the activities as per the academic calendar and any deviation in this will be ratified in the academic council meeting. Based on the academic calendar of events, the department test coordinator prepares an internal assessment (IA) time table in consensus with HODs and Institution level test coordinator and the same is notified and circulated to students and staff.

The continuous internal evaluation (CIE) includes two components:

- **IA Component-1:** Three internal Assessment tests are conducted in each semester covering 100% syllabus
- **IA Component -2:** Assignments, POGIL Activities, quiz and seminars, mini projects etc.,

The CIE is conducted in accordance with the university end examination pattern. The system comprises

- Preparation of Question paper and Scheme based on percentage of syllabus coverage, CO's and Bloom Taxonomy levels by the respective faculty in conjunction with Module coordinator.
- Scrutiny and Approval of Question paper by the IQAC member and Head of the Department.
- Printed question papers in a sealed cover are handed over to the CIE co-ordinator for the smooth conduction of CIE.
- After the IA test the Scheme and solution is mailed to students. Evaluation of answer scripts is done based on the scheme of evaluation.
- CIE marks are updated in college automation software (SVAS).
- CIE for laboratory courses will be carried out in every lab session.
- CIE marks after each IA test will be sent to students. At the end of the semester, consolidated CIE marks sheet will be signed by students and final IA marks are uploaded in the university portal.

File Description	Document
Link for Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100**1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.**

Response: 7

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

1.2.2 Number of Add on /Certificate programs offered during the last five years**Response: 29****1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
05	09	06	05	04

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Response: 43.86****1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
473	1392	635	428	426

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

1.3 Curriculum Enrichment

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

Response:

Human Values and Professional Ethics:

The University has made it mandatory to study the “Constitution of India, Professional Ethics and Human rights” (17CPH39/49) an audit course with 01 credit to all UG students & “Business Government and Society”(14MBA24), “Workplace Ethics, Business Ethics, Government and Society” (16 MBAHR402) for PG students, subjects to provide basic information about the Indian constitution, to identify individual role and ethical responsibility towards society and to understand human rights and its implications. These courses help the students to gain knowledge, legal literacy and thereby to face competitive examinations. It helps the students to understand state and central government policies, fundamental duties, electoral process and functions of municipalities, panchayats and cooperative societies. The Institute regularly organizes birth anniversaries of great personalities, National & State festivals, World Yoga day, etc. to boost the morality and awareness among the staff & students. In addition, the faculties of the institute got certifications from AICTE for the successful completion of AICTE sponsored Universal Human values courses. The Institute organizes an induction program for students every year as per the guidelines of AICTE/VTU, in which the sessions on Universal Human values will be conducted by our faculty and experts.

Environment and Sustainability

The University has made it compulsory to study “Environmental Studies” (18CIV59) an audit course with 01 credit for all UG students, in the regular curriculum to create an awareness related to various environmental issues the world is facing. Students are given opportunities to learn about climate change and potential hazards of climate change. Various extension programmes are being organized by the Institute through the NSS unit to create awareness among the rural community with respect to ecological balance and it’s importance. Students are motivated to take up projects related to environmental issues to overcome the identified problems.

Gender Equality:

To prevent sexual harassment at workplace and to empower the women employees, the Institute has constituted following Committees:

1) SARA (Women cell)

2) Anti-Sexual Harassment Committee and Squad

These Committees work effectively to curb any unhealthy working condition for the women employees to increase their morale & thus empower them. Equal opportunities are extended to all in every aspect of teaching and learning process in the Institute, as SVIT believes that gender discrimination is a crime. Students of both genders holistically participate in various sports, cultural, co-curricular activities organized in house & outside the Institute. Every year the Institute organizes women's day celebrations to respect the women force at all levels. All the administrative bodies of the Institute have women coordinators/members.

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

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 36.53

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
118	123	123	115	109

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document

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

Response: 49.74

1.3.3.1 Number of students undertaking project work/field work / internships

Response: 682

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: A. All of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

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

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 76.75

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

2020-21	2019-20	2018-19	2017-18	2016-17
305	315	370	407	445

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
480	480	480	480	480

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

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

Response: 71.97

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

2020-21	2019-20	2018-19	2017-18	2016-17
50	117	104	84	66

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 and organises special Programmes for advanced learners and slow learners

Response:

The institution assesses the learning levels of students prior to the commencement of teaching - learning process. The proctor counsels the student soon after the admission and they are categorized as advanced learners and slow learners based on their performance in qualifying examination(+2 level). From the subsequent years, categorization is made based on the performance in CIE and University examination.

Methodology to support Slow Learners:

- After first IA test slow learners are identified on the basis of overall performance in IA test and collective opinion of all course coordinators in consultation with HOD.
- Students who fail in two or more subjects in SEE are also considered as slow learners.

Actions taken:

- Remedial classes are conducted for difficult subjects, clarify their doubts, and strengthen them in the courses.
- Subject teachers provide module wise question bank and solve problems from University question papers to prepare them for SEE.
- Subject Blogs are created for all subjects which includes Scheme and Syllabus, Notes for all modules, Solution to University Question Papers and Question Bank. It helps slow learners in the preparation of Examination.
- The students were provided with lecture videos for all courses in SAVI You-tube channel, which is a dedicated education channel of SVIT. This helps slow learners to understand the concepts in courses.
- The institution has an effective mentoring system to monitor the performance of slow learners. The proctor counsels the slow learners, identifies their problems and motivates to perform better.
- Parents are also provided with periodic updates about their ward and can also get information through SVAS software.
- Students who are facing any kind of stress and unable to focus are referred to Ms. Chethana Srinivas, Parent Relation Officer(PRO), who advises students to resolve the challenges faced in academics and periodically track their improvements.

Methodologies to support Advanced learners:

Process of Identifying Advanced Learners:

- Advanced Learners are identified by considering performance in their respective previous SEE results.
- In case of first semester, advanced learners are identified on the basis of CET Ranking and Percentage of Marks in PUC.
- The best performers of SEE are identified as advanced learners.

Actions Taken:

- At the beginning of every semester a list of top ten active learners is prepared by considering their performance in SEE. The list of toppers is displayed in department notice boards. These students are awarded with a certificate of excellence and cash prize in the first-year-inauguration-ceremony every year. It will boost the spirit among students' and motivates them to be part of toppers in upcoming semesters.
- Additional Books are provided from library to support advanced learners.
- Students are encouraged to participate in activities like Smart India Hackathon, presenting technical research papers at IEEE flagship conferences, participate in IEEE professional activities, symposiums, seminars, workshops, etc.
- Encouraged them to achieve University rank, place in top notch companies or to pursue higher studies.

Impact:

- Improvements in Cumulative Grade Points Average(CGPA).
- Active learners have presented/published research papers at national/international conferences within India and abroad, participate in technical events, Smart India Hackathon Programs and won prizes.

File Description	Document
Upload any additional information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)**Response:** 12:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process**2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences****Response:**

Sai Vidya Institute of Technology adopts many student centric methods to enable the learner to meet their learning goals, academic success with required competencies. The various Student centric methods to enhance Teaching- Learning are:

1. Experiential learning: Experiential learning ensured through the following activities:

- Main Project Work
- Mini Project Work/POGIL Activities
- Internship Work
- Industrial Visit
- Paper/ Poster Presentation
- Academic Laboratories

2. Participative Learning:

- Invited talks by industry experts and professional activities are organized from departments and professional bodies.
- Regular academic Laboratory classes.
- To enhance the knowledge about advanced technologies, industrial visits are conducted in every semester. From this student can understand the importance of subjects taught in class rooms by watching working models/Machines at industries.
- Training programs on personality development/soft skills are organized through Placement Department. Competitive and Team Spirits are developed through group discussions, debates and panel discussions.
- Students are motivated to take NPTEL / MOOC courses to enhance their knowledge. Quality online courses help students to learn the concepts at their convenient time. Also, these courses help the students to improve skills to face competitive examinations like GATE / GRE etc.
- Interactive Learning Environment: It consists of the interaction between students and interactive e-learning platforms. Case study to impart skills and enhance student's interaction and involvement in learning process.
- **Collaborative Learning:** The Institute also promotes industry sponsored projects and research projects. In activity-based learning, students are encouraged to participate in project competitions, design contests and various technical festivals.
- **Independent Learning:** E-learning platforms are provided to facilitate independent learning wherein students can access course contents online, to bridge the gap from classroom learning and also supplement advanced learning.
- Available e-learning platforms include SVIT Blog, SAVI educational YouTube channel and Technical online courses like NPTEL, Coursera Courses etc.

3. Problem Solving Methodologies:

- Ability of problem solving is attained through participating in the technical events to solve practical problems such as challenges posted by technical community, industries and competitions organized by academic institutions.
- Tech-Vidya is conducted every year to encourage the students be part of problem-solving activities in every department.
- Interest in research is inculcated through paper presentation and publication. The following activities are part of problem-solving methodologies:
 - Paper/ Poster Presentation
 - Project Competition and Funded Projects (KSCST)
 - Challenging competitions like Smart India Hackathon, coding and circuit debugging.
 - Tech-Vidya Annual event

File Description	Document
Upload any additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Considering different learning abilities of the students, teachers are adopting various ICT enabled tools for effective teaching learning process. The use of technology in the classrooms provides greater understanding ability for effective learning. By the use of various ICT enabled tools in the classrooms, students have learnt essential skills. Teachers are using ICT tools such as **Google classroom, EDMODO and KAHOOT** or trusted online resources to enhance the traditional ways of teaching and to keep students more engaged. The use of internet has provided our students to access a broad range of resources for conducting research projects, technical seminars, laboratories, online activities, sharing documents, writing and communication skills, which in turn increases the student involvement.

The following ICT enabled methods are adopted in the institution in teaching-learning process:

1. **Technical Committee for Technology enabled education (CTEE)** has been framed at Institution level for effective delivery of online classes and to study the issues pertaining to online classes by drawing a standard framework for digital content delivery in a comprehensible manner.
2. **Google class rooms** are created for all the courses and all the course materials, online activities are decimated to students.
3. Online classes, Proctor-Proctee meetings are conducted using digital platforms like G-Meet, Zoom and Cisco WebEx.
4. The faculty has adopted relevant ICT methods like prerecorded Videos uploaded to SAVI YouTube channel, PPTs, simulations, animations and quiz depending on the course and the situation to create the best learning environment for the students.
5. The resources such as NPTEL, VTU e-learning, e-books and journals to keep the students more actively involved in the classroom session.
6. The students are actively participating in POGIL activities, project work, technical seminar presentations to share their knowledge on the current topics using ICT Tools. This helps the students to improve their communication, personality development, group discussions, case studies, presentation skills etc.
7. The institution has provided ICT facilities in all classrooms for each department. As per the requirement, to make the teaching and learning experience more effective and interesting, the institution provides modern teaching aids coupled with required equipment for the laboratories and classrooms.
8. LAN connection is provided to all the laboratories.
9. The college has provided internet and Wi-Fi facility with 350Mbps internet band width.

ICT Facilities in the Institution:

1. The institution has digital library, which helps the students to access NPTEL (National Program on Technology Enhanced Learning) lectures and study materials.
2. The classrooms and laboratories are equipped with LCD projectors, computer facility, projector

- screen, audio system, uninterrupted power supply (UPS).
3. The institution has well equipped seminar halls in each Department.
 4. All computer laboratories are connected with LAN.
 5. The copies of the faculty notes, Question papers, are available in SVIT- Study Blog.
 6. The students and faculty are access to information through internet and Wi-Fi in the campus including hostels.
 7. The teachers are using ICT tools for effective teaching - learning process.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

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

Response: 22:1

2.3.3.1 Number of mentors

Response: 61

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

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

Response: 115.57

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

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**Response:** 14.96**2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
22	26	12	14	12

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**Response:** 4.92**2.4.3.1 Total experience of full-time teachers**

Response: 575.4

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

The institution is affiliated to VTU and follows the university rules and regulations for the assessment and evaluation processes. The students performance is evaluated through CIE and SEE.

The student academic assessment consists of:

- **For 2018 scheme:** CIE (40 Marks) and SEE (60 Marks)
- **For 2017 scheme:** CIE (40 Marks) and SEE (60 Marks)
- **For 2015 scheme:** CIE (20 Marks) and SEE (80 Marks)

Mechanism of Internal Assessment:

The examination and evaluation are carried out as per the guidelines issued by the IA Coordinator to ensure fair and transparent conduction of IA test. CIE for theory will be conducted for 30 marks as per university norms. Three IA tests will be conducted and average of these test marks will be considered for CIE marks. 10 marks will be allocated for POGIL/Assignment/NPTEL, which will be added to get Final CIE of 40 marks.

For labs, 2017 and 2018 scheme CIE is done for 30 marks with split up of Writing & Execution-15 marks, 5 marks for Viva and 10 marks for Record. lab internals will be conducted for 100 marks and scaled down to 10. Final CIE will be for 40 marks. For 2015 writing & Execution-8 marks, 2 marks for Viva and 5 marks for Record. lab internals will be conducted for 50 marks and scaled down to 5. Final CIE will be for 20 marks.

Student project will be done in two Phases and three stages. Phase 1 will be in 7th semester and Phase 2 will be in 8th semester for 100 marks each. For three stages the marks allocation is as follows. Stage 1 for 20 marks, stage 2 for 20 marks and Stage 3 for 60 marks based on the rubrics. The final project evaluation marks is the sum of all the above.

Transparent Assessment:

The institution's academic calendar is circulated to all the students and the pattern of the question paper, scheme of evaluation for CIE and SEE is discussed at the beginning of the semester. The subject faculty prepares question paper and Scheme of evaluation scrutinized by the respective module coordinator and HOD. The IA tests are conducted in blue books and evaluated as per the schedule. The scheme of evaluation is shared with the students soon after the completion of IA test. The assessed marks are submitted to the concerned department and in turn sent to parents through Sai Vidya Automation Software (SVAS) and in what's app groups.

Robust Assessment:

The CIE is made more robust to enhance student's overall academic performance. The advanced and slow learners are made actively involved in assessment strategies to help them to improve their academic performance. The planned curriculum is shared to the students through the following assessment strategies.

Classroom interactions: Question and answer sessions, Oral quiz, Unit test, IA test, Assignments.

Classroom activities: Peer teaching-learning, Problem solving, Brainstorming sessions, Seminar presentation, Group presentations.

Activities outside the classroom: Industrial visit, Internship, Technical paper presentation, participation in college, intercollegiate events, MOOC courses, Case studies, Hands-on workshops.

File Description	Document
Any additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

The institution follows the University guidelines for the CIE and SEE process and is communicated to all the students. The Examination Committee is constituted with Principal as the Chairperson for the smooth conduct of examinations and to handle the examination related grievances as per the guidelines. One of the senior staff from the institution is appointed as Chief Examination coordinator by the Principal to coordinate with the University Semester End Examination, in matters related to the examination and to maintain student records.

The University Rules & Regulations related to examinations and possible issues are briefed to all the students in the orientation program conducted at the beginning of the academic year. The circulars and notices related to the conduct of internal assessment and University examinations, declaration of results, etc., are communicated to all the students on time. All the grievances related to internal and University examination / evaluation are addressed in a transparent, time bound and efficient manner and resolved at different levels.

Institution Level Grievances:

In case of formative assessment, the student who has the grievance will be redressed by the teacher concerned. On the next level, if the grievance is not redressed, then the student shall meet the HOD and then the Principal for grievance redressal. The grievances are registered and solved at department level on the same day or next working day depending upon severity. Most of the internal examination related grievances are about laboratory, assignments, internal marks, improvement test, change of project title / batch, project presentation, technical seminar, etc. The internal evaluation process is done according to the University guidelines. The pattern of question paper and syllabus for each test is communicated to the students well in advance by the teachers/class teachers. The scheme of evaluation is shared with students after each test through e-mail, distribute the blue books in class and also discussed to clarify doubts and for grievance redressal, if any.

The institution has grievance redressal cell headed by Principal and senior staff members for timely redressal of the student grievances. Student can raise his issue pertaining to the examination through mail or in college website.

University Level Grievances:

For the University level grievances, the student has to submit a letter to the Principal / administrative office stating the nature of the grievance. The supporting documents are also maintained in a separate file for the future reference. The grievances are discussed with the Principal and communicated to the University for Further Action. The University level grievances include issues like name correction, USN generation, examination application filing, hall ticket generation, announcement of results, revaluation

results, marks cards, degree certificates etc. After announcement of the results, if the students are not satisfied with the marks awarded for a particular subject, the students can apply for revaluation/photo copy of answer script and can obtain a soft copy through e-mail.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Sai Vidya Institute of Technology is practicing the Outcome Based Education(OBE) as per the NBA policy. The Course outcomes and Program outcomes are well stated and communicated to all stake holders of the institution as follows.

- The course outcomes are framed by the course coordinator of the respective course. These COs are scrutinized by the module-coordinator and HOD. The CO-PO mapping is done before the commencement of the classes and approval for the same is taken from the respective module coordinator and HOD.
- The course outcomes are brought to the notice of all the students during the regular classes and will be available in scheme and syllabus, Course materials of the respective courses and also in respective subject blogs.
- COs are made available in every IA question Paper. Course Coordinator will set the IA questions papers such that all COs are covered to meet the COs attainment as per the CO-PO mapping done at the beginning of the Course.
- The Questions in IA Question paper will also include Blooms Taxonomy level.
- The Program Outcomes and Program Specific Outcomes are displayed in classrooms, labs and corridors.
- The Program Outcomes and Program Specific Outcomes are also printed in blue books, assignment books, manuals and lab records.
- The Program Outcomes, Program Specific Outcomes and Program Educational Objectives are displayed on institutional website.

The following table shows the Dissemination of POs among Internal and external Stake holders of the institution.

Stakeholders	Published at	Dissemination Method
Internal Stakeholder	Institute Website	Department meetings
	www.saividya.ac.in	Workshops
(Management, Principal, HOD,	Newsletter	Seminars Conferences

Faculty, Students, Non-Teaching Staff)	Department Notice	Faculty Development Programs Training Programmes E-mails
	Boards	
	Classrooms	
	Department	
	Laboratories	
	Lab Manuals	
	Blue books	
	Assignment Books	
	Display boards	
	Faculty Cabins	
HOD Chambers		
External Stake holders (Parents, Alumni Employers, Professional bodies, Industry)	Institute Website	Parents- Teachers Meeting Alumni Meetings E-mails
	www.saividya.ac.in	
	Newsletter	
	College Prospectus	
	College magazine	

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document

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

Response:

The institution has adopted common rubrics for the attainment of Programme outcomes and course outcomes. The evaluation of CO attainment is based on the following three parameters:

Direct Methods: Internal Assessment(IA) and University Semester End Examination(SEE)

Indirect Method: Course End survey

The attainment level/Rubrics considered for CO attainment Evaluation for direct/indirect method is as follows:

Level 3	60 % of the students scored 60% of marks
Level 2	50 % of the students scored

	60% of marks
Level 1	40 % of the students scored 60% of marks

Procedure followed for the evaluation of COs:

- The CO-PO mapping is done before the commencement of the classes and approval for the same is taken from the respective module coordinator and HOD. The target levels are fixed as approved in Program Assessment Committee.
- IA Questions are mapped to COs and are considered for overall CO attainment.
- Assignment/POGIL activity/NPTEL course is considered as a parameter in IA. These activities are mapped to COs and considered for attainment.
- The SEE question paper does not include COs. SEE marks are considered for direct CO attainment. As a result, the equal weightage is given to all COs in evaluation. Thus, SEE will be mapped to all the COs defined for the course.
- Course End Survey ratings given by students is also considered for CO attainment.
- If any other activity conducted related to course the survey of such activity will be considered for CO attainment.
- Percentage of students scored target marks in the IA, Assignment/POGIL Activity/NPTEL course, SEE, Course end survey and other activity conducted is calculated. All these values are considered for deciding various levels of CO attainment.

The data required for evaluation of PO/PSO is collated by considering following methods:

Direct Method	Activity	Documentation	Frequency
	Internal Assessment Component-1	IA Question paper, Bluebooks	Thrice in a Semester
	Internal Assessment Component-2	POGIL/NPTEL/Assignments	Once/Twice in a semester
	Lab Test	Lab Test sheets, CIE Details, Records	Once in a Semester
	University Examination	Result Sheets	Once in a Semester
	Project	Reports/Project exhibition details/Evaluation Sheets	Once in a year
	Seminar	Reports/Evaluation Sheets	Once in a year
	Internship	Reports/Evaluation Sheets	Once in a year
Indirect Method	Surveys of workshops/Technical Talk/Industry Visit/Event	Survey Forms	After every event
	Graduate Survey	Survey Forms	Once in a year

Procedure followed for PO attainment:**Direct Method:**

- 1.CO attainment of all the COs defined in the course is calculated using IA, SEE and course end survey and average CO attainment of the course is calculated.
- 2.CO-PO and CO-PSO mapping of the course and PO/PSO wise mapping average will be considered.
- 3.Then PO/PSO attainment of the course will be calculated using the formula.

PO/PSO Attainment= (Average CO-PO or CO-PSO mapping X Average CO attainment of Course)/(Number of attainment levels)

Number of Attainment levels = 3

Indirect Method:

- 1.Graduate survey will be taken from each student at the end of program which includes questionnaire related to POs and PSOs.
- 2.Each event conducted for the program will be mapped to POs and PSOs and Survey of events conducted will be considered.

File Description	Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 94.39

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

2020-21	2019-20	2018-19	2017-18	2016-17
353	448	349	362	359

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

2020-21	2019-20	2018-19	2017-18	2016-17
374	459	370	397	380

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response:	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 23.23

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.345	3.971	8.285	2.725	4.901

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document
Any additional information	View Document

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 8.55

3.1.2.1 Number of teachers recognized as research guides

Response: 10

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

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 85.71

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

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

3.1.3.2 Number of departments offering academic programmes

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

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

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Sai Vidya Institute of Technology provides healthy atmosphere, infrastructure, resources, confidence for enhancement of the capacity of students and teachers in research and innovative activities. The Institute encourages students and faculty to participate in workshops & training programs to get exposed to current burning problems and to find out solutions for the same. All departments in the institution have MOU with various professional bodies which helps students in providing various internships under different companies, technical talks by experts, guidance for student projects. The eight departments of the institution are recognized as research centres by VTU. Students and Faculties are encouraged to propose their project & ideas to different funding agencies. From the past 5 years various departments of the institution have received funds from government and non government agencies such as VGST, KSCST, ISHRE, ACCE(I),VTU. All the departments in the Institute have dedicated research centres and project labs wherein students can exhibit their ideas and innovations and provide space for execution of their models. It is usual practice of the institution to allow admissible leave facilities to faculty to attend seminars, workshops and faculty development programs. Adequate provision is made for library to procure books and journals, e-journals for references. Library is equipped with modern technologies. This is helpful for creation and transfer of knowledge. Workshops and seminars are conducted on ICT which have proved helpful to the rural students. It has raised their confidence and expanded their horizons of creativity. To enhance innovative ideas, students and teachers are encouraged to participate in seminars and conferences conducted by Various colleges'.

To support and nurture the talent and innovation, **The Centre for Innovation, Entrepreneurship and Incubation (CIEI)** has been set up at SVIT Campus. The Centre for Innovation, Entrepreneurship and Incubation (CIEI) was inaugurated by Hon'ble Vice Chancellor, VTU, Dr. Karisiddappa and Industry stalwart Shri Surya Mohapatra, Wipro Ltd on August 12, 2018.

SVIT Incubation Centre [CIEI] aims to incubate optimum feasible ideas, thus supporting emerging Entrepreneurial interests among SVITians and currently 05 student teams with innovative ideas have been incubated in CIEI. The Department of Training and Placement organizes '**Learning Opportunities for Career Engagement (LOCE)**' program every year with an objective to create awareness among the pre-final year students about their career path and way forward.

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

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years

Response: 11

3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	2	1	4

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

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 2.83

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 34

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

Response: 12

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

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

Response: 1.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
18	45	20	37	22

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

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

Response: 1.14

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	25	51	30	14

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

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Sai Vidya Institute of Technology gives utmost importance for the students to be aware of the social problems and committed to promoting holistic development. SVIT Students has carried out social concerned projects, SVIT promotes the students to establish contact with the neighborhood communities and interact with them to explore the opportunities for social work. It helps in developing interpersonal relationships, leadership qualities, organizing skills, understanding the life of underprivileged people, help the society in times of need and inculcate the moral and human values among our students. A batch of Students is given two weeks duration in every semester to participate in the social activities. These students give seminars and share their hands-on experience to other students and create awareness and insights about the work done by them. This allows our students to develop their social responsibility, service motive and many more. COVID awareness program is conducted to the neighborhood communities by the students and highlights the ill-effects of the water borne diseases. World water awareness program is also organized to make aware of water conservation and minimize water wastage by the students to the neighborhood communities.

The sustainable development of the society depends on the youngsters' holistic thinking and vision of the society. SVIT is aware of this need and involves its students for their holistic development. International Yoga day is celebrated for the mental and health benefits and its stability. The ambitious program of our beloved Prime Minister Shri Narendra Modi, and to commemorate the 150th birth anniversary of our father of Nation Mahatma Gandhi Swachh Bharath is the trump-card for the resurgent India. The Institution strongly believes that every citizen is responsible to make India clean and green to ensure the participation of every student in the program. Temple cleaning, blood donation, eye-screening, tree plantation and flood relief camps were organized by the NSS unit of the institution.

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

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

Response: 8**3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	4	1	1

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**Response: 49****3.4.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
12	8	8	13	8

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

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**Response: 274.15**

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2057	4860	2367	9150	2992

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

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 19

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	4	6	1	5

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 15

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5	1	2	3	4

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	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 infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The institute, since its inception in 2008, always strived hard for adequacy & upgradation of infrastructural facilities like buildings, machinery, equipment, software, books and other learning resources. It has built up an impressive and state-of-art infrastructure with modern facilities and learning resources as per the prescribed norms of statutory bodies like UGC, VTU and AICTE.

The institution has a good academic ambience, spread across 6.95 acres campus with lush green environment landscape with 27,200 sq. meters built up carpet area and is located in the city of Bengaluru which is easily accessible to the public through train & bus. The administrative carpet area (Principal office, Board room, Administrative office, HOD and Faculty cabin, Placement office etc) is adequate.

Class Rooms & Seminar Hall:

The institution has adequate 28 class rooms for teaching and learning equipped with ICT enabled facilities such as LCD projectors and Wi-Fi. The institution has 4 seminar halls with ICT enabled and these halls are used by departments for the purpose of conducting guest lectures, seminars and other departmental activities.

Laboratories:

The 30 laboratories are equipped with state-of-the-art equipment with adequate number of laboratory equipments and machines to conduct experiments as per VTU curriculum. The programming laboratories are equipped with licensed software with power backup & Internet Facility. In addition to the regular curriculum, students are encouraged to pursue their mini project work and conduct many case studies in the emerging areas. Students are allowed to carry major projects in the respective laboratories in different time slots. The available infrastructure & facilities meets the VTU/AICTE requirements.

Research centers & Project Lab:

The institution has 8 dedicated Research centers to carryout research & development for academic support. Along with Research centers the institution provides project laboratories to carryout in house project work.

Computing Equipment's:

The advanced IT infrastructure facilities include 571 Computers, 37 Printers, 15 licensed System Software and 28 Application Software, 48 Multimedia Projectors, 102 CCTV cameras surveillance equipment for campus safety and management.

Internet and WI-FI:

The institution is completely enabled with Wi-Fi facility and presently the institution has internet speed of 350 Mbps through leased line & broadband internet facility is available.

Training and Placement Facility:

The institution has an active Training and Placement Cell, which is headed by a qualified and experienced full time Placement Officer. The Placement Officer is supported by well qualified supporting staff. Department level coordinators are identified in each department to coordinate the activities in sync with the placement cell.

Incubation center:

To promote and nurture entrepreneurship amongst the student's community of SVIT, initiate SVIT Incubation Centre to help budding entrepreneurs of SVIT.

Library:

The library of the institution is fully automated using *ILMS Software:Easylib 4.4.2*. The library has an area 950 Sqm with a seating capacity of 180. The institution library has around 17,150 volumes in its inventory along with e-journals and online e-Resources and these resources are made accessible 24X7 anywhere on campus network to the students and faculties of the institution.

File Description	Document
Paste link for additional information	View Document

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

Response:

The institute focuses on overall development of the students through participation in co-curricular and extra-curricular activities. The outdoor and indoor sports and games contribute significantly in grooming students. Qualities like leadership, team spirit, and competitive spirit are being inculcated amongst the students by encouraging them to participate in different sports/Games and cultural activities. Yoga sessions are being conducted for promoting health among staff and students. Cultural activities are conducted in the seminar halls and in the open stage of the institution.

Sports and Games Facilities:

The objective of Sports department is to provide services and programs that enable physical and mental growth for wellness and healthy life of students. Institute has qualified and experienced Physical Education Director (PED), who trains and supervises students to actively participate in various sports activities and competitions. PED trains the students in their chosen games in the time-slot allocated to them. The institute has 360 sq-m spacious and well equipped indoor-sports room, where students can play games like table tennis, chess, caroms etc. Multi-purpose main ground of area 9000 sq-m is allocated to outdoor sports and

games with adequate facilities. Well laid courts are available for games such as Badminton, Basketball, Volleyball, Throw ball, Kabaddi, Cricket and etc. The Institution encourages students to participate in inter & intra-college, university-level, district level, state-level and national level competitions. The sports department conducts internal sports competition during the Annual day in addition to the regular sports activities in routine basis. To create a spirit of harmonious relationship between students and faculties, cricket matches are being played between staff and students.

Cultural Activities/Facilities:

Institution has a separate Cultural Club “SANGAMA” headed by a cultural coordinator to bring out and to encourage inherent talent in the students. A musical band forum VOAGUAR is also setup under cultural club. The Staff & Students take initiatives and conduct many Cultural activities on different occasions like fresher’s day, Independence Day celebrations, Kannada Rajyotsava, Annual fest etc., under this forum. The institution organizes annual day fest “SANCHALANA” which provides an ideal platform for the students to exhibit their talents in various competitions like Treasure Hunt, debate, Elocution, Coding & Debugging, Dance, Skit, Drama, Singing, Rangoli, Drawing, Face Painting, Mehendi, Poster Making, Collage, Short Movie Making, Photography etc., which help to build their overall personality by developing communication skills, Cooperation, leadership qualities which will enhance their team building capabilities. Students also participate in VTU youth fest and in co-curricular and extra-curricular activities at intra-college, inter-university and National level competitions.

Gymnasium & Yoga:

In order to facilitate fitness of the stakeholders, institution has well-equipped multi special Gymnasium of 100sq-m for the students and staff. The workout/training in the gym is supervised by the Physical Education Director. The Institution also invites Yoga Practitioners to train the students and faculty every year during the induction program and also yoga events will be conducted in the institution from time to time.

File Description	Document
Upload any additional information	View Document

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 32

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document

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

Response: 18.68

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

2020-21	2019-20	2018-19	2017-18	2016-17
86.48	135.80	7.23	17.71	36.90

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

Library is spanning over an area of 950 sq. meters equipped with Library Management System services which is automated through an Integrated Library Management System (ILMS) with Barcode Scanner that supports all in-house operations of the library.

Name of the ILMS Software	Easylib 4.4.2
Nature of Automation	Fully Automated
Versio	Easylib 4.4.2 Client Server 4 User License
Year of automation	12th June 2008 to till date

The library of the institute with its state-of-art facilities is an excellent knowledge providing center for

students, faculties and researchers. The library is established as per the standards of VTU/AICTE and has large collection of books covering various branches of engineering, technology, management and its related fields. Books are organized subject-wise and department-wise for ease of access and quick retrieval on the open shelves. The library has significant collection of books, journals, e-books, e-journals, secondary sources, databases, digital data archival and manuscript collections, digital primary sources to support the curricular and research needs of all the departments and also to support the teaching staff and research scholars of the Institute.

Facilities / Services being provided and available at SVIT Library:

- Library has the collection of 17,150 volumes and 3,950 titles. Access to information resources under VTU consortia is provided in addition to many subscribed national and international databases.
- E-Resources like IEEE, Elsevier, Springer, Taylor & Francis, Emerald, ProQuest and Knimbus Digital Library. Consists of 5,550 plus e-journals and 11,111 e books (Elsevier, McGraw Hill Education, New Age International, Packt, Taylor & Francis and Knimbus).
- E-resources of the library are accessible 24x7 anywhere on campus network (IP based http://119-161-96-98 to 119-161-96-100 and remote access (KNIMBUS).
- The library offers computerized catalogue search services for user community through the On-line Public Access Catalogue (OPAC) which allows access of bibliographic details of the books available in the library.
- Around **945** video lectures (NPTEL) are available for ready access from the digital library on IP **NPTEL** in the LAN.
- VTU e-Resources Consortium with Knimbus provides one-click access to all the subscribed content and selected open access e-Resources. It also makes provision for the students to register and access online language lab in the website www.lanquill.com by using college email id, where they can also get certification for the courses of English language to improve their career opportunities. Students have been given remote access to login from any place using their own devices.
- The library conducts a Book Exhibition by inviting local approved vendors/distributors and various prestigious publishers to inculcate reading habit among the students and faculty members.
- Ask-A-Librarian - Question Point Online Reference Service.
- Wi-Fi accessible across the library.
- Repographic services in library.
- Library e-resources Access (IP based access and Remote access facilities).
 - User Training, Sensitization and Information Literacy programs.
 - Research Data Management, Publishing support, Style Manuals.
 - **Plagiarism Check tools (Turnitin)** and services.
 - Institutional Repository (e-print digital library software Repository of research output, publications, thesis and dissertations and other useful academic archival material).
 - **NDL (National Digital Library) Club.**
 - Lunch Box Event (Every Friday)
 - Copy, Scan and Printing Services

File Description	Document
Upload any additional information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

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

Response: 14.84

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

2020-21	2019-20	2018-19	2017-18	2016-17
12.48	13.86	16.65	19.74	11.48

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: 6.45

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

Response: 96

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Institute regularly upgrades IT facility including Wi-Fi and associated systems. The advanced IT infrastructure facilities include 571 Computers, 38 Printers, 15 Licensed Softwares and 28 Application Software, 50 Multimedia Projectors, 101 CCTV cameras surveillance equipment for campus safety and management. The Institute had an internet Band width of 350 Mbps.

Frequency of Up gradation:

Academic Year 2016-17:

- At the end of 2015-16, institute has 472 computer systems, 28 printers, 13 LCD projectors, 11 licensed softwares. 17 Wi-Fi access points. In the academic year 2016-17, institute purchased 2 QPDS computer Systems for printing question papers of the configuration -Dell optiplex 9020MT Intel core i7 Quad core 8MB3.60GHz/16GB RAM, OPTI- BPM Version-12 Research software for Research work, 4 Canon Image Class All-in-one printers, 9 Canon LV-X300 projectors, Net gear/GS POE 24 ports switches and 37 CCTV camera were installed.

Academic Year 2017-18:

- In the academic year 2017-18, Institute upgrades 48 computer systems with intel core i-3 processor and 4GB RAM.

Academic Year 2018-19:

- In the academic year 2018-19, institute purchased 3 Lenovo Idea Pad 330 Intel Core-5 computer systems. 65 HIK Vision CCTV cameras were purchased and installed in all classrooms and Laboratories. In addition, the existing 100 computer systems are upgraded with 4GB RAM and 84 Computer systems are upgraded with 2GB RAM.

Academic Year 2019-20:

- In the academic year 2019-20, 1 Work Station of precision 5820 Tower XTCO based workstation Intel Xeon W-2104,32GB RAM,2TB HDD were procured. Canon Image Class MF3010B printer, 4 Casio projectors XJV2, 3 switches SF-300POE 24 ports were purchased. 3 Research Lab Softwares -Lumerical FDTD, Lumerica Device and Wolfram Mathematica were purchased for Research

works.

Academic Year 2020-21:

- In 2020-21, institute purchased 95 computer systems of which, 80 Computers are DELL VOSTRO 368 Desktops- 10th Generation intel core i5-10400 and 15 computer DELL VOSTRO 368 Desktops- 10th Generation intel core i7-10700 to upgrade IT facilities. 2 Cannon printer MF241D & D-R C22511, 6 switches D- Link DGS 1024 & HP-J 9980 ports are purchased. Microsoft Campus agreement for 140 systems and Add-on-AAA education Hot Spot is also added to SVIT inventory. In addition, 29 computer systems are upgraded with 8GB RAM.

Internet & Wi-Fi:

The augmentation of IT infrastructure is a regular process to meet the requirements of the Curriculum and student strength. Accordingly, following is the list of upgradation of internet and Wi-Fi facilities during the last five years:

Academic Year 2016 -17:

- At the end of 2015-16, institute has Wi-Fi with 52 Mbps. It is Upgraded to 92 Mbps with 17 access points.

Academic Year 2018 -19:

- In the academic year 2018-19, Wi-Fi is Upgraded to 100 Mbps with 17 access points

Academic Year 2019 -20:

- In the academic year 2019-20, institute has Wi-Fi of 100 Mbps and 40 switches are procured.

Academic Year 2020 -21:

- In 2020-21, institute upgraded its internet bandwidth to 350 Mbps, 47 switches with 17 access points.

Internet Provider: RAIL TEL/BSNL/Telexair

File Description	Document
Paste link for additional information	View Document

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

Response: 2:1

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

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 80.49

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

2020-21	2019-20	2018-19	2017-18	2016-17
143.24	315.94	227.63	196.36	212.74

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

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

Response:

The institution has established systems and implemented all the procedures for maintaining and utilizing physical, academic and support facilities to enhance the quality of teaching and learning. The institution

has a Campus Maintenance System (CMS), from this system the maintenance related issues are highlighted and resolved.

Utilization of Laboratory:

- Laboratory sessions are conducted in accordance with the schedule as per the curriculum plan and each laboratory session is carried out under the supervision of the assigned faculty members and instructors.
- In each laboratory, a log book is maintained for utilization of laboratory equipments where each equipment used by student is clearly mentioned in the log book so that the proper monitoring and usage of the equipment is ensured.
- Before students start performing the experiment, the faculty in charge will conduct briefing in which special instructions are given to be followed by the students in handling the equipment / instrument in every laboratory session.

Maintenance of Laboratory:

Minor & Major Repair work

- The laboratory equipment's (Machines & computers) are periodically inspected by a team of technicians / instructors for the accuracy and working conditions before the commencement of the academic year. Minor Repair and replacements of equipment's is been undertaken on regular basis as part of preventive, scheduled maintenance. This is a common practice across all the departments.
- For any major repairs of Machines & computers, initially SVIT team of technicians will carry out inspection for the cost of the repair & then the major work is projected to principal & based on the requirement & cost. As per the priorities, the order for the repairs will be placed on the third party vendor or OEM (Original Equipment Manufacturer) for undertaking the major works as envisaged.
- Lab requirement is evaluated for new equipment, replacement of the old equipment, modernization of machines and software is prepared in consultation with the HOD's, Principal and forwarded to the management for necessary procurement and maintenance.
- Cleaning of laboratory floors, machines, equipment's and instruments etc., are being done on daily basis to ensure health and hygiene. A separate register has been maintained for the cleaning activities.
- A separate Stock Register for each laboratory is maintained and updated with regards to procurement and internal stock transfers. Every year, annual stock auditing is being carried out by the various departments of the institution. The final stock auditing report is being submitted to the management for needful action on regular basis.

Utilization of Library:

The institution has a Library Committee which monitors the procurement and regular follow ups are being done to ensure effective utilization of library and maintain all reference books, articles, text books, magazines, competitive examination books, journals, e-books, e-magazines and e-journals.

Maintenance of Library:

Using Integrated Library Management System (ILMS) software for maintenance of books, journals and periodicals, stacking, shelf arrangement, clearing, stock verification is carried out. Binding of documents

and reconditioning of old books are also part of the library maintenance.

Sports Complex Utilization:

- Physical Education Director along with one faculty from each department discuss sports related issues such as planning and organizing events, training, team selection and necessary preparations for the sports activities.
- Students are allowed to practice during free hours & also after the college working hours.
- A separate log book is maintained to issue necessary sports materials for various sports and games.

Maintenance of Sports Facilities:

Maintenance of sports facilities are being done on regular basis which includes preparation of pitch for cricket, ground for various other sports including Athletics, Kabaddi, Kho-kho, Volley ball, Basketball, etc. and sustain the standards. In case of any damage observed, the same is recorded in the register pending further action including replacement. Regular maintenance of play ground is conducted under the supervision of Physical director.

Utilization of Computers:

All the departments in the institution are equipped with computer laboratories and these laboratories are used by the students in accordance with the schedule prepared by the particular department as per the curriculum.

Maintenance of Computers:

A team of skilled technicians from the Department of Computer Science and Engineering will take care of maintaining the computer systems and other IT equipment's such as Projectors, Printers, Scanners, Servers, Bio-metric machines etc. A UPS backup facility is provided against power failures and other related faults to avoid any damage during power outages. The campus agreement is a convenient & cost effective way to use on institutions owned computers designated exclusively for the students & faculties. The campus agreement software is being effectively utilized by the faculty, student & staffs. Since it is highly suited for the higher education institution viz. SVIT. SVIT computer systems are protected by Symantec end point protection which is a security software suite which consist of anti-malware, Intrusion prevention & firewall features.

Classroom Utilization:

- As per the AICTE norms, each department is provided with the required number of classrooms for conducting class room activities.
- The classroom allocation is done by the HOD of respective departments as per the time table.

Classroom Maintenance:

- The podium, green board, benches, floor and windows are cleaned everyday by housekeeping staff.
- The in-charge of the Campus Maintenance System reviews the maintenance of the class rooms.
- A campus maintenance staff maintains day to day repairs like annual repairs, need based repair, emergency repair, additions and alterations to the infrastructure. Cleanliness in and around of the

college and hostel buildings, college vehicles, Air Conditioner as a routine practice.

- The infrastructure to the building is done by engaging different agencies in consultation with the management under the supervision of the Department of Civil Engineering. Hostel rooms are daily cleaned and maintained and students sign on the Handbook of the Maintenance staff.

File Description	Document
Upload any additional information	View Document



Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 44.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
657	641	659	668	768

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	View Document

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

Response: 1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
08	10	12	20	52

File Description	Document
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 13.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
176	281	200	209	177

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 45.07

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

2020-21	2019-20	2018-19	2017-18	2016-17
184	206	187	183	177

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 26.71

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 113

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

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

Response: 96.92

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	21	13	11	08

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	21	13	13	08

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 (Data Template)	View Document

5.3 Student Participation and Activities

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

Response: 23

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	04	06	06	07

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

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The Institution believes in transparency in all its activities. Students are the prime movers in many activities in the campus. Students exhibit all-round development by involving themselves in various administrative, co curricular and extracurricular activities which are organized by various committees. Such representative bodies aim to promote co-operative culture among the students and to develop their leadership abilities.

Administrative Committees:

- **Student Council** : The institution has an effective student council comprising of a class representative from each class as a member of the council. This council represent student community by bringing those peer issues into consideration and report to the Proctor, HOD and Principal. They also act as a first information messenger to the concern teachers for the smooth conduction of the classes.
- **Anti Ragging Committee:** As per the guidelines of AICTE, Institution imparting technical education shall constitute the Anti-Ragging Committee, headed by the Principal, and consisting representatives of police administration, HOD's, representatives of faculty members, student and hostel wardens. Student representatives actively involve to ensure that SVIT is "NO RAGGING CAMPUS".
- **Internal Quality Assurance Cell(IQAC)** : The primary aim of IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution and to promote measures for institutional functioning towards quality enhancement through Internalization of quality culture and institutionalization of best practices.

Students actively render their suggestions and ideas to drive the improvement.

Other Administrative Committees are *Anti Sexual Harassment, Hostel/College Internal Complaint and Internal Committee for Students with disabilities*

Co-Curricular Committees:

- Students represent in various Co-curricular committee/cell/chapters to conduct various events in the institution related to technical, management & innovation.
- Our institution has various **Professional Bodies like IEEE STUDENT CHAPTER, CSI, ISHRAE-ASHRAE CHAPTER, SAE CHAPTER**, where, student representatives actively participate in conducting various technical events, webinars, seminars, workshops under the guidance of faculty members.

Extra-Curricular Committees:

Student representatives play a key role in conduction of various Extra-curricular activities under the guidance of Cultural coordinator, Sports Coordinator and NSS Coordinator. 'SANGAMA' is the cultural club of SVIT. All types of cultural arts are nurtured under 'SANGAMA'. The cultural coordinator with the team of student representatives drives the cultural activities in the college/university level.

Extra-Curricular Committees involving student representatives are:

- **College Magazine Committee:** The institution has its own college annual magazine "Prathibimba". This magazine has been an effective platform for students and staff to express their talents and hidden skills. The student coordinators will help to collect articles, compose, edit and take initiatives in printing the newsletters at department level and college level.
- **NSS Committee:** Students contribution to the society is significant and SVIT students always show their concern in this regard. The NSS unit of the institution and volunteers will organize programs like NSS Camps, Swatch Bharath Programs, Blood donation, COVID Vaccination Camps etc.,
- Other Extra-Curricular Committees are *Cultural ,SARA- Women's cell, Sports Committee*. Student representatives of cultural committee organize "SANCHALANA", a cultural fest and "TECHVIDYA", a state level technical fest, etc.

File Description	Document
Paste link for additional information	View Document

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

Response: 15

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
00	18	14	17	26

File Description	Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template))	View Document

5.4 Alumni Engagement

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

Response:

The Institute has an active Alumni Association aims to link the alumni to the institution, develop synergistic plans to support the institution and achieve its vision, and to enable the institute to add value to all its stakeholders. Sai Vidya Institute of Technology Alumni Association (SVIT-AA) is registered under Karnataka Societies Registration Act 21 of 1960, Dated 20-11-2021 with Registration No. DRB1/SOR/275/2021-22. The 2nd Saturday of March is earmarked as SVIT Alumni Day called Sammillana. This is an all-day meet creating an opportunity for alumni, current students and faculty to interact and bond. This day is celebrated with a mixture of cultural events and talks by alumni, students and faculty. Discussion on industry trends, opportunities and Institute development initiatives form the crux of the talk. It is also a day for alumni to relive their days at the Institute and share memories and experiences during their stay at the college and post their graduation. This Alumni Association brings all these outstanding people together on a single platform. Alumni of the SVIT are contributing in the overall development of the students of college which would ensure better professional future for the students.

The main objectives of the SVIT Alumni Association are:

- To promote and foster mutually beneficial interaction between Alumni and the Institute.
- To encourage the formation of regional chapters to increase participation of Alumni.
- To encourage the Alumni to take abiding interest in the process and development of the Institute.
- To arrange and support in placement activities for the students of Institute.
- To mentor the students of the Institute for higher education, development of character and being Good citizens.
- To encourage and guide the students of the Institute on self-employment to become entrepreneurs.
- To guide students of the Institute on various professional avenues available and support them through various activities such as expert advice, seminars, visit etc.
- Promote the Industry-Institute interaction to bridge the gap between industry requirements and education offered and enhance students' employability.

- To arrange blood donation, eye donation and health awareness Camps.

The alumni of the Institute is guiding and nurturing our students to become engineering professionals. It is our plan to develop everlasting relations with our alumni which in turn will give rise to mutual benefits.

File Description	Document
Upload any additional information	View Document

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

Response: A. ? 5 Lakhs

File Description	Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The governance of the institute is highly enabling and empowering to make the institution a centre of excellence in technical education, management and research to occupy a place amongst the most eminent institutions of the nation. The action plans are formulated in such a way that the governance promotes the comprehension of the Vision and Mission of the Institute.

Vision of the Institution

“Contribute dedicated, skilled, intelligent engineers and business administrators to architect strong India and the world”

Mission of the Institution

“To impart quality technical education and higher moral ethics associated with skilled training to suit the modern day technology with innovative concepts, so as to learn to lead the future with full confidence”

The Sai Vidya Institute of Technology was established by Sri Sai Vidya Vikas Shikshana Samithi (SSVVSS) trust in 2008 and is committed to imparting quality education in Engineering and Management in line with Vision and Mission to satisfy the needs of industry, society and stakeholders. The Governing Council (GC) is the highest decision making body of the institute. The GC of the institute is constituted as per the guidelines of AICTE. The GC consists members from Board of Trust, nominated members from AICTE/VTU/DTE, Industry representative, faculty representative and Head of the Institute as member convener. The GC identifies the needs of the institute and sets comprehensive directions and provides vision through Strategic Perspective Plan. Based on the recommendations of GC the Board of Trustees (BOT) provides the necessary support including Infrastructure facilities, qualified teachers, learning facilities, policies to enable the stakeholders to achieve the vision and mission of the institute.

The GC delegates academic power to the Head of the institution and Academic Council (AC). The AC consists heads of various programs, basic sciences and head of the institution as chairperson. The AC meets periodically to discuss the academic and administrative issues with respect to budget, finance, recruitment, planning, monitoring, polices, training and placement, R&D activities, Infrastructure, admissions etc. and appropriate decision will be taken and recommend for approval from GC. The Internal Quality Assurance Cell (IQAC) ensures that all the standards are met with regard to quality academic issues of the institution. The vision IQAC is the overall development of the institution in line with the vision and mission of the institute.

The Head of the institution in consultation with Academic Council constitute various committees to look after administrative and academic activities for smooth functioning of the institute to achieve the vision and mission. The faculties of the institute are the members, member convener of various academic and administrative committees, meets periodically and take the appropriate decision as per the guidelines and

policies for the effective functioning of the institute. The governance strives to maintain an open and interactive environment. The institute maintains regular and active interaction with stakeholders by taking continuous feedback. All the stakeholders encouraged to participate and share their perspective for effective decision making and policy formation which lead to the realization of vision and mission of the Institute.

File Description	Document
Paste link for additional information	View Document

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

Response:

The leadership of Sai Vidya Institute of Technology(SVIT) governed by Sri Sai Vidya Vikas Shikshana Samithi (SSVVSS) trust which includes eminent academicians to guide the institution assisted by Head of the institution, Registrar, Administrative officer and Heads of academic programs. The institution functions under the Governing Council(GC) which includes members from Board of Trust, nominated members from AICTE/VTU/DTE, Industry representative, faculty representative, Head of the Institution. The GC gives the power and authority to the Head of the Institution and heads of various programs to formulate the policies of the institute for the benefits of stakeholders and overall development.

The Institution has Academic Council(AC) comprising of heads of various programs, basic sciences and head of the institution as chairperson. The AC will take collective responsibility on implementing teaching learning process, research activities and grooming the personals to be leaders. Also the council plans and prepares the academic calendar of the institute for curricular and extracurricular activities in line with the University calendar of events.

The research Council of the institute promotes the research activities and guide the faculty members and students to pursue research activities in emerging fields. The research Council encourages faculties and students for submitting research proposals to various government/non-government funding agencies and publish articles in reputed journals. The Training and placement cell is held responsible for arranging placement training to the students and placement drives from companies. The examination committee helps for framing the examination rules and regulations for the smooth conduct of examinations, allotment of exam duties to the faculty members etc.,

The HOD monitors the implementation of teaching learning process and other activities of the department as per the calendar of events. The functioning of the department is enhanced by various committees such as Program Access Committee, Module coordinators committee etc. Also the departments are having different coordinators for Placement, Project, NBA, NAAC, SAVI, BLOG, MOOC, NPTEL, SANCHALANA & TECHVIDYA for the effective functioning of the departmental activities. The faculty members are involved in organizing workshops, seminars, Industrial visits, webinars, Conferences, NSS & NCC activities.

Case study: Proctor system

The “**Proctorial system**” is the strength of the Institute wherein every teacher serves as a proctor for 20 students. The Head of the Institution is the **Chief proctor** supported by Head of the departments who are the Deputy Chief proctors. The faculties who are allotted as proctors will monitor the overall development of the student in his/her academic growth and also in personality development. The academic and personal details of the students are collected by their respective proctors and will maintain **Proctor record** of every student. The proctor meets and counsels his/her proctees once in fifteen days and also more the situation demands. The chief proctor closely monitors the chronic cases referred by the proctors. The proctors also correspond with the parents of their respective proctees through our software **SVAS (Sai Vidya Automation Software)** where a SMS will be sent to parents regarding their attendance status and academic progress regularly.

File Description	Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

A perspective plan is very much essential for sustainable growth of any institution. This provides a sense of direction for the growth of the Institution. Sai Vidya Institute of Technology is very much keen in providing excellent ambience for learning, lush green and eco-friendly campus. The institute is committed to provide good infrastructure, experienced and qualified faculty, placement training programs to the student community for meeting the industry needs. The institute has a well-defined proctoring system to counsel the students for academic and non-academic issues. The Institution always aspires for quality education for the stakeholders. Hence at regular intervals the institute invites eminent personalities from the industry and academia for the brain storming sessions to meet the aspirations of the stakeholders. In view of this the Academic Council of the institute prepares Strategic Perspective Plan(SPP) and the same will be submitted for the Governing Council approval. The Principal being the chairman of the Academic Council, takes all the necessary steps to deploy the approved SPP. Heads of the departments effectively conduct all academic as well as non-academic activities, as per the plan at the departmental level. Co-curricular, Extra-curricular, Outreach Programs as per the SPP are effectively deployed by various committees. Deployment of SPPs by the Departments, Committees/Cells/Clubs, is monitored through the action taken report and the annual report submitted at the end of the academic year. A careful analysis is made of all the reports to decide further course of action. The SPP is categorised in terms of long term and short term goals for the period of five years. For the period from 2015-2020, the SPP deployed as mentioned below.

Long Term Goals:

- To get accredited by National Board of Accreditation (NBA).
- To get accredited by National Assessment and Accreditation Council (NAAC).
- Having Transparent Administration and Student Monitoring System.
- To provide state of art modern infrastructure facility.

- To strengthen human resources.
- To strengthen Research & Development.
- Enhancing the output in research and consultancy.
- Fostering innovation and creativity.
- To collaborate with industries, foreign and National Institutions.
- To introduce engineering programs in emerging areas.

Short Term Goals:

- To orient the institution for NBA accreditation for all programs.
- Strengthening student proctorial system/mentoring system.
- Strengthen the campus facilities and support systems.
- To enable ICT facilities in Teaching Learning process and encouraging self-learning.
- Infrastructure requirements.
- Improve Teaching Learning Process.
- To improve carrier guidance and placements.
- To facilitate students to become entrepreneurs.
- Enhance Industry Institute Collaborations.
- Events and activities

Example of one SPP activity successfully implimented by the institution: NBA accreditation

As per the SSP prepared by the institution during 2015, the NBA accreditation is of higher priority. The institute has taken all necessary steps to initiate the practice of OBE since from 2015. The quality initiatives rendered by the institute in terms of TLP, R&D, Industry institute programs, Training and placement activities. This goal is successfully implimented and as result of this plan the institute got NBA accreditation for its all the five programs(CSE, ISE, ECE, ME & CV) applied for accreditation during 2021.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document

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

Response:

Governing Council (GC): The GC is the highest decision making body of the institute. The GC is headed by Sri M. R Holla, Chairman, Sri Sai Vidya Vikas Shikshana Samithi(SSVVSS) trust. The GC consists of eminent persons from administration, academics, industry, faculty representative and nominated members from AICTE/VTU/DTE. The Head of the institution will be the Member Secretary of the GC. The entire administration is overseen by the GC. The GC will meet quarterly and take appropriate decisions related to financial, administrative, academic, quality systems and policy making etc. All the members are included

in the GC by proper resolutions. The Head of the institution has the executive powers to administer the academic development and other quality initiative process in the institute.

Board of Trustees (BOT): The Board of Trustees (BOT) scrutinize and approve the proposals recommended by GC related to administrative, academics and policies for providing quality technical education in the institution.

Academic council (AC): The Academic council is headed by head of the institution and consists heads of all programs and basic sciences. The AC plans the calendar of events for the academic year and ensures that all the activities are run as per the plan and also takes appropriate measures for any deviation in the plan. It also looks after the proper functioning of the various committees that are put in place for the effective functioning of the institute. There are 10 academic departments directly reporting to the Head of the institution. The Academic Council submits the Strategic Perspective Plan to the GC and various proposals related to academics, administration and policy formulations. All proposals after ratification by the GC are deployed and periodically reviewed by AC.

Functions of various Committees: The Head of the institution in consultation with Academic Council constitute various committees to look after administrative and academic activities for smooth functioning of the institute. The faculties are the members, member convener of various committees, meets periodically and take the appropriate decision as per the guidelines and policies for the effective functioning of the institute.

Administrative Setup

For smooth conduction of the administrative procedures the institute has Admission Section, Exam Section & Accounts Section, headed by Administrative Officer and Registrar who works in coordination with Head of the Institution for the development of the institution.

Service rules, Procedure, Recruitment and Promotional policies

Service rules, policies and procedures for the institution are in place and documented. They are made known to all newly recruited staff members through mail communication. The service and conduct rules for staff are also documented on the college website. The recruitment and promotions of the staff will be done as per the AICTE and affiliating university norms. Institution follows the procedures of TAAS(Teachers Appointment and Approval System) given by affiliating university VTU for the recruitment and promotions of teaching staff. The recruitment of non-teaching staff will be done as per the Government of Karnataka service rules and regulations.

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Sai Vidya Institute of Technology is given foremost importance for the welfare measures for its employees. In connection with this, the existing welfare measures for teaching and non-teaching staff are itemized as below:

Employee Provident Fund: Employee Provident Fund (EPF) facility is given for both teaching and non-teaching staff of the institute from its inception.

ESI medical facility: The institute is providing the ESI medical facility for all non-teaching staff.

Group insurance: Group insurance facility is provided by the institution for all staffs (both teaching and non-teaching) and also to the students.

Loan facility: The Loan facility is available for all teaching and non-teaching staff of the institute to satisfy their emergency requirements.

Gratuity: Sai Vidya Institute of Technology is providing the gratuity facilities for its employees as per the government norms.

File Description	Document
Paste link for additional information	View Document

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

Response: 9.58**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
05	03	08	07	34

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, 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:** 2.4**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
02	00	02	04	04

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**Response:** 33.63**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
59	47	22	35	32

File Description	Document
Upload any additional information	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Sai Vidya Institute of Technology has adopted the performance based appraisal system for its employees, which is beneficial for the individual and also for the growth of the institution. The institute maintains a Service Rule book as per KCSR rules which records the information of the teaching staff, like date of appointment, date of birth, educational qualifications, identification, address details, date of increments, pay revision etc. The following procedure is implemented in the institute with respect to the appraisal system for teaching and non-teaching staff of the institute.

For the Teaching staff

- In every semester, the student feedback on teaching the course by faculty will be taken twice. First feedback on teaching will be taken one month after the commencement of the semester and second feedback will be taken at the end of the semester to measure the teaching performance of the faculty.
- At the end of every academic year the faculties of the institute are submitting self appraisal form, which includes the data related to student feedback, result analysis, FDP / Workshop / Conference attended, publication details, administrative contributions etc.
- Head of the department verifies the self appraisal form based on teaching-learning process, syllabus coverage, university result, feedback from students, research publications, academic roles and responsibilities and involvement in department activities. Once after verification head of the department will sign the self appraisal form and forwarded to the head of the institution with specific recommendations.
- Based on scores obtained by faculty in self appraisal form and recommendations from Head of the department, Head of the institution will approve annual increments and/or promotions to the faculties.

For Non-Teaching Staff

For Technical/Non teaching staff, the head of the institution collects the confidential reports from the respective heads of the department about their performance, involvement in departmental activities, non compliance in the work assigned etc., with specific recommendations. Based on the confidential reports and recommendations the annual increments will be released for the technical/non teaching staff.

File Description	Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization**6.4.1 Institution conducts internal and external financial audits regularly****Response:**

Sai Vidya Institute of Technology has a transparent mechanism for both internal and external audit to ensure financial compliance. The institutional accounts are periodically audited by qualified auditors. The observations of the auditors if any are immediately corrected / rectified.

Internal Audit: The internal audit is an ongoing continuous process. The institute has a mechanism to check the books of accounts, receipts & payments through Tally ERP 9 package for keeping accounts upto date which are periodically evaluated by the board of management. Provisional balance sheets are drawn and expenditures are compared with the budgetary proposals and periodically reviewed.

External Audit: The external auditor is appointed by the college Governing Body and the auditor performs audit of the financial statements of the college. Audit will be conducted quarterly and at the end of each financial year. Auditors will visit the Institution and verify all financial transactions with the supporting documents and the same is certified with respect to income and expenditure statement, balance sheets, receipts and payment statements of the financial transaction. At the end each financial year the Institute files the returns along with the audit reports certified by the auditors to the income tax department regularly.

File Description	Document
Paste link for additional information	View Document

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

Response: 6.81

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	1.78	4.078	0.956	00

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Response:

The institute has a well-defined mechanism to monitor effective and efficient utilization of available financial resources for the development of the academic processes, human resources and infrastructure facilities. The Institute being private and self-financed the mobilization of fund is through the fees collected from the students as per the fee structure mandated by the State Government and additional funding obtained from faculty members through Research proposals.

The institution has a mechanism to ensure adequate budgetary provisions for academic and administrative activities to monitor the effective, efficient and optimal use of financial resources. The annual budget is prepared according to the needs and requirements of the departments by considering the annual intake of students, laboratory and infrastructure developmental expenses, requirements of latest technologies, additional faculty and staff requirements and other routine expenditures like salary, increment, promotions, etc. The Institute has a well-defined organization set up, headed by the Director who has financial and administrative powers. Before the commencement of the financial year, HODs of respective departments submit budget proposals regarding expenditure for an academic year, which is scrutinized by Head of the Institution and thereafter a consolidated budget is placed before the Management for approval. After final approval of the budget the purchasing process is initiated by the purchase committee which includes all heads of departments and account officers. Accordingly, the quotations are called and after the negotiations purchase orders are being placed. The funds are utilized for approved academic and administrative expenses as per the norms. Major proportion of funds is allocated for salary to the teaching faculty and administrative staff members.

The optimal utilization of funds is done as shown below:

- To conduct conferences, workshops, FDPs, training programs for staff etc., to ensure the quality education in the institute.

- Adequate funds are utilized for development and maintenance of infrastructure of the Institute towards upkeeping of the fixed assets, maintenance of classrooms, repairs & maintenance of laboratories, administrative set up and maintenance etc.
- To conduct student activities like Induction-cum-Orientation Programs for the students, technical competitions, cultural activities, literary events, seminars, workshops, placements, study notes and study material printing etc.
- University expenditure towards Registration fees, Examination fees, etc.
- Funds are allocated to encourage research and development activities in the department and for enhancing library facilities like subscriptions to Books/ Journals/ Periodicals/ Magazines. Purchases are made with the recommendations of duly constituted Purchase Committee which includes Director, Head of the institution, Administrative officer, Registrar, head of the department.
- To maintain environment-friendly campus with facility for rainwater harvesting, waste management, solar plant etc..
- The financial statement, Income and Expenditure details are available through Profit and Loss Account, Balance Sheets and Ledgers, duly audited by statutory auditors.

File Description	Document
Paste link for additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

INTERNAL QUALITY ASSURANCE CELL (IQAC) was constituted to ensure that all the standards with regard to Academic Issues are met. Any discrepancies with respect to academic/administration issues are addressed by this cell.

The Primary aim of IQAC is:

- To develop a system for conscious, consistent and catalytic action to improve the Academic and administrative performance of the institution.
- To promote measures for institutional functioning towards quality enhancement through Internalization of quality culture and institutionalization of best practices.

Functions of IQAC are:

- Development and application of quality benchmarks.
- Parameters for various academic and administrative activities of the institution.
- Facilitating the creation of a learner-centric environment, that is achieved by quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and

learning process.

- Dissemination of information on various quality parameters to all stakeholders.
- Documentation of the various programmes/activities leading to quality improvement.
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices.
- Periodical conduct of Academic and Administrative Audit and its follow-up.

Practice 1: IQAC Contribute, Monitor and evaluate the Teaching & Learning processes

The IQAC significantly contributing in evaluation and monitoring the Teaching-Learning process of the institution. The process of IQAC audit during each semester in a academic year is as follows.

- IQAC will meet every semester and plan for academic audits during the semester. Different teams of IQAC are formed to audit academic performance of the departments. Each audit team is assigned to audit one or two departments(Interdepartmental).
- The audit team will verify the following documents of each department in line with OBE process, and make necessary recommendations to enhance the quality of technical education.

- 1.Planning of course delivery (Lesson Plan)
2. Work Diary and attendance registers
- 3.Course File of the faculties and Work Diary
4. Personal File
- 5.Blue book evaluation with scheme of evaluation
- 6.Proctor Books and meeting report
- 7.POGIL Activity reports
8. Updatons in SVIT study material Blog and SAVI youtube channel
- 9.Seminar and project details-Weekly Project Report
- 10.Laboratory evaluation process-Log book, Lab Manual, Lab lesson plan etc.

The audit team consolidates all the reports and submit to head of the department and head of the institution with complaince report of the audit. The Head of the department discusses audit findings with the concerned faculty and gives suggestions for addressing the concern(s) raised by the IQAC. The report of the IQAC audit team is placed in academic council meeting for deliberations and implementation of the suggestions.

Practice 2: IQAC contribution in framing the rubrics for evaluation process

The IQAC team of the institution framed the rubrics to be followed for the evaluation process of various reports academic activities as mentioned below.

- 1.Project phase I (introductory, intermediate , final)
- 2.Project phase II (introductory, intermediate, final)
- 3.Technical seminar
- 4.Internship seminar
- 5.Laboratory continuous evaluation
- 6.Laboratory IA marks

IQAC team also provided the report and Presentation formats for Final year Project (Phase I and Phase II),

Technical Seminar, Internship Seminar etc.,.

File Description	Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

As a process of continuous and consistent improvement in the overall performance of the institution, IQAC has actively channelized all its efforts to promote academic excellence. The IQAC guidelines has made major changes in the teaching learning process. The regular audits, discussions and suggestions by the members of IQAC, has made an overall change in the upskilling of students and teachers. The audits and inspection of SVIT Study material blogs and SAVI youtube channels, has helped the teaching staff and students all over the world to manage and withstand the during the pandemic situation.

Two examples of institutional reviews and implementation of teaching learning reforms by IQAC

1. Competence Enrichment by student publications and MOOC courses
2. Classical Teaching to Outcome Based Education(OBE)

Example 1: Competence Enrichment by student publications and MOOC courses

The IQAC committee has decided that the every project batch of students must present and publish their project work in any conference or journal, so that the student's get exposed to the outside world. The project batch is assigned with a guide, who will monitor the status of project work of the students. The IQAC audits the project status, during their regular visits. This decision by IQAC has encouraged the students and staff to publish their project work.

The count of project work published is as follows:

Year	Number of Student Publications
2020 - 21	50
2019 - 20	79
2018 - 19	81
2017 - 18	65
2016 - 17	42

Massive Open Online Courses (MOOC) Courses

The IQAC committee has decided that every student from second, third and fourth year has to take at least two MOOC/NPTEL courses in a semester and the same has been mapped for awarding the marks of internal assessment component 2. Every year more than 2000+ courses are registered by students and good amount of students are getting certification by clearing the online exams. NPTEL Local Chapter was started in Sai Vidya Institute of Technology during March 2016. Every year many students were motivated to register for NPTEL courses. From the academic year 2018-19 onwards every program maps to two NPTEL courses for each semester. Students are supposed to enroll and take up assignments in the mapped NPTEL courses. These assignments marks are considered for Internal Assessment Component – 2.

MOOC certifications done by students:

Year	Number of Certifications
2020 - 21	33
2019 - 20	113
2018 - 19	248
2017 - 18	61
2016 - 17	47

Example 2: Classical Teaching to Outcome Based Education (OBE)

IQAC was instrumental in introducing the Outcome Based Education concept in our institute. The regular audit of course files and verification of course outcomes has motivated the teaching staff to introduce new ways of teaching. The teaching process concentrates on how students can gain more knowledge and explore to the industry/society. This is achieved by conducting activities like debate / seminar on topic, pair-solve-present, poster making and presentation, quiz using tools like kahoot, google forms etc. Each course is handled by one or two course coordinators and a group of courses is monitored by a module coordinator. The module coordinator and all course coordinators under a specific module, discuss, verify and finalize the activities to be conducted under each module. They also discuss and finalize the course outcomes and its mapping with POs and PSOs of each course. The Program Assessment Committee (PAC) consolidates all the courses mappings, observes the expected attainments and mappings to all POs and PSOs and plans the activities in the department, so that maximum attainment of all POs are attained.

The introduction of OBE has transformed the teaching skills of staff and the view of teaching. This has played an important role in attaining NBA accreditation to all the applied five departments(CSE, ISE, ECE, CV, Mechanical) of our college. IQAC has made it compulsory to upload the course materials to subject blogs and also to upload the videos of tough courses and laboratories to SAVI You-Tube channel. The regular IQAC audits have monitored the updation of subject blogs.

Subject Blog creation for each subject is a unique practice of SVIT. Blogs are created to upload study materials such as - notes of all modules, previous year question papers, assignments etc. These materials can be accessed by students of our college and also by students and peer scholars of other colleges, all over the world. SAVI YouTube channel is created for each subject and it is linked to respective subject blogs. The channel consists of lectures, explanation and execution of lab programs, which can be viewed by students at any time, from anywhere. This has helped the students of our college and other colleges, during the pandemic and also during the exams. As a outcome of the above continuous teaching-learning methodology and the best practices, Sai Vidya Institute of Techonolgy is able to get the NBA accreditation

for its five programs.

File Description	Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The institute has a zero tolerance towards any discrimination or harassment meted out to the female students and staff. It ensures a safe, secure, comfortable environment where the students and staff can pursue their academic dreams without any inhibition. Our Gender positive initiatives are as mentioned below.

Women Cell (SARA)

Sai Vidya Institute Technology is taking certain specific initiatives to facilitate gender equity, their development and empowerment. Institute has 515 girl students out of 1366 students and 64 women staff out of 153 staff at the end of the AY 2020-21. The women cell(SARA) is started in 2016 with an objective of promoting general well-being of female students, women staffs, culture of respect, equality for female gender and entrepreneurial attitude among young girls at the earliest. All female staff and girl students are default members of this cell and in last five years SARA organized 12 events at institute level.

Anti-Sexual Harassment/College Internal Complaint committee

The committee consists senior staff members, management representative, administrative officer and student representatives to address any issues regarding the safety and security of girl students and female staffs in the campus. The committee members are vigilant all the time and ensure that there is no such incident taking place in campus by creating awareness among all the students and female staffs.

Safety and security

The institution has taken following steps with respect to safety and security

- The campus is under CCTV surveillance, the CCTV cameras are installed at the college main gate, entrance, girls hostel, corridors, classrooms and in laboratories.
- Fire extinguishers are available in college premises and in girls hostel. The regular check/maintenances of fire extinguishers are taken care by administration department.
- The security guards are deployed across the campus, hostel blocks for any kind of security incidents/issues and offers strict vigilance.
- To safe guard students in girls hostel a resident lady warden is appointed.
- The institution has formed **Anti-ragging committee** to ensure that the campus is free of ragging. The Anti-ragging squad regularly monitors at scheduled timings in different places in the campus to make the campus ragging-free.
- The Institution has Grievance cell to address the various issues of girl students/women staff.

Counseling

Institute has the following levels of counseling system.

1. **Proctor System:** Proctorial System of the institution helps the students to achieve emotional stability and to promote clarity in thinking and decision making for overall progress in their carrier. It also helps the students to acquire high level of intellectual, emotional quotient, skill quotient and holistic personality.
2. **Professional Counselor:** The institution has appointed the professional counselor **Prof. Chethana Srinivas**, a qualified counselor with a postgraduate in Physcology, who is working in the institution since 2014. She monitors the students based on recommendation by a proctor or voluntarily. The counselor counsel the students/women staff on issues like personal/psychological/emotional problems and difficulties.

Common Rooms

The institution has common rooms for girl students and women staff. The Rooms are provided with necessary facilities like first aid box, cots, beds, chair, table, washbasin, dustbin, sanitary vending machine.

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

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

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

Response: A. 4 or All of the above

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

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

- Solid waste management

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

Response:**SOLID WASTE MANAGEMENT SYSTEM:**

Solid waste management in the institution is implemented in coordination with Gram Panchayath, Rajanukunte, Bangalore, a model Gram Panchayath in the state of Karnataka to create eco- friendly and healthy environment. Solid waste management is the process of collecting, treats and disposing of solid materials that is discarded at SVIT campus. The disposal of solid waste can create unsanitary conditions leads to pollution of the environment and huge risk to humans and animals. The Gram Panchayath of Rajanukunte has agreed to help the institution in solid Waste Management through their model for Solid Waste Management facility, at our premises.

LIQUID WASTE MANAGEMENT SYSTEM:

Sai Vidya Institute of Technology is committed to the green campus philosophy and to saving the precious treasure of nature. Following on this path, institute initiated to reuse the water in the campus by recycling the waste water by setting up the Sewage Treatment Plant in the premises. The Sewage Treatment Plant (STP) of 150 KLD capacity was built in the campus in 2015 and the recycled water is using for the gardening purpose. This initiative not only saves the water but also helps to keep the campus green, healthy with clean air.

E-WASTE MANAGEMENT SYSTEM:

The E- waste generated in the institution is well maintained and disposed properly with the help of Gram Panchayath, Rajanukunte, Bangalore, a model Gram Panchayath in the state of Karnataka. The institution has an MOU with the Gram Panchayath, Rajanukunte to handle the same to create a pollution free environment at our campus.

WASTE RECYCLING SYSTEM:

Sai Vidya Institute Technology is a green campus with eco-friendly environment. The wet waste generated by the hostels and leaves Shedd by trees are decomposed and the same is used as fertilizer for trees in the campus.

HAZARDOUS CHEMICALS WASTE MANAGEMENT

The institution has its own facility to manage the hazardous chemicals generated in chemistry lab. In the campus a pit is constructed to dilute the hazardous chemicals. The institution offers the courses pertaining to engineering and technology, there will be no generation of biomedical waste and radioactive substances.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

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

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

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

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

1. Green audit

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: C. 2 of the above

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

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

Response:

The institute is located on a sprawling 6.5 acre greenery campus, a serene atmosphere for students. The campus situated within the Bangalore city limits and well connected to city. Over 1400 plus students along with about 150 staff members 20 – 25 % of the students and 12 – 13 % of the students are come from various cultural backgrounds that carry forward their rich cultural diversities. Institute is abide by the rules and regulations given by Karnataka Examinations Authority (KEA), Government of Karnataka which has a specific reservation category seats allotted for minorities, backward classes, socioeconomic classes etc., and institute follows the same during the admission of the students. Institute also recruit staff with various religion, cultural, linguistic and other diversities.

All departments in the college work in collaboration for the benefit of the institution and conduct various competitions for the faculties and students in the campus. Tolerance and Harmony to cultural, regional, linguistic, communal socioeconomic and other diversities is best achieved by the major events like Holy, Dussehra, Onam, Tech Fest and Cultural Fest etc., at Institute levels. Students have formed various clubs at the campus levels which also support and propagate the idea of diverse cultures.

Sanchalana, the Cultural Fest and Tech Vidya, the technical fest are annual events where the Institute invites Students from different institutions with their teams to enthrall the students with their rich cultural & technical talents. The institute enhances a festive look to celebrate Rajyothsava, the state festival of Karnataka. Other regional events like, Saraswathi Pooja, Ayuda Pooja etc will also be conducted every year by both students and faculty. The Ethnic day will be celebrated annually which enable the young generation to revive love and respect for their own culture and history. International Yoga day and Women's day is being celebrated every year. Social connect with rural people residing in and around the institute is also encouraged respecting the cultural, communal, socioeconomic and linguistic values of locals. Institute celebrates Sadbhavan Diwas and Rastriya Ekta Diwas to inculcate oneness among the students from various socio cultural background. Institute organized Dr. Ambedkar jayanthi as "Jal Diwas", Blood donation camps and World environmental day to motivate the social responsibilities in student community. The NSS volunteers SVIT are participating in pulse-polio camp with PHC rajanukunte every year and exhibit the their social commitment.

Sai Vidya Institute of Technology exhibits inclusive environment towards cultural, religion, linguistic, communal socioeconomic for its students as first priority.

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

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

Response:

“CONSTITUTION OF INDIA, PROFESSIONAL ETHICS AND HUMAN RIGHTS (17CPH39/49)(Compulsory Foundation Audit Course/Credit-01)” was introduced by the affiliating university, VTU as a compulsory foundation course for all branches of Engineering and Technology.

Course Outcomes:

Students will be able to:

- Have general knowledge and legal literacy about Indian Constitution and there by it helps to take up competitive examinations & to manage/face complex societal issues in society.
- Understand state and central policies(Union and State Excutive), fundamental Rights & their duties.

- Understand Electoral Process, Amendments and special provisions in Constitution.
- Understand powers and functions of Municipalities, Panchayats and Co-operative Societies, with Human Rights and NHRC.
- Understand Engineering & Professional ethics and responsibilities of Engineers.

The courses on **Workplace Ethics and Value systems, Business Ethics, Government and Society-14MBA24** are introduced as a core course by the affiliating university, VTU for PG program, Master of Business Administration(MBA).

The Institute takes pride in the fact that apart from preparing a sound academic foundation of the student community, the Institute constantly works upon to develop them as better citizens of the country. In this regard, the Institute, apart from imparting professional legal education, inculcates a feeling of oneness among the student community through various practices and programs. The Institute has always taken various direct and indirect steps which promote the awareness about various National Identities and Symbols. The Institute celebrates the Independence Day & Republic Day with great pomp and vigour which helps in spreading of awareness on Constitutional values and ideals.

The Institute has organized student centric activities like paper, poster & essay competition through Club Activities which have always received huge participation from the students and promoted their awareness about various aspects of Indian citizenship.

Institute also organizes Sadbhavan Diwas and Rastriya Ekta Diwas every year to promote national integration and communal harmony among students of all religion and languages. Further, NSS unit of SVIT organize Swachh Bharath Abiyan to create awareness about cleanliness in and around the campus. The NSS and NCC units of the institution are very vibrant in teaching the social responsibilities, professional ethics and constitutional obligations to the students. The institute invites army personnel for inaugural function of BE courses, induction programs etc., to motivate the students to become a responsible citizen of the country.

In addition, the institute organizes induction program to all students in the first year of their engineering at SVIT as per affiliating university norms. In this program various talks on universal human values will be addressed by experts to motivate the students. During the induction program students are made to know about their social responsibilities in various aspects of Indian citizenship.

The employees of SVIT are encouraged and motivated to participate in AICTE sponsored **Universal Human Values** workshops every year. Minimum two staff from each department shall enroll and get certified compulsorily by participating in the workshop. At the end of the academic year 2020-21, more than 30 faculty members of the institute are trained and obtained certificates from AICTE.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and

other staff and conducts periodic programmes in this regard.

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

Response: A. All of the above

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

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

Response:

Sai Vidya Institute of Technology celebrates the National and International commemorative days, events and festivals with a view to encourage patriotism, concern for the community, human values and to promote holistic development of students. The celebration of these activities promotes moral values among the student community. It also helps in spreading and maintaining communal harmony.

Institute celebrates the National festivals like Independence Day and Republic Day, commemorative days such as Gandhi Jayanthi, Dr. Ambedkar Jayanthi, Teacher's Day, Engineer's Day, Kannada Rajyotsava, Sadbhavana Diwas, Rashtriya Ekta Diwas, etc., every academic year which are being observed to nurture the spirit of nationalism, oneness, national integration, and respect for the diversity.

Institute celebrates Independence Day every year on 15th August commemorating the nation's Independence and Republic Day every year on 26th January. On these days staff and students assemble for flag hosting. Further Institute organizes cultural activities and speech competition on freedom fighters for students to remind them about the sacrifice and struggle faced by freedom fighters for independence and to create awareness about significance of celebrating Independence Day and Republic Day. NCC unit of SVIT will facilitate the guard of honor to our national flag on these days.

Institute celebrates Teacher's Day to mark the birthday of the country's former President, Scholar, Philosopher, Bharat Ratna Dr. Sarvepalli Radhakrishnan and Engineer's Day to mark the birthday of Bharat Ratna Sir M. Visvesvaraya. On this day various activities (games), technical talks, are being organized for faculty and Students.

Institute celebrates Ambedkar Jayanthi on 14th April to commemorate the birth anniversary of Dr. B. R. Ambedkar by paying homage to him. Pick and speak competition is being organized for students to create

awareness about the significance of celebrating Ambedkar Jayanthi. Ambedkar Jayanthi also celebrated as “Jal Diwas” in association with central water commission.

Institute celebrates Kannada Rajyotsava, a state festival in the month of November every year. This was the day in 1956 when all the Kannada language-speaking regions of South India were merged to form the state of Karnataka. On this day SANGAMA the cultural club of SVIT will perform various cultural activities and activities are also being organized for students and faculty. Further, SVIT celebrates Sadbhavana Diwas in the month of August and Rashtriya Ekta Diwas on 31st October every year. On these days every student and faculty of the institute will take the pledge. This event will be organized by NSS unit of SVIT. Also, institute celebrates International commemorative days like Women’s day through SARA (SVIT Women Cell), World Environment Day through NSS unit. On women’s day activities like legal rights of women, women empowerment talks etc., will be conducted.

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

7.2 Best Practices

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

Response:

BEST PRACTICE – I

Title of the Practice:

“PROCTORING (MENTORING) SYSTEM FOR STUDENTS”

Objectives of the Practice

- Help to identify career paths for students and support students' personal growth.
- Provide an opportunity for students to learn and practice professional skills.
- To minimize dropouts, improve performance and reduce stress of the students through personal Counseling.
- Help students to balance professional goals with their personal lives or give emotional encouragement during challenging times.

The Context

- **Engineering education** is very **crucial** in the society where the graduates learn and develop

products, which can solve the problems existing in a society. In addition, the graduated students will acquire great skills needed for further research and discovery. In this regard, it is very essential to motivate and shape the carrier path of the student who enters into the engineering institution with great ambition and expectations.

- For students coming from educationally outreach background and who undergo various problems like personal issues, stress, academic related issues, physical and mental disturbances, it is difficult for a teacher to address each student regarding these problems in mass.
- In this regard, Proctorial System/Mentoring System in an institution helps the students to achieve emotional stability and to promote clarity in thinking and decision making for overall progress in their carrier. It also helps the students to acquire high level of intellectual, emotional quotient, skill quotient and holistic personality.

The Practice

- The “**Proctorial system**” or mentoring system is the strength of the Institute wherein every teacher serves as a mentor / proctor for 20 students. The Head of the Institution/Principal **Dr. H. S. Ramesh Babu** is the **Chief proctor** supported by Head of the departments who are the Deputy Chief proctors. This will help in overall development of the student in his/her academic growth and also in personality development. The silent features of our proctorial system are as listed below.
- The academic and personal details of the students are collected by their respective proctors in the very first year of their academics and proctor will maintain **Proctor record** of every student.
- The proctor meets his/her proctees once in fifteen days and also more the situation demands.
- The Proctor continuously counsels his/her proctees with respect to their Academic progress and personality development.
- The chief proctor closely monitors the chronic cases referred by the proctors and such cases will be summoned to the proctee parents in view of academic progress of the student.
- The proctors also correspond with the parents of their respective proctees through our software **SVAS (Sai Vidya Automation Software)** where a SMS will be sent to parents regarding their attendance status on daily, weekly and monthly basis and academic progress after every internal assessment test.
- The SVAS access was given to both parents and students where they can check their academic progress regularly.
- Every proctor will have a **Proctor–Proctee** and **Proctor–Parent** what’s app group, through which all administrative and academic related matters like calendar of events, exam circulars, parent-teacher meeting circulars etc. will be shared to parents and students.
- Institute is conducting **Parent-Teachers Meeting (PTM)** every year to discuss about the progress of their son/daughter and also to know about the feedback on various academic/nonacademic related issues.
- In addition, the **student counselor Smt. Chethana Srinivas**, a qualified counselor with a postgraduate in Physcology, who is working in the institution since 2014, monitors the students based on recommendation by a proctor or voluntarily. The student counselor will handle the chronic cases suggested by proctor/faculty and will submit the confidential report to a chief proctor/principal.

Constraints/Limitations

- Time management is a major factor involved in proctoring system.
- Assessing proctee's background (knowledge and skills)

- Identifying proctee's motivation.
- Dealing with proctee's inexperience (knowledge and skills)
- Setting reasonable goals for their carrier.

Evidence of Success

Proctors have been able to deal with student regularity and performance very effectively with this system. With regular counseling, students have shown improvement in academics. Every year more than 300 students are graduating from the institution and all eligible students are placing in good companies. Each year around 12-18% of the students are recording for higher studies in India and abroad. In addition, 2-5% of students with emotional problems have been identified and effectively addressed by professional counselor Smt. Chethana Srinivas. Such students have developed a positive self-confidence, and have overcome their anxieties, able to handle their feelings better and improve their academic performance.

Problems Encountered and Resources Required

- Motivating Teachers to act as Proctors/Mentors in true spirit.
- Time management is a major factor involved in proctoring system.
- Assessing proctee's background (knowledge and skills)
- Addressing proctee's misconceptions about Engineering.
- The Proctoring system practice requires well-committed teaching staff who can help students beyond teaching hours.

BEST PRACTICE – II

Title of the Practice:

“SAVI YOUTUBE CHANNEL – FREE EDUCATIONAL CHANNEL FOR ENGINEERING STUDENTS & SVIT STUDY

MATERIAL BLOG”

Objectives of the Practice

- Provide an opportunity for students to learn and practice courses professionally.
- Skill-based Teaching-Learning techniques to enhance careers.
- **Go global** - worldwide platform that makes knowledge to reach everyone.

The Context

- Educational planning generally is understood to be the identification, development, and implementation of strategies designed to attain efficiently and effectively for needs and goals of students and the society.
- **SAVI YouTube channel** is an effective teaching platform, which helps the students to learn the concepts effectively in online mode. It can be used to create an e-Learning community.
- **SVIT Study Material Blog** is an effective learning platform, which helps the students to learn the concepts effectively.

The Practice

- The **SVIT STUDY MATERIAL BLOG** was created during 2017 with an objective of a right platform that makes knowledge to reach everyone.
- The study material blog was created for every course of various programs offered by the institution and the course coordinator will upload the study material in the blog.
- The study material blog has been uploaded in our institution website for the betterment of the student community.
- The **SAVI YouTube channel** come into the existence during 2018 with an objective of **Skill-based Teaching-Learning techniques for the student community**.
- In channel, program and course wise play list have been created and the respective course teaching videos are uploaded with appropriate title to enable the easy access.
- In SAVI YouTube channel the demonstration of labs is also uploaded to help the students to learn and practice experiments effectively.
- In both of the above practices the contents will be updated as per change in the curriculum.

Constraints/Limitations

- Time management – Besides teaching in regular classes, managing the time to make quality videos for the courses taught and preparing a right study material to help the students is a major challenge involved in the above practices.

Evidence of Success

- SAVI You Tube educational channel and SVIT Blog has many student subscribers across the globe. Our YouTube channel and Blog is evident of success as we have enormous views and downloads. The comments and reviews given by students and faculties of various other institutions are encouraging and this strengthen our Teaching-Learning process. In SAVI You Tube educational channel around 863 videos are uploaded and channel has 430919 views with 4350 subscribers.

Problems Encountered and Resources Required

- SAVI YouTube Channel & SVIT Study Material Blog - Creating good quality videos and quality study material for each course of various programs offered by the institution with time management is one of the major challenges. Our experienced and qualified teachers have taken this challenge and created effective teaching learning videos and quality study materials to help the student community worldwide by using good teaching aids like iPods, tabs, digital writing pads, suitable applications for video editing and etc.
- To accomplish the video creating process, a good internet with high bandwidth is required. In this regard, the organization has provided high bandwidth internet facility to the teachers with Google suite email platform with all required security factor are taken care while preparing and uploading the study materials and videos.
- Uploading the videos to SAVI YouTube channel and study materials to SVIT blog and monitoring is a challenge. To coordinate this, a proper team of dedicated and technically strong team is required. In this regard, a committee 'Committee for Technology Enabled Education (CTEE)' was formed.

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

7.3 Institutional Distinctiveness

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

Response:

At **Sai Vidya Institute of Technology**, student is the macrocosm. We're at our best when driving innovation—integrating world class teaching, developing new blended learning paradigms, and measurement approaches. Our contribution within the national engineering student's development community is more than just grooming students. We believe everyone should have the opportunity to create progress through technology and develop the skills of tomorrow with assessments, learning paths and courses authored by internal research experts. Everything we do is to help students from a variety of fields in engineering to learn the best technologies and discover emerging trends that will shape the future of the engineering industry.

Vision of Sai Vidya Institute of Technology

Sai Vidya Institute of Technology started with a vision “**Contribute dedicated, skilled, intelligent engineers and business administrators to architect strong India and the world**”.

Immersive Teaching-Learning Experience: The faculties at Sai Vidya Institute of Technology believe and work towards the career enablement of every student. Imbibing passion to work is rare and the rarity is our excellence. **‘Passion Cannot be Copied’**

Sai Vidya Institute of Technology practicing Outcome Based Education (**OBE**) from the academic year 2015-16. The distinctiveness is measured in terms of Technology connectedness in whatever we do. The teaching staff shall develop teaching blogs for every course of all programs offered by the institution. Sai Vidya Institute of Technology proudly proclaims to have an exclusive YouTube channel called SAVI. This acts as a brilliant multiple platform learning tools. Our best practices like study material blogs for all courses and video lecturers for all courses (SAVI) attracted many students. It is evidential with views, downloads and subscribers. The infrastructure facilities offered to the students is unparalleled. The institute organizes toppers meet every year to encourage students in academics and Techvidya to showcase the technical knowledge of students. Every department of the institute has active professional body chapters and MOU's with various academia/industry through which various activities will be conducted to train the students to face next generation challenges. The Institute also motivates students take up massive online courses through **NPTEL/SWAYAM** to gain knowledge.

The uniqueness of the institution lies in the mode of teaching the students and the approach given to them at every touch point. The level of expertise of the staff is on the one side while the master class execution of the course curriculum is on the other.

Exceptional Research: Interface of industry trend and course structure is made simple by intensive research by the SVIT team of experts who function using a scientific structure and mechanism towards understanding the needs. We have not less than 8 R&D centers at the college premises.

Our students have presented papers in Class 'A' International conferences at the Graduate levels in both India and abroad. Institute in collaboration with external funding agencies, every year sponsoring the students to participate and present their papers in abroad. Every year we are organizing International conference (ICTTSTM) and Technical fest (Tech Vidya) to motivate the students and creating a platform to showcase their talent. It is evidential that our students snatch the various prizes in university/national level project exhibitions. This shows the magnificence of the quality with which the students are taught at the institution. The R&D centers at SVIT has research funding of worth more than 80 lakhs. The distinctiveness lies in our unique blend of expert staff with impeccable infrastructure too.

Sports, Cultural and Social Responsibilities: The Sports Department serves as a vital and integral part of student's life on campus. The mission of the department is to provide a broad spectrum of sports, recreation and leisure activities for students, staff and faculty, as well as members of the local community. The primary direction is to provide services and programs that stimulate growth, development and retention of students in a contemporary and safe environment that develops fitness and wellness, social interaction and leadership opportunities. The students of Sai Vidya Institute of Technology, won in various sports events, represented our university at national levels. The sports department organized various VTU sports events and it is awarded with one lakh rupees cash prize by VTU for exceptional sports activities. The Institute organizes cultural fest SANCHALANA every year, a platform to express the talents by students.

The institute has a proactive National Service scheme (NSS) unit with motto "Not Me, But You" The social activities aim to include social welfare in students, and to provide service to society without bias. NSS volunteers work to ensure that everyone who is needy gets help to enhance their standard of living and lead life of dignity. The students of SVIT actively participated in events conducted on behalf of NSS unit. The NSS unit of the college has 500 student members and approved by VTU. In 2020, NCC unit is approved by 1 KARNATAKA SIGNAL REGIMENT NCC with SD/SW Cadet divisions (Army) under NCC Group HQ 'A' of Karnataka and Goa Directorate.

Careers to Students – An Unparalleled Excellence: The placement department of SVIT plays a vital role in determining the students career prospects. The need for technical experts as a workforce is a never ending IT requirements. With numerous jobs in place, the corporate are finding it challenging to identify the right resource. SVIT's placement department has got the spell bounding solution to all the corporate in India. The candidates produced by the SVIT are upskilled by the expert staff of the institution. The skillsets are mapped in ranking based system. This ensures the student to improve his ranking to be highlighted to the top MNCs too. A complete life cycle of a candidate is sketched and the cycle ends at getting his/her dream job.

The Department of Training and Placement organizes '**Learning Opportunities for Career Engagement (LOCE)**' program every year with an objective to create awareness among the pre-final year students about their career path and way forward. **SVIT Incubation Centre** aims to incubate optimum feasible ideas, thus supporting emerging Entrepreneurial interests among the students fraternity.

File Description	Document
Link for appropriate web in the Institutional website	View Document

NAAC

5. CONCLUSION

Additional Information :

INSTITUTIONAL STRATEGIC PERSPECTIVE PLAN (2021-2025)

LONG TERM GOALS:

- Second cycle of accreditation by National Board of Accreditation (NBA)
- Good Star rating in AICTE-IIC
- NIRF Ranking
- ARIIA Ranking
- Building Institute as Center of Excellence
- Autonomous status for the institution
- Financial sustainability of the Institution

SHORT TERM GOALS:

- Improved Results and securing University Ranks
- To orient the institution for NAAC accreditation and second cycle NBA
- Increasing the intake in existing programs and starting new programs in emerging areas of engineering.
- Enhancing infrastructure facilities.
- Enhancing ICT facilities.
- Enhancing R&D activities.
- Augmenting industry institute interactions.
- Improving campus placements / higher education / entrepreneurship.
- Improving skill development activities.
- Social responsibilities through NSS and NCC.
- Motivating and enabling the students to participate in events of State and national repute.

Concluding Remarks :

Institution is driving hard for making it as a centre of excellence providing comprehensive development of the student in bringing out a true professional. Faculty is the strength of Sai Vidya Institute of Technology, working with a great passion and belongingness in every agenda. The institution is determined to move to the next orbit by intensifying Teaching Learning Process, R&D activities, skill development activities with good results and placements and producing successful entrepreneurs to the society with professional ethics imbibed in them.

Institution is very much sure to achieve its vision **“Contribute dedicated, skilled, intelligent engineers and business administrators to architect strong India and the world”** in next three to five years.

NAAC