



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**MANGALORE INSTITUTE OF TECHNOLOGY AND
ENGINEERING**

BADAGA MIJAR, SOLAPUR-MANGALORE HIGHWAY, MOOBBIDRI

574225

www.mite.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mangalore Institute of Technology & Engineering (MITE) was established in the year 2007 by Rajalaxmi Education Trust® to promote quality education and with an intent to serve the society. MITE is affiliated with Visvesvaraya Technological University, Belagavi, Karnataka, and is recognized by AICTE, New Delhi. The institute started with 4 UG programmes in Engineering with an intake of 240 students, now offers 8 UG programmes & 2 PG programmes in Engineering and a PG programme in Business Administration. The institute also offers 7 PhD programmes in Basic Science and Engineering. Presently, the institute has 2542 students in roll and 179 faculty members.

MITE has a lush green campus spread over 74 acres at Moodabidri along the Solapur-Mangalore highway, with best-in-class infrastructure facilities. The wi-fi enabled campus has ICT integrated AC classrooms, fully automated two-level library, state-of-the-art laboratories, exclusive Training & Placement Centre. The Siemens Centres of Excellence, Bosch Rexroth Centre of Competence, Innovation & Incubation Centres and well-designed Auditorium complement in manifesting innovation. The campus has excellent hostel facilities and a well-networked transportation for students & staff. The campus also has a gymnasium & medical centre, multi-cuisine AC food court and excellent sports infrastructure.

The institute, known for its high academic standards, has registered 22 University Ranks over the last 5 years as a reference to the quality teaching-learning pedagogy. MITE has collaborations with industries of repute such as Bosch Rexroth, Siemens, Carl Zeiss, Toyota Industries Engine India, KPIT, Infosys & UiPath. The institute has MoU with Binghamton University, USA, Kumamoto University, Japan, MDIS Singapore, & ITE West Singapore to provide global exposure. The industry-standard Incubation Centre is supported by Government of Karnataka and MSME, Government of India to support budding entrepreneurs. MITE was awarded as the "**Best Performing College of the Year 2019-20**" by KSCST & the students have received several Top Awards at National and State Level events.

With an intent to shape globally competent graduates, MITE has established a campus that would aid students to manifest their true selves by promoting effective learning, and creativity, to ensure that they become formidable individuals to "INVENT SOLUTIONS".

Vision

To attain perfection in providing **Globally Competitive Quality Education** to all our Students and also benefit the global community by using our strength in **Research and Development**

Mission

To establish world class educational institutions in their respective domains, which shall be **centers of excellence** in their Stated and Implied sense. To achieve this objective we dedicate ourselves to meet the Challenges of becoming **Visionary and Realistic, Sensitive and Demanding, Innovative and Practical, and Theoretical and Pragmatic**; All at the same time

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- MITE as a brand is recognized as an innovative, futuristic, and best-in-class infrastructure institute awarded with “Best Engineering College undertaking green initiatives”. This positions MITE, the most preferred institute by the students across the country and abroad.
- The greatest strength of the institute is the visionary management. The chairman of the institute, being an engineer having served multinational companies, guiding entire faculty fraternity in bridging the gap between industry – academia.
- The learned members of the governing council with academia and industry background are steering the institute in a progressive path towards realizing the vision of the institute, since inception.
- The core strength of the institute is the team of competent faculty involved in imparting quality education through learner-centric approach using ICT enabled teaching aids, counseling & mentoring the students to achieve excellence in academics & innovations which resulted in exceptional academic accomplishments in university examinations and also innovative ideas winning laurels at National level and getting incubated.
- MITE is the **only institute in South Karnataka**, setting up Centre of Excellence through MoA with multinational company Bosch Rexroth, in its **third year of inception**, further established CoE from Siemens, and entered into MoAs with Carl Zeiss, KPIT, UiPath, and Toyota to make students industry-ready.
- Training and Placement department providing extensive training beyond academics through CoEs established in the campus for preparing students resulted in achieving above 70% placements in the last five years.
- The family culture of MITE has encouraged Alumni to contribute towards setting up Innovation Centre at the cost of 2.5 Crores for nurturing the younger generation of MITE family.
- Location advantage with easy connectivity through National Highway adjacent to the institute with ample transportation facility. In addition, campus has 7 hostel blocks for boys and girls with a capacity to accommodate around 60% of the present strength.
- The financial support of Rs. 50,000/- and 15,000/- per year for faculty to publish the research findings in recognized international/national conferences and also the facilities like group insurance, EPF, gratuity, campus medical support to all the staff has resulted in competent faculty choosing MITE as their career destination.

Institutional Weakness

- It is mandatory to adhere to the curriculum designed by the university, being an affiliated institute, with no scope for restructuring the syllabi as per the industry needs.
- The percentage of research funds reserved with Government funding agencies for a private affiliated institute is very minimal and hence the scope is limited in obtaining research grants even though quality proposals are submitted and the institute is willing to contribute matching grants in many occasions.
- **Matching grants** towards the research is not abetted by any of the major industries existing in this zone which restricts the availability of major grants to the institution from the funding agencies stipulating this condition.
- Only 18% of faculty are PhD qualified and 30% are pursuing the research, hence the number of

publications in **Q1 & Q2** journals are limited.

- Industry contribution/partnership in commercializing student's innovative ideas is minimal. Consultancy opportunities are limited in certain domains due to the existence of National Institute in the neighborhood.
- The lack of awareness among the faculty fraternity about patent documentation process during initial years, has shown limited progress towards IPR.

Institutional Opportunity

- To bridge the gap between industry and academia due to continuous changing technologies, increased number of training and certification programs in emerging areas through industry collaboration is needed.
- Strengthening the research and technology transfer activities with the existing collaborations of International Universities and industries and also to explore opportunities for exchange and sabbatical programs for faculty.
- To offer short term certification courses to the working professionals and to the students of neighboring technical institutes through the existing Centers of Excellence from Bosch and Siemens.
- To increase the number of PhD qualified faculties and attain 60% to 75% at the earliest, with a focus to increase quality publications and to submit large number of research proposals for funding agencies.
- To increase the number of startups and meet their financial needs by introducing angel investors and also to incubate greater number of student ideas by pooling funds through promising schemes of central and state government.
- To train and prepare students for national level competitive exams thereby directing them to take up civil services and higher studies in premier institutes and also to identify and train the potential students to ensure that they successfully get placed in dream companies.
- Strengthening the alumni interaction with students by arranging more number of technical talks and workshops in emerging technologies adopted by industries.
- To attain **autonomous status** by acquiring highest grade in NAAC and NBA accreditation for all the UG programmes. By attaining perfection in all the academic programs strong focus is on getting featured in the NIRF ranking band of 1-200.

Institutional Challenge

- The students taking admission to the institute are from multi-cultural & multi-lingual background. Imparting the academic curriculum has to be accomplished with additional support system balancing between **intellectual and cognitive capabilities of the students**.
- Identifying **competent faculty members with proficient research background to enhance research, publications and patents**.
- The extreme weather conditions with heavy rains during monsoon and extreme heat of summer in this zone, demands the **attention and preparedness with necessary measures to maintain the sensitive lab equipment and ambience of the campus**.
- Due to the **limited job openings in core engineering companies**, currently it is difficult to have more number of **core companies in the campus placement drive, catering to all domains**.
- Rapid technological advancement in the various fields of Engineering and Business Administration, demands continuous upgradation of facilities to implement the introduction of various new courses by the university and **effective disposal/reuse of obsolete laboratory courses and equipment**.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Mangalore Institute of Technology & Engineering, affiliated with Visvesvaraya Technological University Belagavi, constantly strives to attain perfection in providing globally competitive quality education. The institution meticulously follows the curricula framed by the university. Curriculum gaps and technical anomalies if any, are communicated to the university as an endeavor to improve the course content. Curricular, co-curricular, and extra-curricular activities are formulated through a calendar of events with institutional mission and core values as the framework.

The Outcome-Based Education model is being practiced in all the academic programs with well-defined course objectives and outcomes. The lesson plan and delivery content prepared by the Course Instructors are reviewed by a panel of experts to ensure quality and effectiveness in teaching.

Institute is committed to provide adequate engineering knowledge and equip the students with employability and entrepreneurial skills through the Choice-Based Credit System with a provision to select suitable courses. 6 industry-oriented certification courses through **Centers of Excellence (CoE)** from Siemens, Bosch, and also CoE for the study of the Japanese language, certification through Infosys Campus Connect, Lean Six Sigma Yellow and Green belt training and certification through State University of New York, are the hallmark of the institution, aiming to bridge the gap between industry-academia and to achieve global competency. Emphasis is also given on interdisciplinary courses under NPTEL/SWAYAM. The institute believes in integrating various cross-cutting issues relevant to gender sensitization, environment protection and sustainability.

To maintain a continuum of learning, technical training programs and workshops in the core/allied domain are facilitated through MoU with industries like Uipath, KPIT, Carl ZEISS, Toyota and interaction with alumni. Human values and professional ethics are inculcated through an Induction program conducted in the first year. Technical/cultural fests, association activities help the students to achieve personal integrity, cooperation, teamwork. Community service/extension programs promote a desirable sense of social concern, converting academic knowledge into transferable skills.

Comprehensive feedback from the stakeholders, evaluation of course-end and program-end survey, attainment of course outcomes contribute significantly to improve the quality and perfection in academic programs upholding the institute's core value **“making a positive difference”**.

Teaching-learning and Evaluation

MITE, an institute of Academic Excellence, has well-defined Student – Centric, Teaching-Learning Process, igniting passion amongst the students of diverse background and culture with varying abilities from different states and abroad.

The institute has maintained best-in-class infrastructure, ICT facilities and tranquil environment along with systematic planning and execution of academic activities. Optimum student-faculty ratio with dedicated and competent faculty adopting the innovative teaching methods like flipped classrooms, project-based learning, problem solving etc. are advocating active learning. Shaping the capabilities of students by going beyond the curriculum with global exposure, excellent placement support, exceptional academic performance has

positioned **MITE, the most preferred institute** by the aspiring students.

Choice Based Credit courses implemented with **Outcome Based Education** with well-defined OBE elements, conduction of co-curricular activities and community outreach programs promote holistic development of the students. **OBE elements are disseminated to the stakeholders** by displaying in the institution website, laboratories, common areas of department and student workbooks.

The institute has formative and summative assessment system for measuring the learning outcomes of the students. The slow learners and advanced learners are identified through robust and transparent internal assessment mechanism. The performance of slow learners is enhanced by addressing their learning challenges through effective counselling with necessary mentoring and remedial classes are conducted on regular basis, as an additional support. The advanced learners are encouraged towards self-learning with an access to e-learning platforms like NPTEL, Coursera, Swayam, edX, Udacity etc., along with the guidance to participate in reputed technical competitions, conferences and publications.

The institution supports faculty to participate in workshops, conferences, FDPs, symposiums and seminars to update their knowledge and teaching skills along with promising incentives for good research publications.

IQAC conducts quality audit of academic activities ensuring quality and competency. Attainment of OBE elements is carried out systematically to identify the operational gaps to propose corrective action plan to integrate in strategic planning.

Innovative pedagogical techniques, timely execution of remedial measures based on students results, feedback & grievances has resulted in sequential milestones leading the institute towards **realization of its vision**.

Research, Innovations and Extension

MITE is established with a vision to benefit the global community using its strength in research and development. Research, Innovation, Consultancy being key areas of focus, the institute is committed for promoting interdisciplinary research, innovation skills amongst the research fraternity to develop novel technologies through academic and industry collaborations.

The institute has 7 VTU recognized research centers with 31 PhD qualified faculty currently engaged in R&D. The research council encourages, guides the faculty to conduct research in emerging areas, submit proposals to funding agencies and publish research findings. As a policy initiative, management provides a seed grant of Rs. 2 Lakhs/year to each department for strengthening the research facilities. Financial assistance of Rs. 50,000/- and 15,000/- per year is provided for a faculty to register, travel, and present research findings in International and National conferences. Access to Turnitin software, incentives for patent grants, and consultancy are also provided.

The promising support by the management is reflected through high-quality research output which includes, Funded projects worth Rs. 2.6 Crores, 280 Journal publications, 109 ISSN/ISBN publications and 1 patent granted with 5 patent applications filed during the last 5 years.

Establishment of 3 Centers of Excellence and 42 functional MoUs with industries and International universities for academic and research collaborations is the testimony of commitment to the vision.

Entrepreneurship development, Industry Institute Interaction(III) and IPR cells, through *MITE Alumni Innovation Centre* empowers the students/faculty to develop innovative ideas into technology, facilitating interaction with industry experts, organizing competitions like hackathons, ideathons, and awareness towards IPR. Incubation Centre provides a conducive ecosystem for budding entrepreneurs. 20 innovative ideas being incubated through the financial support of Rs.1.85 Crores received from MSME, GoI, and NAIN, GoK, and 6 start-ups are also functioning on the campus.

The extension programs like blood donation, visits to orphanages, Swachh Bharat Abhiyan, Youth Red Cross activities, NSS, gender sensitizing activities, adoption of 5 villages under Unnat Bharath Abhiyan, refurbishment of Govt schools, nurtures desirable attributes of social responsibility among the students, echoes the core value of the institute: **“commitment towards the ultimate good of the society”**.

Infrastructure and Learning Resources

MITE, known for its natural aura of exquisite, serene, lush green campus spread over 74 acres, an amalgamation of eco-consciousness has been awarded “Best Engineering College in Dakshina Kannada undertaking green initiatives” by Karnataka State Pollution Control Board. The passion of the management to provide the best for facilitating the Teaching-Learning Process has created an infrastructure of global standards with a built-up area of 54,420 sq.m and adequate learning resources.

The exemplary infrastructure includes 3 Academic blocks comprising 52 ICT enabled AC classrooms which includes 1 smart class room per department, 25 Tutorial rooms, 160 Staff cabins and 12 AC cabins for HoDs/Deans, 49 well equipped, spacious laboratories maintained with student computer ratio of 3:1, 7 Research Centers, 3 Centers of Excellence from Siemens, Bosch and for the study of the Japanese language, Workshop block, Geo-Engineering block, Cultural club activity training room, Administrative office, 3 aesthetically designed lounges for staff, male and female students, 7 Hostel blocks having centralized dining facility, solar water heater facility, 2 gymnasiums, 3 lakh Lpd capacity STPs, 1 RO plant, Rainwater harvesting, 18 buses for transportation, parking facility and ample sports facilities for both indoor and outdoor games.

The institute has a state-of-the-art Incubation Centre, Innovation Centre, Training and Placement Cell built on par with industry-standard, 3 AC Seminar Halls, Auditorium, two storied multi-cuisine AC food court, Medical Centre, ATM facility, Stationery Store and Photocopying Centre. Wheelchair, elevator, ramp facilities are provided to aid the physically challenged.

The entire campus is enabled with 500 MBPS Wi-Fi, LAN connectivity and 275 surveillance cameras.

MITE has a two-level AC library with a seating capacity of 600, fully automated with Easylib. Through the membership of the VTU Consortium and National Digital Library, Learning Resources like e-Journals, e-books, databases like Scopus, Web of Science, and Turnitin are available to faculty and students.

For the effective maintenance and safety of the campus, the institute has an active maintenance and security department.

Refurbishment work of the facilities is undertaken periodically for hassle-free academic activities. There is continuous disbursement for infrastructure augmentation to give the best facilities for the stakeholders.

Student Support and Progression

MITE, a vibrant campus, has established a strong culture of student support, sustainable good practices for optimal progression assisted with robust alumni network for the students embarking the journey of professional education.

The intellectual capabilities of the students from diverse background are managed through an efficient central mentoring cum counselling system, faculty as a mentor, monitoring academic/personal activities, grooming with timely guidance and counselling. Frequent student feedback, access to e-learning, internships, remedial classes for slow learners, support for advanced learners for project presentations, publications, higher studies, financial support by the management to develop innovative projects, orients the students towards academic excellence securing **university ranks** every year.

Grievance redressal, disciplinary, anti- ragging, anti-sexual harassment committees, ensure care, safety of every student providing conducive environment for learning.

Training, Placement and Career Guidance Cell provides support with regard to career aspirations, guidance for higher education, civil services exams and assistance for patent filing. Employability skill development course from Infosys, Extensive courses beyond academics through CoEs of Bosch, Siemens, Technical skill development programs supported by MoUs with reputed industries, strong relationship with the potential companies to participate in campus placement drive, has resulted in achieving above 70% placements. **Shaping global citizens** through MoU with **global universities and CoE in Japanese Language & Culture, inventing solutions** through Innovation Centre, Incubation Centre to inspire **budding entrepreneurs**, are the untiring efforts of the institute towards the pledge “ **where stones turn into diamonds**”.

MITE is a campus of opportunities, promoting avid growth in students. Student participation in institute/class committees, IEEE, ISTE chapters, Department associations, Cultural club, NSS, Youth Red Cross, Technical/Cultural/Sports/Extension activities, nurtures the hidden talents and empowers them to become proactive lifelong learners. Conduction of trademark cultural fest - SENTIA, 2 editions of TEDx, awards won at project competitions, inter-institute cultural/sports prizes are the indicators of optimal progression.

In addition, students are assisted to avail scholarships and the management provides fee reduction and free accommodation for the deserving students.

Alumni engagement with students and every accomplishments, encourages institute's perseverance towards shaping the students to pragmatic, challenging, enthusiastic professionals.

Governance, Leadership and Management

The governance at MITE is reflective of a visionary and effective leadership. The vision and mission statements stand as the future timelines of the institution. The dynamic and able leadership at the institute has imbibed these statements and incorporates it in formulating the strategic-perspective plan of the institution. The participative management of MITE believes in decentralized leadership at every level of administration and a robust structure has been established to sustain and improve the quality of education.

Governing Council is the main policy framing body of the institute. The Chairman of the institution is the chairperson of the Governing Council. The perspective plan for the growth and expansion of the institution,

review of the progress, approval of annual budget and expenditure is encompassed by the Governing Council.

The Principal spearheads the academic and administrative activities of the institution. Vice Principal, Deans and Heads of respective Departments take collective responsibility in planning all the academic events and in decision making. Various sub committees involving the stakeholders and department level committees formed at the beginning of every academic year, meet to plan, accomplish, evaluate the academic, cocurricular activities and disciplinary measures, to ensure continuous improvement of academic standards. Minutes of the meetings of all the committees are maintained and communicated to stakeholders.

Employees' Provident Fund, gratuity, health insurance and maternity leave are the welfare measures adopted at MITE for teaching and non-teaching staff. A financial support upto Rs.50,000/- is provided to a faculty per year to present the research findings in international/national conferences and for journal publications. The financial powers of the Principal and Heads of respective Departments are well defined for necessary procurement.

The institute has well-structured Service rules, Performance Based Appraisal System to ensure productivity of faculty and a meticulous promotion system. Administrative and academic procedures are managed through ERP management system.

The compliance of academic procedures and continuous improvement in teaching learning process is ensured through systematic audit by IQAC comprising of internal and external expert members to audit the performance, maintain quality parameters to affirm transparent governance at the institute.

Institutional Values and Best Practices

MITE, a leading **institute of academic excellence**, is making a positive difference in the lives of the students by dissemination of stated core values in Teaching - Learning Process, transforming them into competent professionals with right ethos and a mindset to soar new heights.

Green and clean campus has set the right ambience for education and societal transformation initiatives along with **transparent governance**. The serene atmosphere is maintained through regular landscaping, conservation of water through Rain Water Harvesting, recharging of bore wells, maintaining a clean water distribution system. Campus has adopted "**Green initiatives**" like, setting up 3 Lakh Lpd capacity STPs, disposal of solid and e-wastes, usage of LED lights, solar water heaters, pedestrian-friendly pathways, ban on use of plastics and reduced consumption of paper. Institute's commitment to environment and sustainability has been recognised by Pollution Control Board, Govt. of Karnataka, bestowing the award "**Best Engineering college undertaking green initiatives.**"

Since inception, key focus of MITE is to impart quality education with **discipline** through well-defined **code of conduct for students and the staff**. **Gender Sensitisation programs** are regularly conducted by the Internal Complaints Committee and the institute strongly promotes gender equality and parity. Ladies lounges, Installation of surveillance cameras and sanitary napkin incinerators, resident wardens, counselling sessions, evidence the commitment towards gender sensitivity. Institute takes care of **differently abled** by providing facilities like ramps, wheelchairs, elevators, exam scribes, signboards and washrooms.

MITE organises cultural programs to promote **human values** and observes **national and international commemorative days**. Red Cross, NSS, CSR, HR and ECO Club activities, adoption of 5 villages, exposes

students to community needs, and nurtures desired attributes.

To achieve the stated vision, Institute has adopted **two best practices** like effective **Mentoring cum Counselling** by maintaining the **comprehensive record** of every student and introducing in-house designed **Employability Skills Development Program** to empower and make every student “**employable**”. Setting up CoE from Bosch Rexroth, in its **third year of inception**, followed by CoE from Siemens, remarkable MoAs with academic institutes and industries of global repute and inspiring research promotional policy to improve R&D, identifies MITE, as a “**distinctive**” institute.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MANGALORE INSTITUTE OF TECHNOLOGY AND ENGINEERING
Address	Badaga Mijar, Solapur-Mangalore Highway, Moodbidri
City	MANGALORE
State	Karnataka
Pin	574225
Website	www.mite.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	G L Easwara Prasad	08258-262695	9972099169	08258-262698	principal@mite.ac.in
IQAC / CIQA coordinator	Divakara Shetty S	08258-262696	9845267292	08258-262699	deanacademic@mite.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	14-07-2007

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	21-03-2017	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	15-06-2020	12	

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	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?	Yes
If yes, name of the agency	AICTE CII survey of Industry Linked Institutes in India Platinum Rating
Date of recognition	16-07-2021

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Badaga Mijar, Solapur-Mangalore Highway, Moodbidri	Rural	74	54420

2.2 ACADEMIC INFORMATION

NAAC

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,Aeronautical Engineering	48	PUC	English	60	59
UG	BE,Civil Engineering	48	PUC	English	60	23
UG	BE,Computer Science And Engineering	48	PUC	English	180	180
UG	BE,Electronics And Communication Engineering	48	PUC	English	120	104
UG	BE,Mechanical Engineering	48	PUC	English	180	40
UG	BE,Mechatronics Engineering	48	PUC	English	60	59
UG	BE,Artificial Intelligence And Machine Learning	48	PUC	English	60	0
UG	BE,Information Science And Engineering	48	PUC	English	60	60
PG	Mtech,Computer Science And Engineering	24	BE	English	18	1
PG	Mtech,Mechatronics Engineering	24	BE	English	18	1
PG	MBA,Master	24	Bachelor	English	120	105

	Of Business Administration		Degree			
Doctoral (Ph.D)	PhD or DPhil,Civil Engineering	48	PG	English	6	2
Doctoral (Ph.D)	PhD or DPhil,Computer Science And Engineering	48	PG	English	2	0
Doctoral (Ph.D)	PhD or DPhil,Electronics And Communication Engineering	48	PG	English	2	0
Doctoral (Ph.D)	PhD or DPhil,Mechanical Engineering	48	PG	English	10	4
Doctoral (Ph.D)	PhD or DPhil,Basic Science And Humanities	48	PG	English	4	1
Doctoral (Ph.D)	PhD or DPhil,Basic Science And Humanities	48	PG	English	4	2
Doctoral (Ph.D)	PhD or DPhil,Basic Science And Humanities	48	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	13				14				146			
Recruited	11	2	0	13	11	3	0	14	94	52	0	146
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	45	25	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				49
Recruited	29	20	0	49
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	9	2	0	3	3	0	3	1	0	21
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	2	0	0	8	0	0	94	48	0	152

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1		1		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	338	39	2	0	379
	Female	143	5	2	0	150
	Others	0	0	0	0	0
PG	Male	50	3	0	0	53
	Female	48	6	0	0	54
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	5	0	0	0	5
	Female	4	0	0	0	4
	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	15	16	13	24
	Female	5	5	4	6
	Others	0	0	0	0
ST	Male	4	7	8	6
	Female	3	1	1	6
	Others	0	0	0	0
OBC	Male	78	89	91	107
	Female	46	47	46	31
	Others	0	0	0	0
General	Male	322	323	416	365
	Female	126	138	136	153
	Others	0	0	0	0
Others	Male	24	24	27	23
	Female	13	11	8	13
	Others	0	0	0	0
Total		636	661	750	734

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
552	572	537	550	558
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
10	014	15	15	15

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2656	2726	2840	2820	2721
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

2019-20	2018-19	2017-18	2016-17	2015-16
203	226	230	230	230

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
711	692	731	643	587

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

2019-20	2018-19	2017-18	2016-17	2015-16
173	170	181	189	197

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0173	170	181	189	197

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 56

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
943.69	1150.12	1186.96	968.62	880.84

4.3

Number of Computers

Response: 904

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:

MITE has a well-defined planning and implementation process for the effective delivery of the curriculum framed by Visvesvaraya Technological University (VTU), Belagavi, to which it is affiliated. The institute follows the Choice Based Credit System (CBCS) as prescribed by VTU. The Academic Committee prepares the academic calendar for every semester in accordance with the university academic schedule, which comprises the duration, internal assessments for theory and lab courses, flagship events such as annual fest-Sentia, Annual day, Sports day, General Holidays, and disseminates it to the departments. Further, every department prepares its calendar of events inline with the institution academic calendar and shares it with every stakeholder.

The Heads of Departments (HoD) then allocates the courses (theory and laboratories) to the faculty members by considering their specialization, and expertise besides their preference. The course instructor prepares the Course Outcomes (COs) for each course based on Blooms' Taxonomy and maps it with Program Outcomes (POs) and Program Specific Outcomes (PSOs). The Program Assessment Committee (PAC) reviews the COs and their mapping, verifies, and forwards it to the Department Advisory Board (DAB) for final approval. The department prepares the timetable for theory, lab courses, and project work based on the credits allotted for each course, along with slots for remedial classes, and industry-oriented certification courses. After the review and approval from the HoD, the course instructor prepares a comprehensive lesson plan and study materials such as lecture notes, a question bank, PowerPoint presentations, laboratory manuals focusing on Outcome Based Education (OBE), and uploads it to the institute website after review by an external subject expert. The faculty then delivers the course as per the lesson plan using ICT tools and innovative Teaching-Learning pedagogy.

In addition to the course delivery, model-based learning, group discussions, seminars, workshops, industrial visits, and industry-oriented certification courses are conducted for skill development and to bridge the curriculum gaps. The HoD/ Dean, Academics interact with stakeholders to review the effectiveness of course delivery at regular intervals. Further, the course instructor identifies the slow and advanced learners based on their continuous internal evaluation. Remedial classes and counseling support are provided for slow learners as additional support, and advanced learners are encouraged to pursue courses through SWAYAM/NPTEL, Coursera, edX, etc to facilitate self-learning.

The Academic Committee spearheaded by the Principal, along with Dean (Academics), and Heads of Departments regularly monitor the course coverage and effective delivery of the curriculum through student feedback and performance in CIE, implements corrective measures on need basis. The PAC and DAB review the overall attainment of the POs and PSOs and incorporate action plans to ensure that the curriculum is effectively delivered to attain all the stated POs and PSOs and hence meet the institution's vision of providing a **Globally Competitive Quality Education**.

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:

Before the commencement of each semester, University notifies an academic calendar for all the programs, which contains the date of commencement, last working day of the semester, internship schedule and dates for semester-end examinations.

MITE follows the calendar issued by the University strictly and plans all its activities including the conduct of Continuous Internal Evaluation (CIE). The institute prepares an institute-level calendar and subsequently every department prepares its calendar. Institute calendar of events includes details like the total number of working days and holidays, CIE dates, dates for the institute's flagship programs. The department calendar comprises guest lectures, workshops, industrial visits, other co-curricular and extra-curricular activities. The academic activities, CIE, and all activities are conducted in adherence to the calendar of events except unforeseen circumstances.

The academic calendars help faculty members to plan their respective course delivery research work academic and co-curricular activities. Department heads closely supervise and monitor the completion of the syllabus as per the lesson plan prepared by faculty members. Syllabus coverage for each CIE is decided well in advance and faculty members adhere to it.

Internal Assessment tests (IA), assignments, quizzes, and seminars are part of the Continuous Internal Evaluation (CIE) of students. There is a well-defined process for the conduct of CIE as per the calendar of events. The course instructors prepare IA question papers based on the revised Bloom's Taxonomy along with the scheme of evaluation, reviewed by the stream coordinator and approved by the department Head. The internal assessment test timetable prepared by the examination committee is published to stakeholders, and conducted as per the schedule. Post IA tests, evaluation of answer scripts, and calculation of CO-PO/PSO attainment are carried out by respective Course Instructors. Continuous evaluation and assessments are also done for laboratory course, project work, seminars, and internships. Conduction of laboratory experiments and viva, submission of records are the major components of laboratory course evaluation. As per the laboratory rubrics, the internal test is conducted at the end of the semester.

The Principal, through the academic committee meetings, frequently reviews the semester's progress and provides suitable suggestions. In case of revision of academic calendar by the university, institute incorporates the necessary changes accordingly.

File Description	Document
Upload 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: B. Any 3 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

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: 10

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

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 30

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	6	9	5

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	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: 54.34

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

2019-20	2018-19	2017-18	2016-17	2015-16
1139	1298	1441	2005	1615

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:

The institute follows curriculum prescribed by the university and integrates various socially relevant cross-cutting issues like ethics, human values, environment, etc., across UG and PG programs to sensitize the students.

Human Values and Professional Ethics:

Human values and professional ethics are addressed through the course "**Constitution of India, Professional Ethics and Cyber Law**" offered in the III/IV semester of engineering programme. The primary objective of this course is to ensure that the students have knowledge of the constitution, fundamental duties and rights of citizens, professional ethics and the responsibilities of engineers. The course also provides awareness about cybercrimes and cyber laws. The students of First Year UG will undergo Student Induction Program (SIP) in which cross-cutting issues like Human Values and Professional Ethics are addressed. The course "**Workplace Ethics & Value System**" in the 2014 and 2016

schemes for the MBA students provides insight into the workplace ethics apart from acquiring knowledge about corporate governance.

Environment and Sustainability:

The issues of Environment and Sustainability are addressed through the course "**Environmental Studies**" offered to engineering students in the V semester. Through this course, students are sensitized to ecological and environmental issues connected with land, air, and water, with awareness on sustainable development.

Gender equity:

MITE, imparting quality education to shape global leaders has firm belief in gender equity which is indispensable to ensure sustainable development of a country. Institute has initiated promising measures to sensitize and promote gender equity amongst the stakeholders through curricular and co-curricular activities. To promote gender equity among the students, institute supports flexible seating arrangements in the class rooms, equal representation of both gender in the leadership positions of class and college level committees, curricular and co-curricular activities. The institute makes concerted efforts to create a congenial environment free from gender discrimination through mutual respect.

Apart from the above, the institute organizes various awareness programs and activities on cross-cutting issues with the support of external organizations and experts. **The NSS activities, Swachh Bharath Abhiyan, blood donation and health awareness camps conducted by Youth Red Cross Unit** play vital role in promoting **inclusive environment towards regional and socioeconomic diversities** among students making a **Positive difference** and shaping them into wholesome professionals.

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: 74.03

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

2019-20	2018-19	2017-18	2016-17	2015-16
431	410	429	405	373

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
Any additional information	View Document

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

Response: 96.42

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

Response: 2561

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

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 73.03

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

2019-20	2018-19	2017-18	2016-17	2015-16
636	661	750	734	739

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
876	972	990	990	990

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: 51.56

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

2019-20	2018-19	2017-18	2016-17	2015-16
93	86	111	142	147

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:

At MITE, the students admitted for different programmes come from diverse backgrounds. The cognitive and intellectual capabilities of students vary significantly across all the programmes. Hence, the institute has a process to assess the learning levels of the students and accordingly extend support. The process starts with an orientation programme followed by an induction programme for the new batch of students every year. These programmes would help the students to get familiar with the institution, curricular and co-curricular activities, facilities, rules and regulations etc. Further, during the course of study, students are categorized as slow learners and advanced learners based on their performance in Continuous Internal Evaluation (CIE). For both categories of students, special programmes are organized to support their learning and development.

Slow Learners: For slow learners, the institute has taken following measures to enhance their learning capabilities:

- Remedial classes are conducted for the courses which they find hard to understand.
- Personal counseling by mentors.
- Lecture notes/study materials, question banks, etc. are provided to supplement classroom sessions.

Advanced Learners: Advanced learners are nurtured beyond curriculum by encouraging them to:

- Undertake MOOCs (Massive Open Online Courses) offered by NPTEL, Coursera etc.
- Take key responsibilities in department level activities to enhance their leadership skills and team building ability.
- Participate in conference, workshop, paper presentation etc.
- Take competitive exams and pursue higher studies.
- Perform better in academics by felicitating the class Toppers and university Rank holders.

Common Special Programmes for both Slow and Advanced Learners: In order to develop the knowledge and skills of both slow and advanced learners, the following additional steps are taken:

- Bridge course for the first year students.
- Involving parents in Teaching-Learning Process.
- Industry-oriented certification courses through industry linkage with the institute.
- Guest lectures, Technical talks by industrial experts, Alumni interactions through Department Forums to stay aware and updated with the latest technological trends.
- Technical and financial support to take part in Innovative project competitions.
- Transform their innovative ideas into products through **Incubation Center**.
- Nurture their entrepreneurship skills and support start-ups.

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: 15:1

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:

MITE practices a Teaching-Learning Process that is student centric and focuses on providing a holistic development in shaping the future Engineers and Managers. Students from multi-cultural and multi-lingual background are provided with support system that balances each of their intellectual and cognitive capabilities.

The teaching process ensures that the students transform from a passive recipient to active participant resulting in an uniform learning outcome, and ensure each student's involvement in all the class activities. The learning process is facilitated at the ICT enabled Classrooms and Tutorials. Students are encouraged to learn through various activities like Group Discussion, Peer learning, Seminars and implementation of Mini-Projects. Interactive Multimedia tools, Language lab, Industrial Visits, Field Work enhances student participation. Tutorial sessions are conducted to promote participative learning among the students.

The learning process is aided with online certifications like **NPTEL, Coursera, edX Courses** which provides beyond the Text book learning. The laboratories of each departments augment the learning process by developing Lab Manuals and hands-on sessions to master the practical implementations of the concepts. Internal assessments, Assignments, Forum Activities are conducted to enhance the students capability of researching, enhance confidence, develop writing skills.

Competitive events like **Ideathons, Hackathons, Codathons** are conducted to enhance the problem-solving skills and identify innovative ideators, who are provided with an ecosystem to nurture their ideas to graduate as a startup at the MITE Incubation Center. Mentoring, Interaction with Industry experts and exposure to the latest trends and technologies are facilitated through Talks and Workshops conducted by the Career Guidance Cell and the Department forums.

Students are offered learning beyond academics through the **Employability Skills Development Program (ESDP)** that is designed to enhance their employability skills, soft skills and bridge the Industry-Academia gap. Certification Courses on Automation Technology, Design Tools, Japanese Language Course are offered by ESDP through the Centres of Excellence of Bosch Rexroth, SIEMENS, and SPG Japanese

Center. Lean Six Sigma Yellow Belt and Green Belt certification is also offered through Binghamton University, SUNY, USA. Additional programs through MoUs from KPIT, UiPath, Carl Zeiss, Toyota and Infosys Campus Connect augments the learning beyond academics.

Participation in Extension activities, Co-curricular activities provide an opportunity to enhance Personality Development and contribute towards the Society. Student representation in administrative committees empowers them to learn and involve in the decision-making process and inculcate a sense of responsibility towards becoming a Professional and Responsible Citizen.

The learning process is supplemented by encouraging students to develop competitive Projects which has also resulted in these innovative ideas winning laurels at National/State level events. Multiple Car models like All Terrain Vehicle, Formula Car, Go-Kart, eco-Kart, Solar Vehicle, Hybrid Car are designed, fabricated and have been winning prizes every year at National events, which also highlights the continuous process of experiential learning through implementation. Academic Excellence and University Ranks every year exhibits the inculcation of superior learning experience integrated towards achieving the vision of providing **Global Competitive Quality Education** at MITE.

File Description	Document
Upload any additional information	View Document

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

Response:

Information & Communications Technology (ICT) enabled teaching methodologies and advanced technologies have revolutionized the way of teaching in the modern era. MITE has trod towards this and has established a completely ICT enabled campus that has Wi-Fi connectivity throughout with a 500 Mbps Internet connection, 52 ICT enabled class rooms with one Smart Class room per Department, seminar halls with state-of-the-art infrastructure and latest Multimedia systems, Auditorium with Lecture Recording System. Access to the huge repository of e-Resources, Journals at the Library is provided through online mode through proxy server in the campus.

MITE extensively uses Technology enabled Learning to achieve the highest learning effectiveness. All class rooms are enabled to conduct classes with presentations, animations and other suitable multimedia tools to improve the learning experience. The faculty members effectively utilize Audio Visual aids to demonstrate the concepts to the students to enhance the learning experience.

The Academic Plan with Course Details, Learning Materials, Question Banks are made available through the Website. The Academic Management Process is IT enabled with the College ERP Systems – DHI, which captures the entire life cycle of a Student’s Academic journey that can be accessed by all the Stakeholders. The attendance, assessment, placement, mentoring system are incorporated, which enables to mentor and guide the students effectively.

Virtual Labs have been used for better understanding of the laboratory procedures in an online mode during the pandemic. Online Coding labs for computer programming courses have been extensively used

throughout for providing higher-level programming exposure and get an edge in competitive hackathons conducted by companies. Students have been practicing programming using coding lab like CodeZinger, a highly scalable cloud-based coding labs for programming classes. Other tools like Spectroid, SCILAB, Multisim, Proteus, EDA, Matlab, Hortonworks Sandbox have been used to teach and demonstrate the concepts effectively. ICT enabled Language Lab is also used to improve a student's communication Skills.

Google Classrooms have been used to manage the course delivery process, that includes sharing of resources, Lecture Videos, conducting Quizzes and Assignment management. Video Lectures for certain courses are also recorded and shared with the students to provide better understanding of the concepts. Additional methods like Blogs, On-Field Teaching mechanism has also been used by faculty. ICT tools like Edmodo, Moodle, ERP system, Google Forms have been used for the process of assignments, assessment and Quiz conduction.

The learning process is enhanced through the Seminars, Talks, Interaction with Subject Matter experts from the industries through the best-in-class Video conferencing facility setup at the Innovation Center, Seminar Halls and Auditoriums. The e-Learning content delivered by the affiliating University, Indian Space Research Organization EDUSAT based live transmission of lectures provides advanced perspective on academic subjects.

The Visionary Management thought of adopting advanced technology enabled learning process right from the inception has enabled in bringing a positive difference in the learning experience of our students towards preparing them as Global Citizens.

File Description	Document
Upload any additional information	View Document

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

Response: 19:1

2.3.3.1 Number of mentors

Response: 140

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:** 100

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
Any additional information	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:** 10.48**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**

2019-20	2018-19	2017-18	2016-17	2015-16
20	20	17	18	20

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:** 5.08**2.4.3.1 Total experience of full-time teachers****Response:** 879

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:

MITE believes in transparency in every sphere of operation and ensures the robustness.

Robustness:

The Internal Assessment (IA) is well defined and structured. The institution has a centralized internal assessment under the aegis of the Dean-Examinations who is supported by IA coordinator from each department in preparing the test schedule, collection of question papers, IA test books and other required materials. They are further supported by non-teaching staff for the smooth conduction of the IA tests. The IA test schedule is notified in the Institute Calendar of Events at the beginning of the semester. The department IA coordinators ensure that the test timetable is set and published on the notice board.

Transparency:

Students are informed about the pattern of test question paper and the syllabus well in advance to ensure transparency. The question paper is set according to the Bloom's Taxonomy by the course instructor/coordinator, verified and approved by the HoD/Stream coordinator. The invigilation duty chart is prepared and published by the Dean-Examinations. The test venue and timings are notified on the department notice boards and also shared with the students. The seating layout of each session is displayed near the classrooms where the candidates appear for the test. The collection of blue books from the course instructors, distributing it for the test, recollection after the test and redelivering to the course instructors is done through the centralized examination committee. All the classrooms are equipped with CCTV cameras to monitor any malpractice and also the internal squad members visit the classrooms during the IA test.

The course instructor/coordinator prepares the scheme of evaluation and is discussed in the class after the test. The course instructors evaluate the answer scripts and distribute the same to the students within a week from the date of test in order to resolve any discrepancies related to the evaluation. Further, the consolidated IA test marks are published to all the stakeholders through college ERP system for reference. The parents are invited to a Parent-Teacher meeting twice in a semester for the first year students, whereas for the higher semester students, it is on a need basis.

Frequency and Mode:

The institute conducts three IA tests and five assignments for each Theory course. The final CIE marks in each theory course shall be the sum of the marks scored in the test and assignment as per the University regulations. The CIE marks awarded in the case of Practical course shall be based on the conduction of

experiment, performance in the viva voce, record writing and a test conducted at the end of the semester. In the case of Internship, Technical Seminar and the Project Work, the CIE marks awarded shall be based on the evaluation of report, presentation skill and question and answer session. The progress of the Project Work is evaluated in two phases as per the University guidelines. The structure of the Examination section for Internal Assessment Test is as shown in Figure 1.

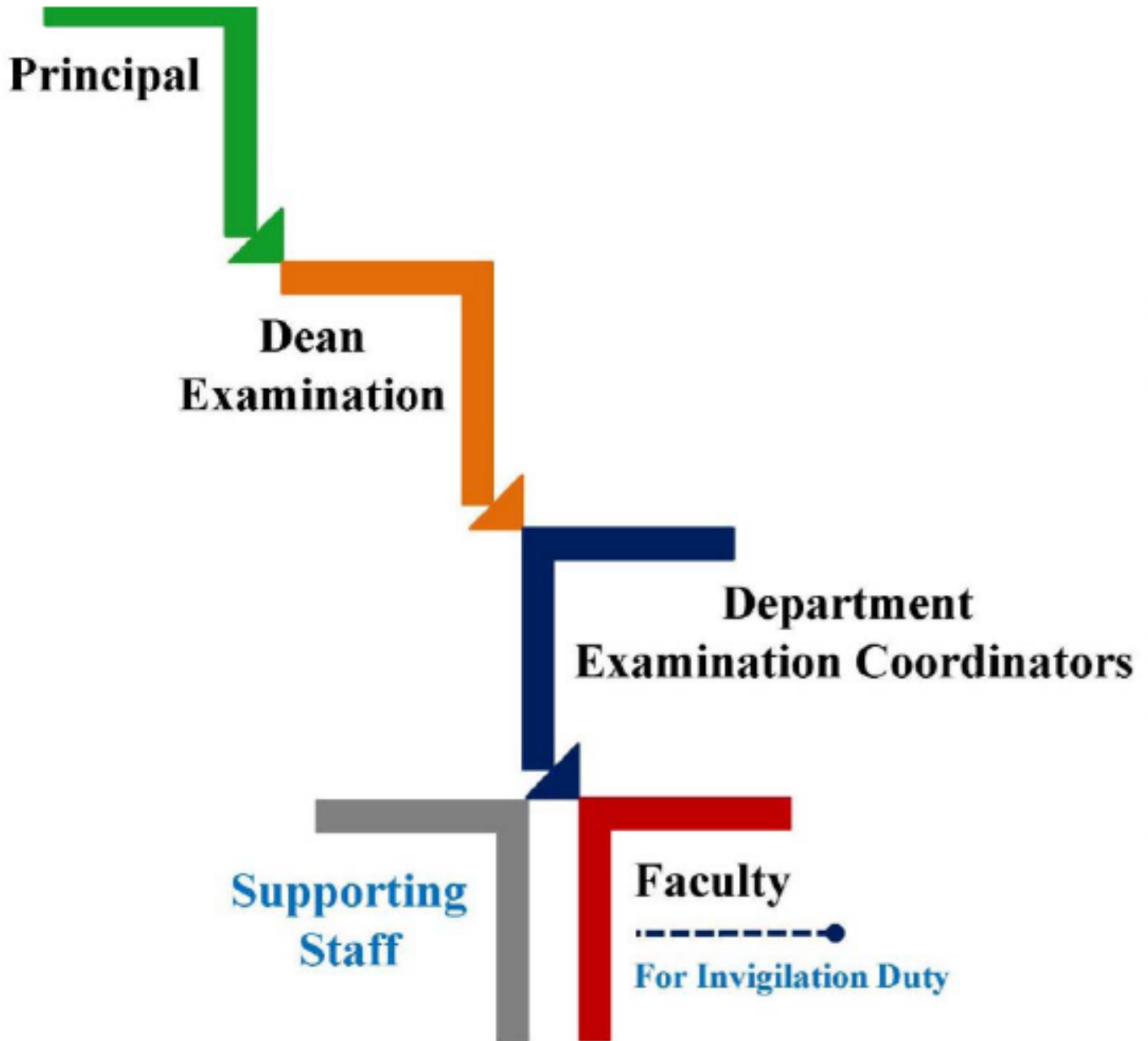


Fig 1: Structure of the Examination section for Internal Assessment Test

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:

MITE has an efficient system to deal with the grievances related to examination.

Transparency:

a) Internal Examination:

The issues related to the Internal Assessment (IA) test evaluation are resolved at the department level. After each IA test, the scheme of evaluation is discussed in the class. The evaluated answer booklets are distributed to the students by the course instructor and any grievance pertaining to the evaluation is resolved during this process. The students can also approach HoD, if the need arises. The finalized Continuous Internal Evaluation (CIE) marks is published in the notice board and the college ERP system before uploading it to the university web portal, in order to avoid any discrepancies.

b) External Examination:

For the Semester End Examination (SEE) of theory courses, the Principal is the Chief Superintendent (CS). The Deputy Chief Superintendent (DCS) external is appointed by the University and the DCS internal is appointed by the Principal. The CS oversees the conduction of SEE as per the university guidelines. Any issues during the conduction of SEE are taken care of by the CS and DCS. The grievances related to the SEE, such as questions appeared beyond syllabus, improper questions framed, missing data etc., whenever found are immediately communicated to the university through the Principal. In addition to this, the institution intervenes and makes provisions for scribes for students on need basis with prior permission from the University. The students are entitled to apply for revaluation and photocopy of the answer script after the declaration of SEE results.

For SEE of practical courses, the Principal is the CS who oversees the practical batch creation. The internal and external examiners are appointed by the University. The marks are uploaded to the University web portal by the examiners immediately after the examination.

Time bound and Efficient:

a) Internal Examination:

The Course Instructors evaluate the IA test booklets and distribute to the students within a week from the date of test. The students verify their answer scripts in the presence of teacher and get their grievances resolved. Any grievances reported to HoD are resolved within a day. The finalized CIE mark is published after a week from the last working day of the semester and the same is submitted to the University through online web portal within the notified dates.

b) External Examination:

Once the final SEE timetable is published by the University, the necessary arrangements are made at the institute level to conduct the examinations as per the University guidelines. The University generally announces the SEE result within 45 days from the date of completion of SEE. The applications of students

for revaluation/photocopy of the answer script are filed by the class advisor/mentors once notified by the University. Any grievance related to SEE will be communicated to the University and is usually resolved within 1 to 3 weeks. The structure of the Examination section for SEE is as shown in Figure 1.

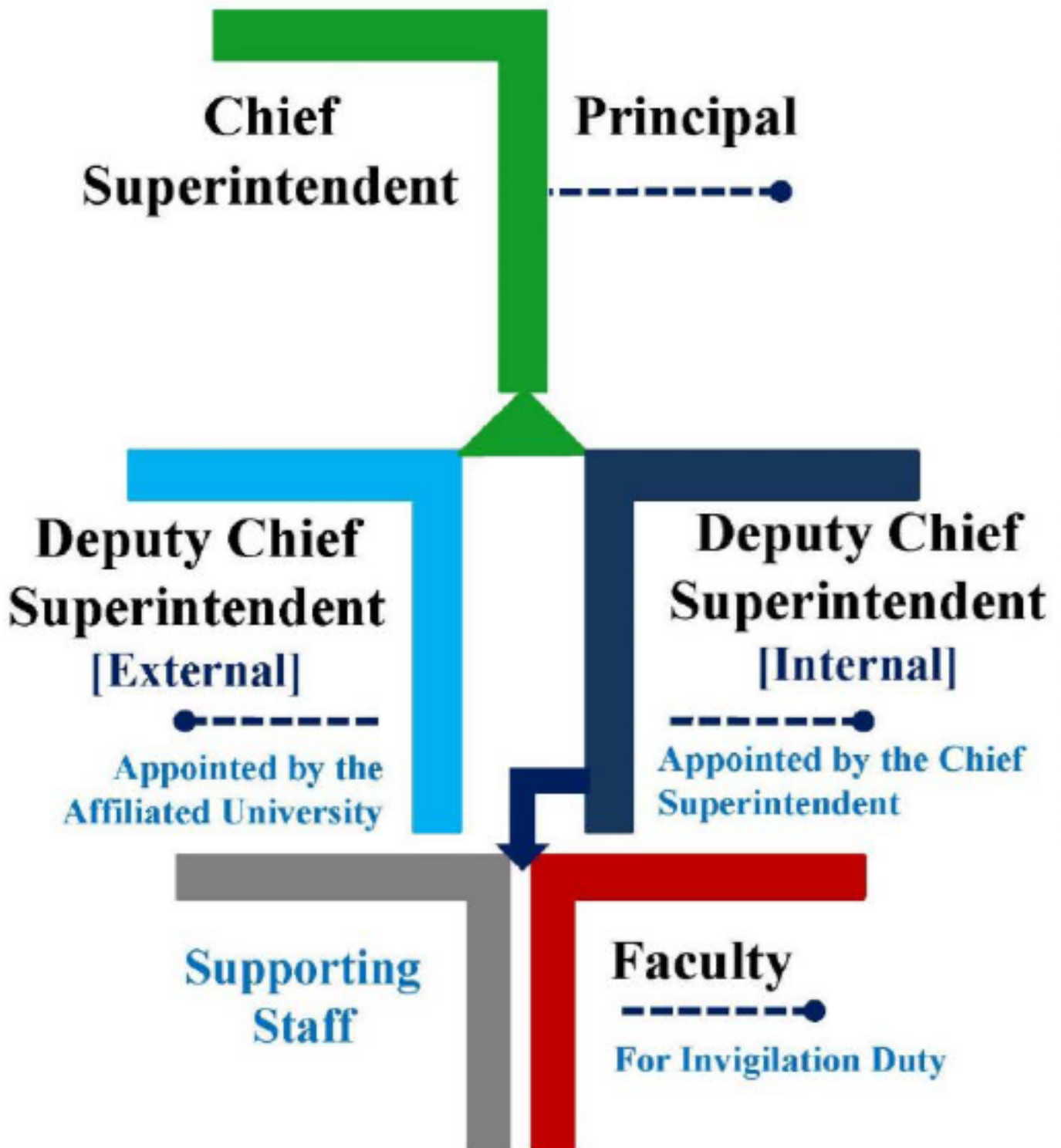


Fig 1: Structure of the Examination section for Semester End Examination

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:

The institute practices student-centric Outcome-Based Education (OBE) for effective implementation of Teaching-Learning Process to provide quality education to the students of diverse backgrounds. The Course Outcomes (COs), the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) are the three major components of OBE for continuous quality improvement. The COs are measurable, observable and specific statements that concretely, formally state what students are expected to learn in a course. It mainly focuses on knowledge and skills that students can demonstrate at the end of the course. COs are defined by the Course Instructors in consultation with the Stream Coordinator, reviewed by Programme Assessment Committee (PAC) and approved by Department Advisory Board (DAB). POs are the statements about knowledge, skills and attributes that the graduates should have and are defined by National Board of Accreditation (NBA).

The institute has taken utmost care in disseminating the COs and POs at prominent places to the stakeholders for their reference. The objective of disseminating the COs and the POs at noticeable premises is to create awareness among the students and teachers, to perceive and work with perseverance, setting expectations, make connections across different elements within the course, and the learners can get insights into what is expected from them by the end of the course and the programme.

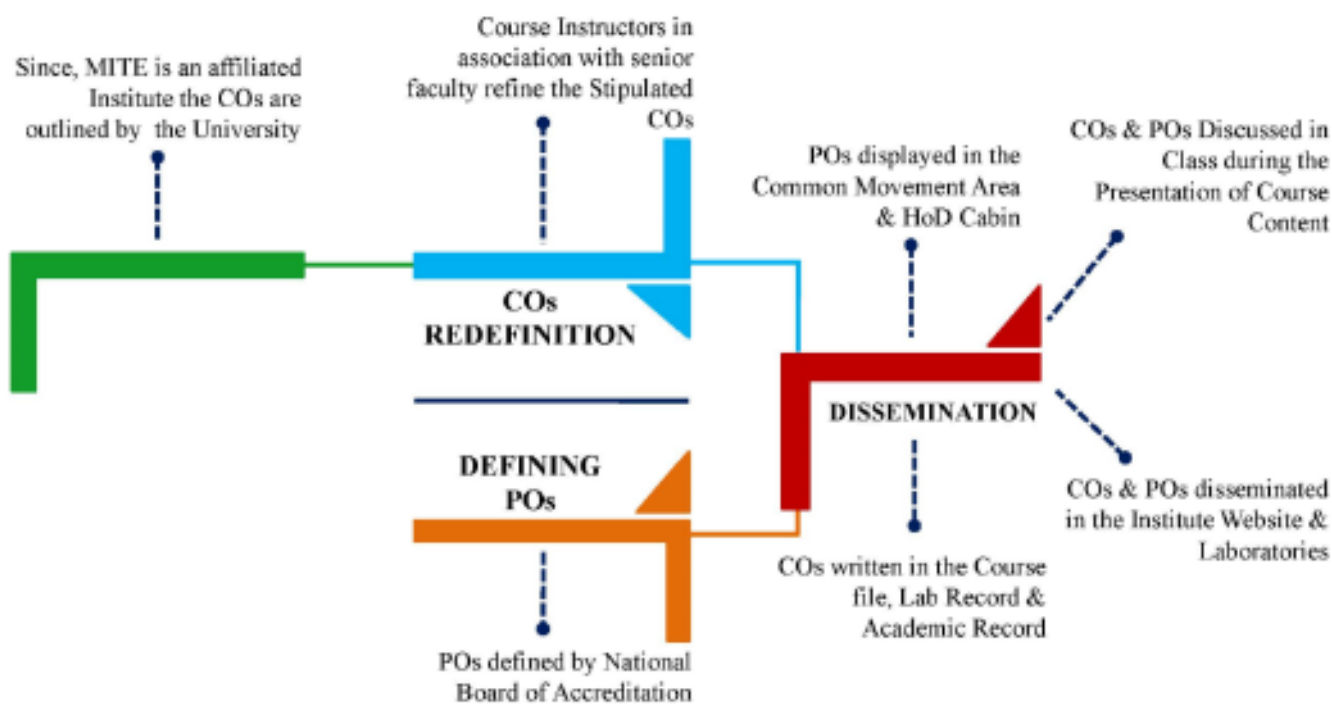


Fig 1: Propagation of COs and POs

Dissemination of COs and POs:

The COs and POs are disseminated to all the stakeholders by uploading them to the institute website, which is the most prominent digital tool to communicate. COs of the respective course is made available to the teachers through the Academic record and Course file; and disseminated through the Laboratory record and notice board, and communicated to the students at the beginning of each semester.

Further, POs are disseminated at prominent places like Office of Heads of the Department, common movement areas and Laboratories. The teachers also discuss the POs with the students in the class. The propagation of COs and POs is also shown in Figure 1.

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 a resilient system for measuring the attainment of Course Outcomes (COs), Programme Outcomes (POs) and Programme Specific Outcomes (PSOs). The methods of measuring the

attainment of COs, POs and PSOs are:

- Direct Attainment.
- Indirect Attainment.

Direct CO Attainment:

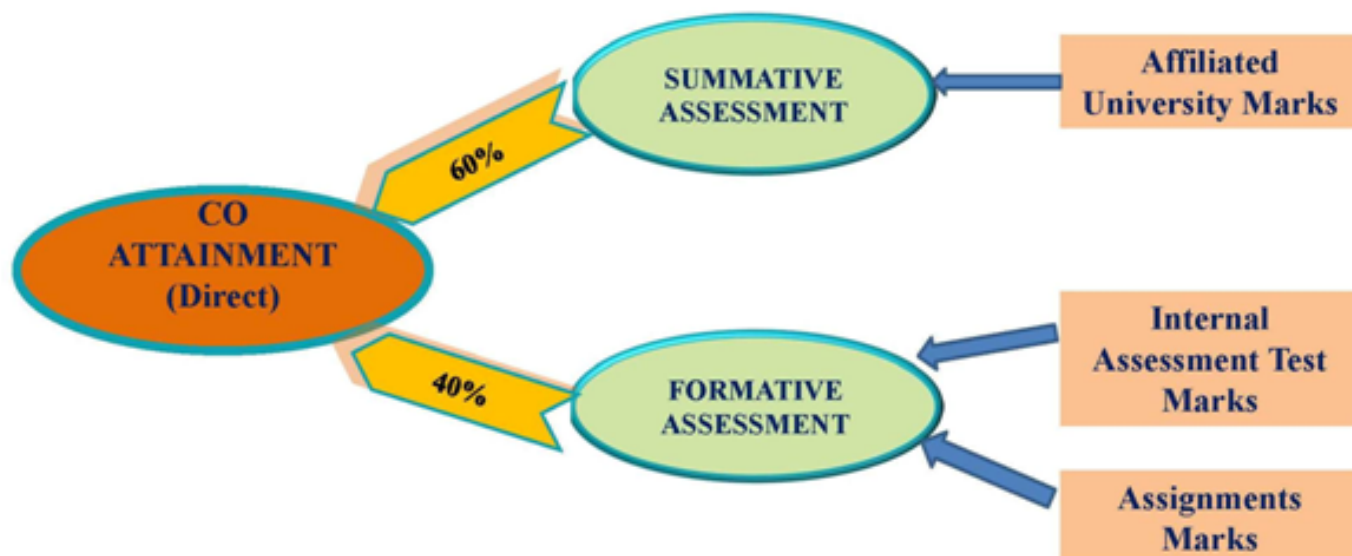


Fig. 1. Direct CO Attainment Process

The effectiveness of the COs has been measured by considering the performance of the students in the Continuous Internal Evaluation (CIE) and Semester End Examination (SEE). The assessment of the COs involves formative assessment tools (Internal Assessment Test, Assignment) and summative assessment tool (SEE). The weightage adopted by the institution is 40% for formative assessment and 60% for summative assessment as shown in Figure 1.

The CIE includes internal assessment (IA) tests and assignments & the SEE is conducted by the affiliating university. The attainment level of the COs is measured by considering average percentage of marks scored by the students in the SEE.

To assess the CIE marks, three IA tests are conducted and evaluated for 30 marks each and five assignments are evaluated for 10 marks each. The CIE marks of a student is the sum of the average marks scored in the IA tests and the assignments for a maximum of 40 marks, which is considered for measuring the individual CO attainment. The benchmarks used for logical, theoretical and laboratory courses for CO attainment are given in Table 1.

Table 1. The benchmarks used for logical, theoretical and laboratory courses

Course Type	Class Average in CIE/SEE	Attainment Level
Logical/Analytical courses	$\geq 50\%$	3
	$< 50\%$ and $\geq 45\%$	2
	$< 45\%$ and $\geq 40\%$	1
	$< 40\%$	0

Theory courses	$\geq 60\%$	3
	$< 60\%$ and $\geq 50\%$	2
	$< 50\%$ and $\geq 40\%$	1
	$< 40\%$	0
Laboratory courses	$\geq 65\%$	3
	$< 65\%$ and $\geq 50\%$	2
	$< 50\%$ and $\geq 40\%$	1
	$< 40\%$	0

Indirect CO Attainment:**Fig. 2. Indirect CO Attainment Process**

Indirect attainment of COs is determined by using Course Exit Survey (CES) of respective courses (Figure 2). The CES is conducted to solicit students' opinion about the attainment of COs by considering a minimum 60% of the students of respective course for measuring the indirect attainment level of COs. The overall CO attainment level is calculated by considering 80% weightage of Direct Attainment and 20% weightage of Indirect Attainment.

Measuring attainment of POs & PSOs:

Each course consists of CO-PO-PSO matrix. The average level of CO attainment for a particular PO and PSO is selected as an attainment of the respective POs-PSOs of the entire programme. The same procedure is followed for the calculation of the Indirect POs-PSOs attainment. A weightage of 80% is considered for Direct Attainment and 20% is for Indirect Attainment to calculate the overall attainment of each of the POs and PSOs. CO-PO-PSO attainment will be discussed in the Department Advisory Board meeting to identify the gaps in curriculum if any or to set new benchmark for the attainment of POs.

File Description	Document
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years**Response:** 96.17

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

2019-20	2018-19	2017-18	2016-17	2015-16
711	692	731	643	587

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

2019-20	2018-19	2017-18	2016-17	2015-16
721	705	768	679	623

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:** 3.76

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: 257.87

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)

2019-20	2018-19	2017-18	2016-17	2015-16
129.252	85.57	1.335	21.01	20.7

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](#)

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

Response: 10.4

3.1.2.1 Number of teachers recognized as research guides

Response: 18

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: 69.09

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

2019-20	2018-19	2017-18	2016-17	2015-16
10	09	7	6	6

3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
11	11	11	11	11

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

3.2 Innovation Ecosystem

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

Response:

The institution has a steadfast belief in “making a difference” in the lives of students and the future generation by going beyond curriculum and academics. To attain this, institute has established an ecosystem for innovation, creativity, critical thinking, life-long learning and social entrepreneurship.

The institute has established a state-of-the-art Incubation Center with 547 sq.m to assist budding entrepreneurs who aspire to build their ventures. The center is supported by the department of IT, BT, S&T, Government of Karnataka through the New Age Innovation Network, with a grant of Rs. 1.2 Crores and Rs. 65 Lakhs by MSME, Government of India. Currently, 20 student ideas are incubated at the center with a grant of Rs. 3 Lakhs per idea in addition to technical assistance, office space and patent support. The institution has entrepreneurs and industry experts as mentors to support the student teams. The incubation center has 11 air-conditioned office spaces with a computing facility, 2 discussion rooms, Makers space with separate worktables, accessible to the incubatee’s round the clock. Presently, 6 companies functioning in the campus including 4 from our alumni.

Entrepreneurship Development Cell (EDC) spearheads initiatives to support innovation on-campus by organizing workshops, boot camps, hackathons and start-up summit in association with government agencies and start-ups to groom entrepreneurs.

Intellectual Property Right (IPR) Cell spurs innovation by conducting awareness sessions on IP and training the students and the faculty on patenting of ideas. IPR Cell also assists in the conduction of novelty check, to protect the developed innovations. IPR Cell provides technical and legal expertise to file patent applications along with financial aid. During the last 5 years, 1 patent granted, with 5 applications filed.

The institution has student innovation clubs, AIREINO, Automotive Club, Robotics Club and Department Associations, for transfer of knowledge into technology demonstration. Career guidance cell facilitates talks and workshop on the latest trends in technology, interaction with industry experts through state-of-the-art MITE Alumni Innovation Center along with mentoring the students.

The continuous upgradation of knowledge and supporting eco-system has resulted in students winning prestigious national/state awards like '**Overall Champions at National Hybrid Car Championship 2019**', 'State Best Project of the Year' for 2018, 2019 and 2020 from Karnataka State Council for Science & Technology (KSCST), 'Platinum Award' at KPIT Sparkle event, 'Top 3 Best Project' at Unisys 20/20', 'Best Eco Kart Award' for 2017 and 2018, 'Best Hoverpod Design' at IIT Kharagpur in 2019 & 2020', 'State Best Project' at Avishkar 2020.

The above initiatives and outcomes have persuaded the institute to reinforce the innovation eco-system by establishing MITE-FIRST (Foundation for Innovation Research and Start-ups through Technology) in association with Rajalaxmi Education Trust (RET). MITE-FIRST assist the students by providing financial assistance to create the prototype and graduate as a start-up. It also provides office space, technical, mentor support and access to high-end laboratories/facilities to foster entrepreneurship. By envisaging start-up era in India, MITE has already granted Rs.10.25 Lakhs during the last 5 years for innovative student projects through the parent body RET.

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: 57

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

2019-20	2018-19	2017-18	2016-17	2015-16
19	14	15	7	2

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	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: 2.2	
3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years	
Response: 44	
3.3.1.2 Number of teachers recognized as guides during the last five years	
Response: 20	
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: 1.54											
3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.											
<table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>79</td> <td>54</td> <td>53</td> <td>29</td> <td>65</td> </tr> </tbody> </table>		2019-20	2018-19	2017-18	2016-17	2015-16	79	54	53	29	65
2019-20	2018-19	2017-18	2016-17	2015-16							
79	54	53	29	65							
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:** 0.59**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**

2019-20	2018-19	2017-18	2016-17	2015-16
24	11	42	11	20

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:**

MITE is sensitive to society with a mission of solving societal problems through social innovation and engineering. To ensure Corporate Social Responsibilities (CSR), the institution has proactively taken up the extension activities to the neighbourhood through the following enablers.

The students of the institute participate in Anveshana event hosted by Agasthya International Foundation, collaborating with high school students to create innovative models addressing real life problems. The outcomes of these collaborative projects have been exhibited in state-level 'Science and Engineering Fair' every year.

NSS, Red Cross and CSR clubs have been established to reinforce the national vision by engaging all the stakeholders in Swacch Bharath Abhiyan, Blood donation camp, Medical camp, Flood relief activities, Awareness on epidemic control, Safety awareness programs, supporting the old age homes, and schools for specially-abled, nurturing the desirable attributes of social responsibilities. The institution also has adopted 5 villages under Unnat Bharath Abhiyan, for refurbishment of Government schools. MITE has proactively contributed Rs.10.75 Lakhs to enhance the infrastructure of a Government school. All these activities have helped the students to carry out social innovation through their capstone and mini-projects assisting in effective team collaboration and handling team dynamics.

ECO club conducts awareness programs to conserve natural resources and ensure "Environment and Sustainability". The club conducts Environmental Awareness Drive, Plant Sapling Programs, Street Plays

on Ecology and Campaign on the Plastic-free Environment. The club promotes environmental-friendly practices in the neighborhood to inculcate sustainability and an eco-friendly mindset.

The extension programs conducted in the nearby villages on Digital India, Computer Literacy, Community and Skill Development Programs under the national mission, nurture desirable attributes of social responsibility among the students, echoing the core value of the institute: "**commitment towards the ultimate good of the society**".

Impact and Recognition of Extension Activities:

- '**Appreciation Letter**' by Government High School, Neerkere, Moodabidri for infrastructure development of the school in 2020.
- '**Appreciation Letter**' by Dr TMA Pai Rotary Hospital, Karkala, for organizing cardiac and eye camp in 2019 and 2020.
- '**Appreciation Certificates**' by Lions Club International for conducting blood donation camp in 2016, 2017, 2018, 2019 & 2020.
- '**Appreciation Letter**' by Mansa Rehabilitation & Training Center, Udupi in 2019.
- '**Appreciation Letter**' by Spoorthi Special School, Moodabidri for financial support in 2019.
- '**Appreciation Certificates**' by KMC Hospital for conducting blood donation in 2017, 2018 & 2019.
- '**Appreciation Letter**' by Infant Marry, Mangalore for providing necessary facilities in 2018.
- '**Appreciation Certificates**' by Vijetha Residential Special School, Udupi, in 2016, 2017 & 2018 for providing the necessary facilities.
- '**Silver Zone Award**' by Indian Association for the Blind in 2017 for empowering visually challenged persons.
- '**Best Engineering College in Dakshina Kannada district**' for undertaking Green Initiatives by Karnataka State Pollution Control Board, Government of Karnataka in 2016.
- '**Appreciation Letter**' by Seon Ashram, Belthangady for contributing food & medicines in 2015.
- '**Engineering College of the year 2015**' in acknowledgement of the positive impact the institute has made on the society & the education fraternity.

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: 17

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.

2019-20	2018-19	2017-18	2016-17	2015-16
5	3	4	2	3

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 98

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

2019-20	2018-19	2017-18	2016-17	2015-16
56	17	14	9	2

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

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

Response: 42.26

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

2019-20	2018-19	2017-18	2016-17	2015-16
2375	1143	743	858	636

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: 48

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

2019-20	2018-19	2017-18	2016-17	2015-16
14	17	9	5	3

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
Any additional information	View Document

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

Response: 28

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	8	8	3	5

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

NVAAC

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:

MITE, known for serene lush green campus, spread over **74 acres with total built up area of 54,420 sq.m** is committed to achieve **academic excellence** by providing **quality education**. The passion of the management to provide best to the stakeholders has created a conducive environment **with infrastructure of global standards** for curricular and co-curricular activities. Along with infrastructural facilities provided in surplus to those defined by regulatory authorities, incremental upgradation of the facilities is also undertaken to cater teaching- learning.

The state - of - the - art infrastructure comprises of **3 academic, Geo-Engineering and Workshop blocks.**

- Different academic blocks accommodates **52 ICT enabled AC classrooms** including **one smart class/department, 25 Tutorial rooms, 49 well equipped spacious laboratories.**
- **904 computers and required software** are installed at different laboratories maintaining student computer ratio of **3:1, 108 laptops provided for faculty** and entire campus is enabled with **500 Mbps Wi-Fi and LAN connectivity.**
- **160 staff cabins and 12 AC cabins for HoDs/Deans** aid to accomplish the administrative and student support activities.
- There are **7 Research Centres, Siemens Centre of Excellence, Bosch Rexroth Centre of Competence, and Centre of Excellence for the study of Japanese Language and Culture.**
- **3 AC Seminar Halls** facilitates workshops and department level activities. Aesthetically designed **AC Auditorium** with Hi-Tech- lighting, audio-video systems caters conferences, recording of video lectures and **2 conference rooms** facilitate departmental meetings.
- **MITE Alumni Innovation Centre**, established with **120 CORE i5 PCs'**, video conferencing facilities supports webinars, skype talks and innovative activities.
- **Incubation Centre** spanning over **547 sq.m** with air-conditioned Office spaces, Meeting rooms provides mentorship to the budding entrepreneurs.
- **Training and Placement Cell** of corporate ambience **spread over 511 sq.m** has presentation room, GD rooms, separate PI cabins to conduct placement activities.
- **Two levelled, fully automated AC library** with seating capacity of **600**, two **discussion rooms**, **Digital Library** with an access to Online Lectures/videos/e-Journals/e- books is available to faculty and students.
- **3 lounges** of unique architectural design with necessary amenities are provided for staff, male and female students.
- **7 hostel blocks** for boys and girls, encompass AC, non-AC rooms, Guest rooms provided with solar hot water facility, washing machines, spacious dining hall.

Essential amenities like, **Multi-cuisine AC Food Court, Medical Centre, ATM facility, Stationary Store, Photocopying Centre, Transport System** comprising of **18 buses, 3 generators with total capacity 750 KVA for uninterrupted power** are also facilitated. The campus is under surveillance of **204 CCTV cameras** in the academic blocks and **71** in Hostel blocks. **Elevator and ramp facilities** in the

academic blocks aid easy mobility for staff and physically challenged.

NPTEL Local Chapter, Departmental Student Associations, Technical Clubs promote self- learning, hones leadership, team work and desired attributes of the students. Outstanding academic results, prestigious awards won at state, national level competitions are the sequels of the physical facilities and resources provided towards teaching – learning.

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

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

Response:

MITE has firm conviction to develop winning **personalities with a global perspective** through **holistic development** by going beyond curriculum and academics. Institute has created ample opportunities to promote every individual's **physical well-being, acquisition of physical skills and nurture the limitless talents** through **sports, games and cultural activities**.

Cultural activities

“**Euphoria**” the cultural club, with **8 forums** focussing on **art, music, dance, mime, design, photography, oratory and literature**, nurture the talents of the students by providing regular expert trainings and encouraging to exhibit the talents on various platforms. **Cultural club activity room of 200 sq.m** is dedicated towards planning the activities and providing regular trainings.

Since inception, constant support of the management facilitates the conduction of major events like **MILANGE - Cordial Welcome Event for the first year students, SENTIA – 2 day State level Inter Collegiate Techno-cultural and Management fest - Trademark of MITE**, witnessing over 2000 participants from more than 50 institutions participating in more than 60 events, for the Cash Prize worth of **10 Lakhs**, Grand finale of the fest, **AWARD NITE** starring, performances of **Bollywood lead singers**, 2 editions of **TEDx**. with renowned speakers of international fame and exhilarating performances by internationally acclaimed troops, **Traditional Day, Inter Department Variety competitions** to showcase student's artistic talents, **ANNUAL DAY** featuring comprehensive elucidation of annual progress, Felicitation to the academic achievers followed by cultural extravaganza, **VELOMA – Farewell function** for the outgoing students with a note of bondage reiterating **family culture of MITE**.

Onam, Kannada Rajyothsava and National festivals are also celebrated to promote harmony.

Sports and Games

MITE provides **broad spectrum of sports, recreation activities**, a vital and integral part of student life.

Multiple facilities established on campus develop **fitness, wellness, social interaction and leadership opportunities.**

Institute has **Sports Room** housing amenities for athletics, indoor and outdoor games. **Sports Committee** along with **Physical Director** provides constructive suggestions and monitors all the sports activities.

Multi-functional playground of 17,880 sq.m for athletics, cricket, football and hockey, **Throwball and Volleyball Court, Synthetic Basketball Court of International Standard, 2 synthetic Badminton Courts for Boys & Girls, Synthetic Tennis Court and indoor games facilities** have been established with an expenditure of around **2 Crores** over the years.

Annual Sports Meet is conducted every year with individual, group athletic track & field events and games. **Individual Champions and Overall Champions of the events are** honoured accordingly.

Fitness Centres, for boys and girls, equipped with **best in class equipment along with qualified fitness instructor, regular Yoga sessions and wellness programs by experts,** assert overall well-being of an individual.

Student teams participate in **inter collegiate/zone/state level technical, cultural fests and sports tournaments** with the encouragement provided by the institute through financial support towards **sports kit, travel, accommodation and other amenities.** Plentiful awards/prizes/medals won by the students substantiate institution's commitment towards contributing wholesome professionals to the society.

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

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 56

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

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

Response: 40.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
67.75412	183.9762	318.2856	295.69	1078.879

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
Upload any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

MITE in its endeavor to provide **quality education** has provided best in class infrastructure and learning resources to promote effective teaching- learning. Library being the integral part of the learning process the institute has **two levelled, fully automated, centrally air-conditioned library** with seating capacity of **600** and rich collection of **25768 volumes of books comprising of 4867 titles** catering to all stakeholders. Two well-furnished **discussion rooms** enhance group discussion and collective learning.

The **digital library**, is an electronic networked environment with **40** (36 for user access) **computers having high speed internet** providing access to **more than 7360 e-Journals and 10000 and above e-books** on various branches of **Engineering, Science and Management**. As the entire campus is enabled with wi-fi, remote access of these resources is also available.

In addition, there are General Magazines, Project Reports, Technical Magazines, News Papers, Back Volumes, Technical Reports, Conference Proceedings, collection of Question papers, rare books and CD/DVD ROMS, available for the stakeholders.

Library is fully automated in the year 2007 with **EASYLIB** software of 4.4.2 version incorporating Catalogue/Accession, Search, Membership, Book borrowing and returning for members through Bar-coding, OPAC (Online Public access catalogue), Stock verification, Barcode generation, Periodical. Digital Library with option to connect to other digital information through the software, Reports related to accessed modules, Setup, Parameterization and Security.

The library resources have been completely Bar coded and the transactions are carried out through the **barcode interface facilities**. Library is utilizing **Dewey Decimal Classification (23rd edition)** for all documents. **Books are organized subject-wise and are arranged on open shelves for easy access and**

quick retrieval.

The library has a **bay guide** helping the readers to easily locate the books and reading materials without the assistance of Library staff. **Library catalogue and subscribed e-resources** can be searched from anywhere within the campus.

Library is a **Member of VTU Consortium** for the subscription of online electronic resources like e-Journals of Elsevier, Science Direct, Springer, Taylor & Francis, Emerald, **Knimbus Digital Library** with federated searching tools to search articles in multiple databases, Plagiarism software – Turnitin, Net Analytiks – Sententia (Writing Grammar Tool).

The Library is enlisted in the **National Digital Library**, Govt. of India with an access to e-journals, e-books and e-thesis. Access to subscribe full texts and online journals is also made available through **e-Journals Consortia** membership and other library e-resources. NPTEL lectures of all IITs and IISc have been made available to students and the faculty.

The Library remains open from **08.30 am to 08.00 pm during weekdays and 09.00 am to 02.00 pm** during **holidays** throughout the year with extended timings **08.30 am to 10.00 pm** during **examinations** for the effective utilization by the students and **Library website** is integrated with college website: <https://mite.ac.in/library/> for the convenience of stakeholders.

Entire library **resources** are under **Surveillance System** comprising of **IP based Web Cameras** with tranquil ambience for concentrated study.

Integrated Library Management System along with the surplus learning resources is used by the students to assimilate knowledge to accomplish academic excellence.

File Description	Document
Upload any additional information	View Document
Paste link for 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: 21.13

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)

2019-20	2018-19	2017-18	2016-17	2015-16
26.10	23.54	26.01	15.31	14.69

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 last completed academic year

Response: 23.26

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

Response: 658

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

MITE, established with a vision of contributing **Globally Competent Professionals** by providing **quality education**, with a focus to keep stakeholders abreast **with changing technologies**. Paramount importance is given to **IT infrastructure development** and its **timely upgradation** as the institution envisions that adequate IT infrastructure is essential to offer **quality education**.

Computers being the integral part of academic and administrative activities, institute started with **140 computers** in 2007, with continuous upgradation over the years currently housing **904 computers, many with CORE i5 processors, 8GB RAM** distributed through **Central Computer Centre** to various **Laboratories, Digital Library, Administrative Office, Training and Placement, Language lab, Research Centres, Project labs, Incubation Centre and Centre of Excellences** **120 CORE i5 PCs' have been installed in Innovation Centre in 2018.**

Institute's perseverance towards establishing **ICT enabled classrooms**, initiated in **2007** with **4 smart boards and projectors**, currently housing **60 projectors** distributed in **class rooms, seminar halls, conference rooms, auditorium** with every department having one smart class room. **108 laptops are provided for faculty on need basis.**

All PC's are connected through **LAN** and maintained through a central server, under the supervision of technical team headed by **System Administrator**.

Institute has **56 printers and 20 scanners** purchased over the years, are distributed to different departments. For conducting university examination, institute has procured **3 high speed printers in 2014 and 2017** which prints 300 pages/min.

To ensure hassle free operation and safety, all the PC's are connected through dedicated online UPS. For high performance, high efficiency and low environmental impact institution upgraded UPS facility to **Centralized Modular UPS** in 2019.

Institute has procured necessary legal softwares for effective, error- free and high performance in the labs, currently having **7 system softwares and 35 application softwares.**

Since inception, to have information at finger tips, institute has provided internet facility through **LAN cables with 10Mbps capacity, upgraded to 50Mbps in 2009. In 2011 management adopted a policy of providing Wi-Fi to entire campus with 8 access points**, gradually upgraded as per technological advancement. Currently campus is connected with **500 Mbps bandwidth with 28 access points for Wi-Fi.**

Institute has **6 digital displays of 50 inches** installed at strategic locations displaying the daily events of the institute to all stakeholders.

Secure and stress free ambience is maintained in the campus through surveillance system comprising of **204 IP cameras in academic blocks and 71 in hostel blocks.**

Institute adopted partial campus management system through local vendors in the initial years, upgraded to **TCS ION during 2015-2016**. Currently the entire administrative and academic procedures are managed through **ERP Management System named DHI** from Heraizen Technologies Pvt. Ltd. incorporating **Admission, Academic progress, Mentoring and Grievance redressal , Placement process, Hostel, Transport management and Accounting. Faculty attendance recorded through biometric system** is also registered through DHI.

Suggestions from the stakeholders implemented through continuous upgradation in IT infrastructure, supporting academics and administrative activities, are playing a major role in institute's success.

File Description	Document
Upload any additional information	View Document

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

Response: 3:1

File Description	Document
Upload any additional information	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: 84.42

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)

2019-20	2018-19	2017-18	2016-17	2015-16
822.27	977.34	976.16	779.39	768.97

File Description	Document
Upload any additional information	View 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:

MITE, stands unique in its commitment towards stakeholders, earning the reputation as one of the Best Engineering Colleges in South Karnataka **with exemplary infrastructure, abundant learning resources and plentiful opportunities shaping Global Citizens**. Institute draped amidst the nature's bliss, has developed a conducive environment for teaching – learning and innovative activities with utmost care towards nature adopting several green initiatives, bestowed with an award **“Best Engineering College undertaking green initiatives”** by **Pollution Control Board**. The institute has set a benchmark by establishing **robust systems and fastidious procedures pertaining to infallible maintenance of all the resources to ensure stimulating ambience to all the stakeholders**.

Campus Infrastructure: The institute encompassing Academic, Workshop, and Geo Engineering and Hostel blocks have been designed to withstand the extreme weather conditions. Large open terraces have been covered with **leak proof adhesives**, as a preventive measure. **Refurbishment works** which include **painting, replacement of electrical fixtures, plumbing works, maintenance of furniture of entire campus, replacing AC filters** are routinely undertaken by **Central Maintenance Engineering Department (CME)** established in the institution **powered by skilled electricians, AC mechanics, plumbers, carpenter, painter headed by Maintenance Officer**. The corridors, open porches, washrooms are cleaned at regular intervals to maintain hygiene, class rooms, laboratories, library, food court and all other internal and external areas of the buildings are cleaned every day by an exclusive **team of skilled housekeeping department headed by a supervisor**.

The campus is aesthetically maintained by regular landscaping with variety of seasonal flowering plants and fruit gardens elevating the stakeholder's vibes. Institute has an **in- house team for garden maintenance and has an external vendor contract** for the supply of plants.

The **impeccable washrooms, neat and clean floors, rooms and captivating gardens** validate management's commitment to provide cheering environment to the stake holders.

Classrooms: The spacious AC class rooms and tutorial rooms with neat seating arrangements provide **comfortable ambience to the students for concentrated learning** during extreme heat of summer. All classrooms are equipped with LCD projectors for superior teaching-learning experience and are under the surveillance of IP cameras.

Cleaning of furniture, floors and waste disposal bins are done on every day basis. Regular maintenance of class room furniture is carried out by CME department ensuring hassle free teaching-learning activities.

Laboratories and Workshops: State-of-the-art laboratories and workshops of various departments are equipped with best machinery, quality equipment, high precision instruments, necessary tools and components. **Stock registers maintained** in each lab encompasses complete details of the equipment/instruments and the **boards are displayed** in the labs with salient information and mandatory rules to be followed. Safety tools like **first-aid kit and the fire extinguishers** are fitted at strategic locations. **Periodic inspection regarding the usability and refilling of fire extinguishers are done by the external agencies.**

The **faculty in charge of each lab along with foreman and lab instructors** monitor the appropriate usage of equipment, by maintaining a **utilization register** and the **attenders** take care of **cleaning of the equipment and machinery**. The **periodic servicing of mechanical /electrical equipment is done by the respective manufacturing company personnel** and **calibration of sensitive instruments by certified agencies**. The inspection of utilization reports and stock verification of every lab is done through **Annual Audit**.

Computers and Accessories: All the computer laboratories have a **stock registers and Log-in registers** are maintained to monitor effective usage of systems. The technical glitches related to software, hardware, networking, Wi-Fi tools, surveillance cameras, Audio – video facilities, ICT tools, UPS, batteries, Central Copying and Printing are handled by the technical team headed by **System Administrator and annual servicing of computers and accessories is accomplished by the External Vendor**.

Library: The spacious library has well stacked books, journals and reference books. Digital Library gives access to resources like e-books, e- journals, NPTEL videos. Entire library is automated through Easylib. The newly procured books are entered in a **stock register**, system stock and assigned with an accession number. **Obsolete books are removed during Annual stock verification and defaced books are sent for book binding**. The seating arrangement provided through quality furniture with regular maintenance has enhanced the ambience for study.

Sports Infrastructure: MITE has provided best in class sports facilities for the overall development of the students. All sports activities are managed and monitored by the sports committee along with Physical Director. **Maintenance of all the outdoor sports facilities is done on regular basis** to keep up the spirit amongst the students.

Electrical Power Back up: To maintain uninterrupted power supply, 3 generators of total capacity 750 KVA have been installed and are **maintained by manufacturer appointed service agency**.

Solid and e -Waste: Outdated papers, magazines, Booklets are **disposed through scrap vendors** and e -waste like PCs' and other accessories are disposed through **licensed e - scrap agencies**.

Sewage disposal: Disposal of liquid waste is managed through **3 Lakh Lpd capacity STPs** which are regularly maintained by **in- house maintenance department**. The recycled treated water is regularly tested before re-using for gardening purpose.

Hostels: Spacious well equipped hostels and dining hall are well maintained by exclusive **hostel housekeeping staff** and usage of hostel amenities supervised by Wardens. Kitchen cleanliness, inspection of quality and hygiene of food prepared, is done by **mess manager**.

Bus maintenance: The transport system with **18 buses** facilitates commute of students and staff at subsidized rate. The maintenance of these buses is regularly done through **manufacturer's authorized service centres ensuring safe travel**.

Potable Water Supply: Water requirement of entire campus is supported by an open well and 3 bore wells. **Purity test of water is done every 3 to 6 months, water coolers** with purifiers installed in every floor with regular **maintenance**, ensures better health of stakeholders.

Systematic, effective and regular procedures towards maintenance and utilization of physical and support facilities, creating a vibrant campus life has positioned MITE a most preferred institute for all stakeholders.

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: 33.23

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

2019-20	2018-19	2017-18	2016-17	2015-16
988	1068	1004	845	665

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: 11.69

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

2019-20	2018-19	2017-18	2016-17	2015-16
356	267	284	380	320

File Description

Document

Upload any additional information

[View Document](#)

Number of students benefited by scholarships and freeships 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

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: 51.71

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

2019-20	2018-19	2017-18	2016-17	2015-16
1970	1939	1846	706	631

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

5.1.5 The Institution 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: 60.64

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

2019-20	2018-19	2017-18	2016-17	2015-16
403	422	445	416	352

File Description	Document
Upload any additional information	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: 29.11

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

Response: 207

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: 76.83

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

2019-20	2018-19	2017-18	2016-17	2015-16
20	16	27	19	22

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

2019-20	2018-19	2017-18	2016-17	2015-16
28	44	30	22	22

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: 51

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.

2019-20	2018-19	2017-18	2016-17	2015-16
12	15	9	9	6

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:

MITE, steered by a transparent governance and participative management system believes that participation of students in decision-making is essential to the overall progress of the institution. The institute has provided ample opportunities for student representation in various administrative, co curricular and extracurricular activities to empower them with pertinent graduate attributes.

Based on the interest to involve in various activities, two **Class Representatives**, preferably one female and one male, are chosen from every class of each department by the class advisor to support the department in academics, co-curricular and extracurricular activities.

Every Class of the department has a **Class Committee**, consisting of HoD, Class Advisor and class representatives. Class committee meetings are conducted at regular intervals to discuss the overall academic progress.

The Department Association formed under the guidance of the HoD and a faculty coordinator has student representations for the positions of President, Vice-President, Treasurer, Joint Secretary, Sports coordinator and Cultural coordinator through class election. The association conducts different activities such as technical talks/seminars/workshops/sports/extra-curricular/alumni interactions that enable students to develop leadership qualities and teamwork along with upgradation of their skill and knowledge in emerging technologies.

Each department identifies **student placement coordinators** from each section to support smooth coordination during training and placement activities.

To organize institute level events like Freshers day, Sports day, Cultural fest - Sentia, Annual day, Farewell program and Extension activities, **Institute level Sports and Cultural Coordinators** are nominated to coordinate with Sports and Cultural committees.

“Euphoria” the cultural club, with 8 forums focusing on art, music, dance, mime, design, photography, oratory and literature, nurtures the talents of the students by providing regular expert training and encouraging them to exhibit their talents on various platforms.

Student Chapters of various **Professional bodies** like IEEE, ISTE provide opportunities to interact with a community of peers, connoisseurs and professionals from industry, igniting curiosity and enthusiasm towards innovation.

Student participation in technical/cultural/sports/extension activities nurtures the hidden talents and empowers them to become proactive lifelong learners.

Organizing and managing 2 editions of TEDx-MITE, flagship event of the institute - Sentia witnessing over 2000 participants from more than 50 institutions competing in more than 60 events, Grand finale of the fest, AWARD NITE, followed by Alumni Day, Traditional Day, and Annual Day by **Student Committees**, demonstrates the leadership and managerial skills groomed at the institute.

Student representation in various committees such as IQAC, anti-ragging, internal complaints, grievance redressal, cultural, NSS and Red Cross units create a conducive environment for the overall development of the students and mold them into proactive and responsible professionals.

The awards won by the students at reputed national/industry level project competitions, technical events, inter-institute cultural/sports prizes, alumni holding distinctive positions in the industries/successful as entrepreneurs in short span, are the indicators of optimal progression, affirming the untiring efforts of the institute towards the pledge “where Stones turn into Diamonds”.

File Description	Document
Upload any 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: 19.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
23	26	19	17	11

File Description	Document
Upload any additional information	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:

MITE, guided by the core value of “**family culture**” strongly believes **Alumni, as an integral part of the MITE family, present achievements and future hope.** This strong conviction has encouraged the institution to develop lifelong **commitment through continuous engagement with proud alumni of Engineering and Management Studies** spread across the globe, established well in the chosen profession with their global competency, making a positive impact as **brand ambassadors of the alma mater.**

The institute has ensured that its esteemed **alumni continue to be a part of the ecosystem by establishing MITE Alumni Association in 2011, now a registered body(DRDK/SOR/40/2021-2022), having chapters at Mangalore and Bengaluru** acts as a vital link to connect alumni, support students through diversity of events and services.

Core committee of the Alumni Association, composed of alumni representatives and faculty coordinators from every department strive towards maintaining an up-to-date alumni database to strengthen the **relationship between the alumni and current students** and also to **enhance alumni recognition and engagement.**

Alumni have a regular interaction with the peers and the alma mater, get up - to - date information of major events / activities, achievements of the institute through facebook (MITEedu), Instagram (MITEedu) and Alumni association can also be contacted via email (alumni@mite.ac.in).

Alumni contribute significantly towards constructive growth of the institution as **invited members of the Department Advisory Board** giving feedback on courses and necessary suggestions for **curriculum enrichment. Representation is also given in institute level committees to ensure transparent governance.** Continuous efforts to build a concrete bond between the alumni and the current students are through **organizing technical talks** in the emerging areas with an exposure to current industry scenarios, **alumni entrepreneurs sharing their inspiring entrepreneurial journey experiences,** promoting innovation and entrepreneurial skills amongst the students. **Alumni are invited as jury members** for various technical events, cultural fest, hackathons, as **panel experts in start-up meet.** Alumni also mentor **final year student innovative projects towards incubation** and help the institution in providing **internship and career opportunities.** Few of the alumni have set up **start-up companies in**

the campus through institute support.

State- of- the- art “**MITE ALUMNI INNOVATION CENTRE**” has been established in the campus **at the cost of 2.5 crores with the contributions received from alumni towards association. There is a reserve fund of 10 lakhs to provide seed money to support the financial requirements of upcoming entrepreneurs from the campus.** Both facilities are one of its kind amongst all the engineering institutes across coastal Karnataka.

Alumni association organizes Annual **Alumni meet** of both the chapters facilitating get together of alumni and institute administrators and also perform **on Alumni Day in the campus, as part of cultural event Sentia.**

The efforts of the institute through Alumni Association is evidenced through sustained alumni engagements in every possible dimension with unforgettable institute experience adding value to the success of the institution.

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
Upload 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:

Vision

To attain perfection in providing Globally Competitive quality education to all our students and also benefit the global community by using our strength in Research and Development

Mission

“To establish world class educational Institutions in their respective domains, which shall be centres of excellence in their stated and implied sense. To achieve this objective, we dedicate ourselves to meet the challenges of becoming visionary and realistic, sensitive and demanding, innovative and practical, and theoretical and pragmatic; all at the same time”

The governance at MITE is reflective of a visionary and effective leadership. The vision and mission statements stand as the future timelines of the institution. The vision envisages the development of a competitive and sustainable workforce with progressive attitude built in its core to impart quality education to the stakeholders and benefit the global community through research and development.

The Governing Council (GC) comprising of the founding members, eminent administrators from reputed organizations, industry representative and faculty members of the institute are steering the institute in a progressive path towards realizing the vision of the institute, since inception.

The Governing Council reviews the academic performance providing useful suggestions for continuous improvement in terms of faculty upgradation, organising conferences, develop linkages with the industry to bridge the gap. GC approves the recruitments made for the vacant staff positions, oversees the infrastructure development and upgradation required for the introduction of new programs in the emerging domains. GC also guides to implement new policies for the benefit of all the stakeholders along with approval of annual budget, expenditure and financials for the institution.

The administrative process of the institute is spearheaded by the Principal with the support of specific designated committees. Internal Quality Assurance Cell (IQAC) continuously monitors the Teaching-Learning process, deliverables to the students, various co-curricular activities to be conducted beyond academics for all stakeholders ensuring quality at every level.

The Academic Committee (AC) headed by Principal, serves as an integral part in formulating, monitoring and guiding the overall academic activities of the institution in adherence to the academic guidelines issued by the University encouraging an intellectually stimulating environment within the campus.

Heads of various departments lead, guide and mentor the respective department by strictly adhering to the guidelines framed by Academic Committee towards overall progress of students and the staff members.

Other committees such as the Research, Purchase, Anti-Raging, ICC, Student Welfare, Disciplinary, Cultural, Sports, NSS, SC/ST/OBC Cell, Career Guidance Cell and Examination, formed with the representation of various stakeholders, plan and implement the designated activities to the fullest satisfaction of all the stakeholders.

Suggestions and feedback from all stakeholders are reviewed and implemented for continuous upgradation of all the academic processes, maintaining quality parameters to affirm transparent governance at the institute.

File Description	Document
Upload any additional information	View Document

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

Response:

MITE, established with the commitment to be a distinctive institute, believes in decentralized and participative management system. The institute promotes a culture of participative management by involving all stake holders, external representatives in various activities and institute level committees providing better learning platform.

Decentralization of Academic/ Administrative Powers

The Principal leads the academic and administrative process supported by Vice-Principal, Deans and Heads of various Departments. The institution involves the faculty in various decision making committees with senior faculty as the members of Governing Council, IQAC and all HoDs as the members of Academic Committee. These committees monitor/guide the academic and administrative activities ensuring quality and transparent governance.

Each department has Program Assessment Committee and Department Advisory Board to formulate and execute the decisions of Academic Committee with eminent academicians/industry experts as external members guiding towards innovations in academic programs ensuring quality.

Institute level committees formed with specific objectives are given the autonomy in decision making process which includes discussion and consultation with all stakeholders.

Entrustment of Financial Powers

Management has authorised Principal up to utilise Rs. 2 Lakhs and HoDs up to Rs. 25,000/- per semester to meet immediate requirements of the institution and departments respectively.

Case Study: Training and Placement Department

MITE imparting exemplary education is also committed to launch professionals into successful career orbit

- Recruitment at Global best Companies, becoming an entrepreneur, or pursuing higher studies. To achieve this goal, operational autonomy has been given to Training & Placement (T&P) headed by Dean (Training & Placement) complementing the academic program with the following responsibilities:

- Conduct SWOC analysis of students, identify the training needs, conduct skill development programs according to the technological advancements and corporate requirements.
- Conduct assessment tests and provide counselling support.
- Guidance for interview preparations.
- Invite companies to the campus.
- Conduct programs to identify and nurture potential innovators and also to provide necessary training towards higher education.

The department along with Career Guidance Cell counsels the students, right from first year with regard to their career aspirations and options. Department launched **Employability Skills Development Program** with the objective of making students 'Industry Ready', trains the students on Soft Skills, Life Skills and provides certification programs through Centres of Excellences' established in the campus to bridge the gap between academia and Industry needs.

Department organises Technical talks on latest technologies by Industry stalwarts and Alumni, Technical Skill Development programs through MoU's with reputed industries, which in turn are vigorously followed up with multiple activities like Hackathon, Ideathon, Workshops to enable the students to get placed in organizations of repute/emerge as Innovators. The systematic approach adopted by the department has resulted in achieving above 70% placements, around 10% of students pursuing higher education and few emerging as entrepreneurs in the successive years.

The participative management and decentralization of administrative and academic powers in the institution have been evidenced with outstanding milestones every year, soaring towards the status of most reputed technical institute of the country.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

MITE is established with an aspiration of conceptualizing learning outcomes in more comprehensive terms by shaping professionals with distinguished academic and personal abilities. Institute periodically assesses the overall progress through a consultative feedback process from all the stakeholders, revisiting the vision, mission and core values, prepares focussed perspective plans, envisioning advancements in the programs offered, to enter the next orbit of success. In this direction,

“To establish MoU with reputed industries and organizations for bridging the gap between industry

and academia”, has been one of the most important objectives of the Strategic Plan.

To achieve the objective, since inception, institute has always strived to provide appropriate value added programs and industrial certifications through industry linkages, bridging the education-employability gap effectively.

- Institute initiated and signed its first MoU with **Bosch Rexroth** for the establishment of Centre of Competence during its 3rd year of inception [2010]. Bosch set its first Centre of Competence in Automation Technology-Drive & Control Academy in Karnataka at MITE with an initial investment of INR 5.5 Crores. The centre provides certified training on Electric Drives and Control, Programmable Logic Control, Pneumatic and Hydraulics.
- MITE has signed a MoU with **Infosys Campus Connect in 2011** to offer various programs of Campus Connect initiative. The MoU is to enhance the technical education process and to jointly work for improving the quality of education and also to bridge the gap between the curriculum and Industry requirements.
- MoU with **SIEMENS PLM Software in 2015** under which it has received an in-kind software grant towards the Centre of Excellence (CoE) for Digital Design, Validation and Digital Manufacturing. The value of the Software granted to the institute is around **USD 79 Million**. MITE is the only Institute in the State of Karnataka to receive such a grant. The CoE provides Siemens Certified Industry-oriented Courses on ROBCAD, NX-CAM, NX-CAD.
- MITE has signed a MoU with **Carl Zeiss India Pvt. Ltd. (CZI)** towards Skill Development in the area of Industrial Metrology and finding value-creating opportunities for students and teaching faculty in **2017**.
- The institution has entered into a MoU with the Leader of Automotive Domain, **KPIT Technologies Ltd. on 5th July 2018**. As per the MoU, engineering students of ECE and ME will have practical training at KPIT Campus on Automotive, Electronics Design and Development.
- MITE signed an agreement with **UiPath in 2019** the global software company that develops a platform for Robotic Process Automation (RPA). The agreement under the UiPath Academic Alliance program help MITE, ramp up educators with skills of the future and also offer courses related to Robotic Process Automation (RPA) to the students.
- An agreement with **Toyota Industries Engine India Private Limited (TIEI)**, a pioneer in the business of manufacturing automobile engines and auto transmission parts **in 2021** has facilitated skill development in the area of Engine Manufacturing and empowering students, teaching faculty with technical skills updating with latest technological advancements.

The above accomplishments over the years reflect the concerted efforts of the institute towards the effective deployment of the perspective plan.

File Description	Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies,

administrative setup, appointment and service rules, procedures, etc.

Response:

The institution has well-defined **de-centralized organizational structure** to coordinate the academic and administrative activities. The effective functioning of the institutional bodies is reflected through delegation of roles and responsibilities with controlled coordination, policy implementation procedures and service rules.

Governing Council

Governing Council is the main policy framing body of the institute. The Chairman of the institution is the chairperson of the Governing Council. The perspective plan for the growth and expansion of the institution, review of the progress, approval of annual budget and expenditure is administered by the Governing Council.

Principal

The Principal spearheads the academic and administrative activities of the institution implementing the perspective plans, monitoring the academic progress along with administration of the departments and various committees.

Deans

The Deans of academics, examination, placement and training, effectively accomplish their assigned responsibilities ensuring quality and sustained academic advancement.

Head(s) of the Departments

The Heads of various departments lead, guide and mentor the respective department by strictly adhering to the guidelines framed by Academic Committee towards overall progress of students and the staff members.

Faculties and Staff

Faculty and non-teaching staff contribute effectively towards the execution of various activities through assigned responsibilities under the guidance of administrators.

Administrative Office

Office comprises of various superintendents executing admissions, accounts, scholarship, work related to statutory bodies and other day to day activities.

Institute level Committees

Institute level committees comprising of key stakeholders with well-defined roles and responsibilities support the efficient functioning of the institution.

Service rules

Institute has well defined service rules regarding the procedure for recruitment, promotional policy, leave rules, which is approved by the Governing Council and disseminated to the staff. Any revision made with service rules is notified through circulars.

Procedure for Recruitment of Staff

Institute follows the organised recruitment procedure incorporating, advertisements for vacant positions, interview process by selection committee to ensure fairness and transparency in the selection process. The faculty appointments are ratified by the governing council.

Policies for Performance Appraisal, Welfare Schemes and Grievance Redressal

Institute follows AICTE norms for assigning designations for the faculty and offers AICTE scales. Institute has well-structured **Performance Based Appraisal System** for professional development of the faculty and staff. The promotions and absorbing the staff into permanent employment from probation depends on the performance appraisal, recommended by the Screening Committee. Non-teaching staff are extended with state scales and leaves as per the norms and promotions are on the basis of their performance.

The staff welfare measures include health insurance, EPF, gratuity, deputation for higher studies, financial assistance for presenting papers in conferences, rewards for research projects, and patent grants. Grievance Redressal Committee effectively addresses the grievances of students and the staff, received either in writing or email to the member Convenor of Grievance Cell, provided in the institutional website or through college ERP ensuring conducive environment for all the stakeholders.

File Description	Document
Upload any 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
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

MITE believes in inculcating and nurturing a 'MITE FAMILY' culture among all the stakeholders, provides the following facilities for the betterment of teaching and non-teaching staff.

- **Pay Scale:**

Pay scale of teaching staff is as per AICTE norms with additional increments at the time of appointment, considering the experience and research capabilities. Revision in the pay scale is done time to time including DA and HRA. Annual increments and promotions are based on the performance appraisal. Additional allowance is paid for HoDs, Deans and Chief Wardens. **Non-teaching staff salary is as per the state scale** with timely revision and increments based on the performance.

- **Employees Provident Fund:**

Provided to all the staff as per the PF rules.

- **Gratuity:**

Staff members are entitled for gratuity on completion of 5 years in the institution.

- **Group Insurance:**

All staff members are provided with group health insurance.

- **Support for Research/Consultancy/Higher Studies/Funded Projects/Patents:**

Faculty presenting papers in **International / National conferences within India is entitled for Rs. 15,000/- and Rs. 50,000/- for outside the country.** Incentives are given for faculty providing consultancy, conducting funded research projects and grant of patent. **Reimbursement of Registration fee** is facilitated for attending **FDP/ Workshops.** **Deputation of faculty to higher education, skill development programs in areas beyond academics with full pay** is also extended. A systematic **orientation program** is conducted for newly recruited staff members.

- **Leave Benefits:**

15 days Casual leave, 10 days Earned leave and 20 days of Vacation leave is provided for teaching staff along with **Special casual leaves with full pay for undertaking research work, attending FDP/Conferences** and Maternity leave of 84 days to the beneficiary.

Non-teaching staff can avail 15 days Casual leave, 20 days Earned leave and 84 days of Maternity leave.

- **Medical Facility:**

Medical centre at the campus provides free medical and counselling support on need basis to all the staff.

- **Infrastructure and other Facilities:**

Every staff is provided with **well-furnished, well ventilated and illuminated Individual cabins** with comfortable seating arrangements with Desktop/Laptop on need basis having Internet and Wi-Fi facilities and audio-visual aids for effective presentations.

Well maintained Wash Rooms with wash basins are provided separately for male and female staff.

General Library and Digital Library facilities are extended to all the staff to access the resources.

Day Care Facility for the women employee and **Transportation Facility** for all the employees is also provided on need basis. **Safe and hygienic drinking water facility** is available at every floor.

Institute has well-equipped **gymnasium** for the wellness, **aesthetically designed lounges** with reading, dining and resting facilities, **ATM, Multi-cuisine Food Court, Super Market, Printing and Photo Copy Centre** for the use of staff members.

Free Uniforms are provided to the unskilled staff of the institute and **Fee concession** is provided to the children of the staff availing admission in the institute.

- **Safety & Security:**

Adequate safety & security measures ensure pleasant working environment in the campus.

File Description	Document
Upload any additional information	View Document

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

Response: 20.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
40	3	27	105	17

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:** 9.2**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**

2019-20	2018-19	2017-18	2016-17	2015-16
9	9	8	8	12

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:** 20.88**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**

2019-20	2018-19	2017-18	2016-17	2015-16
67	42	35	14	28

File Description	Document
Upload any additional information	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:

The role of faculty has become truly multi-dimensional in the present-day higher education system. Apart from innovative teaching activities, every faculty member is expected to engage in student support activities like Mentoring and Counselling, Active research, Publish research findings, Work on funded projects, Undertake consultancy works, Participate constructively in the administrative activities of the department and institute. With this objective, institute has implemented Faculty Performance Appraisal (FPA) System, covering annual performance review and the subsequent rating of a faculty, for the grant of annual increments and career advancement opportunities.

The institution has adopted an efficient online feedback collection process at the end of every semester. HoD initiates this process and confidentially collects the feedback of the students. Summary of the feedback with student comments is sent to the faculty members, which helps them to understand their strengths and weaknesses. A copy of the feedback summary is also sent to the management through the Principal. Discussion with individual faculty is done by the HoD on the feedback received, with suggestions for improvement.

At the end of every academic year, the faculty members are directed to fulfil the process of documenting the FPA which provides an opportunity to do SWOC analysis and plan for further enhancement in quality of teaching, research, and active participation in developmental activities. In the FPA, clear guidelines are given in terms of attainment level in Teaching-Learning & Evaluation activities, participation in Co-curricular, Extension & Professional development activities and contributions towards research. Each faculty is expected to attain a minimum score in academic performance and research performance indicators. Duly completed self-evaluated FPA along with the supporting documents are submitted by the faculty to the respective HoD.

HoDs will review the FPA, mark his/her score/remarks and submit it to the Principal for further action. The faculty satisfying the necessary scores are recommended for annual increment and career advancement. Faculty who does not satisfy the requirements are invited for discussion with review committee comprising of Chairman of Governing Council, Principal, Dean (Academic) and respective HoD, with an opportunity to share their views about the feedback, action plans, grievance, if any. Committee members counsel and guide the faculty on thrust areas of improvement, and encourage them to undergo required training or involve in activities to strengthen their capability to perform better. HoDs also undergo a similar appraisal

process for appreciation towards their efforts, improvement for further advancement in the department to reach greater heights.

Performance appraisal of non-teaching staff is carried out at the end of the academic year with the remarks/feedback given by the HoDs and Principal on their overall performance. The management decides on increment/promotions to non-teaching staff based on the recommendation of Principal.

The entire feedback of the Principal and Management is shared with the staff members to work towards achieving the core value of the institution **“to make positive difference in the lives of all students and the future generation”**.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institute has a mechanism for internal and external audit to ensure financial compliance.

The expenditure concerning departmental activities, excluding the salary, are budgeted in the beginning of the financial year, with Principal directing the HoDs to submit the budget proposal which includes equipment, software, maintenance expenses and cost of spares. The Principal consolidates the budget received from various departments and presents to the Governing Council for approval. The management has given the financial rights to the Principal for purchase with a maximum limit of Rs. 2,00,000/- in a semester with the single purchase limit not exceeding Rs. 25,000/- and HoDs for necessary purchases up to a maximum limit of Rs. 25,000/- in a semester with the single purchase limit not exceeding Rs. 5,000/-. If the purchase amount exceeds the prescribed limit, HoDs forward the bills to the Principal for further action.

Internal Audit

Copy of budget proposals, invoice and vouchers, and supporting documents of every purchase/event is maintained in the respective departments and the original documents are sent to the accounts department of the institution. The accountant of the institution verifies every document, observations if any, is brought to the notice of HoDs for immediate rectification. The details of all the expenditures/transactions of the entire financial year is consolidated and maintained at the accounts office and submitted for external audit at the end of the financial year. Appointed Chartered Accountant's team members visit the institution quarterly and verifies all the bill, vouchers, books of account, bank statements along with other documents, if found any discrepancies they will inform the accounts department in writing with a copy to the parent body for further action/rectification.

External Audit

External audit of the institution is conducted once in a year post March 31st, by the Chartered Accountants. The external auditor expresses their opinion on the financial statements of the institution based on their audit. They conduct the audit in accordance with standards on auditing issued by the Institute of Chartered Accountants of India. The audit involves performing procedures to obtain audit evidences about the amounts and disclosure in financial statements. They perform the audit to obtain reasonable assurance about the financial statements, free from Material Misstatements. The auditors also evaluate the appropriateness of accounting policies used and reasonableness of the accounting estimates made by the management as well as evaluating the overall presentation of financial statement. Audited financial statements are also published in the institute website as information for the public.

File Description	Document
Upload any 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: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document

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

Response:

MITE is a self-financed institution, established by Rajalaxmi Education Trust (RET) which accomplishes all the developmental activities of the institute. The main source of income to the institute is the tuition fee collected from students. The other revenues include grants received through Research projects/FDP/MODROB/Conference proposals from funding agencies such as BRNS, AICTE, KCTU, VGST, KSTA and VTU, consultancy work, service charges collected for conducting various online and offline examinations by NTA and banking sectors, industry and government grants for incubation and entrepreneurship development. Separate fee is collected for transport and hostel facilities.

The fund mobilized is optimally used under the different heads like Staff salary and Welfare, Upgradation and maintenance of laboratory facilities, Equipment and consumables, Construction and maintenance of infrastructure, Electricity and Fuel charges, Software & Internet charges, Training & Placement activities, Purchase of library books and journals, Printing & Stationary, Organising conferences and workshops, Publicity, Student support activities and Extension activities with financial support to upgrade the local government schools, Construction of roads for villages, Providing medical support under Unnat Bharath Abhiyan.

The Principal prepares **consolidated budget** every year, covering the recurring and non-recurring expenditures submitted by all the departments, to execute academic activities and presents it to the chairman of parent body for scrutiny which helps to avoid erroneous purchases and optimal utilization of the available resources. Budget approved by the Governing Council is utilized effectively, adhering to the financial rights granted for the Principal and the HoDs. Transparency is maintained in all transactions through proper record of bills, vouchers and timely audit.

For expenditure related to the institutional events/programmes, the prior approval of the management is taken by the Principal. Proper bills, related documents of the expenditure incurred are submitted to the accounts department for payments after the scrutiny by the conveners of the respective programs and approval by the Principal.

The funds received from the government, non-government funding agencies and industries for research and development, modernization of laboratories, organising conferences and entrepreneurship development will be audited by the external auditors and the utilisation certificate is submitted to the respective funding agencies.

The fund generated from consultancy services by the departments is shared between the departmental staff and institution with a ratio of 60:40, and institutional share is used for the up gradation of the laboratory/research facilities.

Fee collected towards Alumni association is effectively utilised to set up MITE Alumni Innovation Centre to facilitate innovation and entrepreneurship activities.

Management provides funds through its own sources for all-round development of the institution and currently the institution is self-sustained with adequate reserve fund for progressive activities. All the income and expenditure statements of every financial year will be audited by registered Chartered Accountants which will be published on the institute website to maintain transparency in financial governance.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

Internal Quality Assurance Cell (IQAC) of MITE has been established with self-regulated responsibilities, adopting a participatory approach aiming at continuous quality improvement to achieve overall excellence. IQAC has adopted well defined quality policy for comprehensive quality assurance in the academic processes of the institution to meet the standards of higher education and growing need of students. IQAC meetings are conducted once in every semester to assess the quality of Teaching-Learning and other academic activities, suggesting best practices to impart quality education. Following are the two examples of best practices institutionalized as a result of IQAC initiatives.

1. Strengthening Core Competency of students through Technical Skill development activities

The changing world scenario demands globally competent professionals empowered with in-depth knowledge, technical skills and life skills for employment in the reputed industries. With this requisite as background, IQAC suggested possible measures to be implemented through conferences, technical talks/workshops, student development programs, technical trainings beyond syllabus, to enhance the knowledge and provide hands on experience to the students in the field of latest technology. The suggestion of IQAC is implemented by Engineering Departments along with Career Guidance Cell, organizing various skill development activities beyond the syllabus.

Action Taken:

Adequate numbers of conferences, technical talks/trainings/workshops in collaboration with industry experts, alumni, CoEs established in the campus have been organized in the institute during the last five years. At the end of each program, feedback was collected from the stakeholders to evaluate its effectiveness for necessary improvements.

Impact:

There has been a considerable improvement in the technical skills of the students, which is evidenced through excellent academic results securing **17 University ranks** during the last five years, improved performance in campus placements, winning awards in state/national level competitions at premier institutions, student ideas getting incubated through government grants in the succeeding years.

2. Course Audit

The IQAC develops quality metrics for course audit of each program to guide and monitor the implementation of Outcome Based Education (OBE) through Programme Assessment Committee (PAC) of each department. The academic plan comprising of lesson plan, course outcome, CO-PO/PSO mapping with justification, assignments, ICT based teaching and technical programs to be organized to bridge the curricular gaps is submitted to PAC. Exhaustive review of all these, conducted twice, in an academic year providing guidance for improvements.

Impact:

It is observed that rigorous course audit has resulted in the conduction of professional development programs by every department in every semester and encouraging the faculty to undergo training

programs/FDPs in premier institutes, related to accreditation, OBE, and non-teaching staff to attend professional development programs to strengthen and sustain the quality in deliverables.

Significant contribution of IQAC towards curriculum enrichment, Teaching-Learning Process, Evaluation Methods, Research and Development has oriented the institute towards overall excellence.

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:

MITE, imparting quality education, is achieving academic laurels every year by dissemination of knowledge through ICT empowered, best Teaching Learning Processes to complement the curriculum. IQAC significantly contributes towards sustaining quality and tenacious perfection through periodic evaluation of Teaching Learning Processes and student performance with a set of recommendations to achieve better learning outcomes.

Two sample initiatives implemented, as a part of Teaching Learning Reforms, recommended by IQAC are:

1. Enrichment of Teaching Learning Process

Context: MITE believes in empowering students with in-depth knowledge and technical skills through delivery of competent and updated course content. Institution works in an evolutionary and collaborative manner to understand the need of stakeholders by maintaining a healthy relationship to refine and reform the Teaching Learning practices. Feedback being an integral part of the quality assurance process, student feedback taken on regular basis, interaction with parents every semester, feedback from alumni and industry recruiters are documented systematically. Based on these feedbacks, IQAC prepares action plans to adopt new pedagogies of engagement and to ensure continual improvement in Teaching Learning Process.

In addition, IQAC recommended **external subject expert review of course content of all the courses** through the Department Advisory Board (DAB) of each department before the commencement of every semester.

Action Taken: The academic plan comprising of lesson plan, CO-PO/PSO mapping with justification, assignments, PPTs, lecture notes, question bank, ICT tools used and technical programs to be organized to bridge the curricular gaps is submitted to PAC by every faculty. External subject experts of DAB review the approach, methodology, source content and its relevance exhaustively, providing guidance/suggestions

for improvements. IQAC ensures that the expert suggestions are incorporated in the course content and is made available to the students through online portal. IQAC also recommends faculty to undergo certification courses, training programs/FDPs in premier institutes, related to latest technologies, use of ICT tools to strengthen and sustain the quality in deliverables and mandates implementation of learning of these programs in the subsequent semester in the course delivery. IQAC effectively utilises the expert audit to determine the right strategy to enhance the attainment of POs with action plans to improve the quality of academic activities.

Outcome: The proactive measure recommended by IQAC has resulted in enriched content delivery by the faculty, conduction of student development programs by every department in every semester, bridging the curricula gaps and faculty attending training programs/FDPs in premier institutes to improve core competency. There has been major improvement in the domain knowledge of the students, which is evidenced through excellent academic results securing University ranks, winning awards in industry competitions, submitting ideas for incubation, excellent performance in campus placements and increase in number of students qualifying in competitive exams for higher education during last five years.

2. Certification Courses through Centers of Excellence established in the campus and Industry Linkages

Context: MITE, in pursuit of shaping globally competent professionals, strongly focuses on imparting knowledge beyond academics, encouraging collaborative learning between industry and academia with practical and real-world experiences with global exposure to improve learning outcomes and empower students to the employable standards. With this perspective, since inception, soft skills sessions and training on programming languages are provided through **Infosys Campus Connect** Program, followed by MoA with Bosch Rexroth, enabling establishment of **Bosch Rexroth Centre of Competence in Automation Technology** in the year 2010, offering certification courses on **Programmable Logic Controllers, Hydraulics, Pneumatics** along with an understanding of working of Mechatronics Systems to prepare students as competent professionals.

After the establishment of IQAC in 2013, obtaining the feedback from Career Guidance Cell, regarding outcomes of Infosys Campus Connect and Bosch Rexroth Training Courses, IQAC stressed the need to heighten the industry linkages to provide value added programs and industry certification courses to enhance the capability of students and present them with great avenues that would act as a launch-pad for their successful career.

Action Taken: In the year 2016, **SIEMENS Centre of Excellence in Digital Design, Validation and Digital Manufacturing** was established and training was provided to the faculty to train the students. Accordingly, curriculum has been designed with the guidance of experts from Siemens to offer courses on NX CAD, NX CAM and ROBCAD. Systematic training is offered to the students along with award of certificates on successful completion of the courses.

MoU with **Carl Zeiss** in the year **2017** focuses on skill development in the area of '**Industrial metrology**' and identifying value-creating opportunities for faculty and students.

Under the MoU, **KPIT - Program for Academic Collaboration and Engagement**, in the year **2018**, students are provided practical training on Automotive, **electronics design, and development**.

MoU with **UiPath** in the year **2019** under **Academic Alliance Program** offers courses on **Robotic**

Process Automation, towards skill development in the domain of **Artificial Intelligence and Machine Learning**. Also, MoU with **Silver Peak Global** in the same year, for the establishment of **CoE for Japanese language and Culture**, opened opportunities for students to get placed in various dream companies at Japan.

In the year **2021**, MoU signed with **Toyota Industries Engine India Ltd (TIEI)**, provides experts to deliver lectures and conduct workshops in the institute, and exchange ideas on the latest **trends in Engine Technology**. Mentor Support and internships are also provided for the identified student ideas at TIEI Campus.

As per the mandate of IQAC, on successful completion of every program, certificates are awarded to the stakeholders and feedback is collected. The guidance for action plans for needful improvements in the programs, based on analysis of feedback is given by IQAC.

Outcome: The continuous progress in establishing industry linkages to offer value-added courses has resulted in drastic improvement in the technical skills of the students and faculty, which is reflected through excellent performance in campus placements, winning awards in industry level/state/national level competitions at premier institutions, student ideas getting incubated through government grants in the succeeding years.

All-inclusive, quality education provided in a technology-enabled environment, where excellence thrives, statuses MITE a most reputed and preferred institute by engineering aspirants.

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
Paste web link of Annual reports of Institution	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

MITE, imparting quality education to shape global leaders has firm belief in gender equity and women empowerment which is indispensable to ensure sustainable development of a country. Institute has initiated promising measures to sensitise and promote gender equity amongst the stakeholders through curricular and co-curricular activities.

To promote gender equity among the students, institute supports flexible seating arrangements in the class rooms, equal representation by the girl students in the leadership positions of college level committees, curricular and co-curricular activities. The policy of equal representation for women is evidenced with 32.07% female students taking admission, 32.94% and 37.81% of women employed at teaching and non-teaching levels and 26.66% women faculty appointed in key administrative positions for the current academic year.

Internal Complaints Committee (ICC), formerly known as Anti Sexual Harassment Committee has been constituted with a sincere effort to empower women framing meticulous plans towards gender sensitisation, fostering equity culture in the institute. The ICC regularly interacts with female students and is very proactive in preventing cases of harassment, handling any grievances. International Women's day is celebrated every year and programmes on gender equity emphasizing on women health, self-defence, entrepreneurship are conducted regularly.

Institute has provided best amenities to ensure congenial environment for stakeholders with special care **towards comfort and confidence of women through measures like installation of sanitary napkin incinerators, sports facilities, comfortable washrooms, fitness centre & ladies lounge.**

Other facilities include:

a. Safety and Security:

Institute gives paramount importance to the safety of its stakeholders with robust security system comprising of surveillance cameras and security guards. Professional dress code with college RFID is a mandate to all stakeholders entering the campus to avoid intruders.

Maintenance of movement register, strict adherence to hostel timings, recording of biometric attendance twice a day, is mandatory at Hostels. Female resident wardens and chief warden handling the medical emergency conditions effectively, reassures the parents of female students, a parental commitment by the institute.

b. Counselling:

The institute's commitment towards shaping wholesome professionals has established efficient counselling

system with trained faculty counsellors monitoring the performance of students and counselling them for the overall well-being. Regular interactions with parents and counselling sessions by professional counsellor are also provided to the students on need basis.

c. Common Rooms:

Institute has aesthetically designed, air conditioned ladies lounges equipped with reading materials, dining, resting facilities and washrooms. Stake holders utilise these lounges during their free time or illness.

d. Day-Care Centre:

Institute has maintained a comfortable working environment for the female employees with a provision of day-care centre, with feeding room, playing area, washrooms and a care taker. Although there are no users, encouragement is given to women employees to avail this facility to sustain gainful employment.

The promising policies and facilities of the institute towards gender sensitivity, giving equal opportunities and avenues has resulted in equal participation with commendable achievements by the stakeholders, contributing towards institute's success.

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: B. 3 of the above

File Description	Document
Any other relevant information	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:

MITE with a vision of imparting quality education is committed to uphold the stated environmental policy in all the activities undertaken towards **the ultimate good of the society**. Waste management being one of the prime concerns in protecting the natural environment, Institute takes utmost care in handling and disposing degradable and non-degradable waste by adopting safe and environmentally sustainable methods.

Solid waste management:

The institution practices a no-litter policy, and use of plastics is banned within the campus and adequate awareness regarding the same is displayed through circulars and posters. Solid waste generated in the campus are collected through waste bins placed at strategic locations for correct disposal and to ensure cleanliness and hygiene. Every day the housekeeping staffs collect the waste from the bins and properly segregate it as bio-degradable and non-biodegradable. A hygienic waste segregation procedure is followed in the Food court and the hostel mess to collect the bio-degradable waste. Posters of instruction for proper disposal are put up at these waste generation points. The bio-degradable food waste is collected by the external agency to send it to pig farmers. The dry leaves from the trees and the plants are collected and used as manure for the garden.

Non-biodegradable wastes like packaging materials, plastic bottles etc. if any, collected in bins are disposed through a contract with local panchayat for a monthly payment of Rs. 5,000/- as per Green-Town Mission. Solid wastes like outdated papers, magazines, Booklets are disposed through scrap vendors.

Liquid waste management:

Institute has created awareness amongst the stakeholders about the importance of conserving water with reduced wastage by display of posters. Preventive measures like use of pressure taps, sprinklers in the gardening area and Sensors installed in the wash rooms control wastage of water. Liquid waste generated in the campus is recycled through 3 Sewage Treatment Plants having a total capacity of 3 Lakh Lpd and the treated water is used for gardening purposes.

Bio-medical waste management:

MITE being an Engineering and Management institute has no scope for generation of bio-medical waste.

E-waste management:

E-waste such as broken-down printers, modems, CDs, PCs and worn out electronic items are disposed through licensed e - scrap agencies.

Waste recycling system:

The institute has 3 Sewage Treatment Plants, each with capacity 1 Lakh Lpd. Liquid waste from various sources gets treated in the STPs and treated water after testing is used for gardening purposes. Initiatives are taken to use recycled RO water in the wash rooms at the hostels.

Hazardous chemicals and radio-active waste management:

MITE being an engineering and management institute does not use any hazardous/radio-active chemicals.

The effective waste management system implemented in the institute has maintained a clean green campus providing serene ambience and an enjoyable workplace for all the stakeholders.

File Description	Document
Any other relevant information	View Document
Link for Geotagged photographs of the facilities	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	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
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: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy 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
Certificates of the awards received	View Document
Any other relevant information	View Document
Link for 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. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities (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: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

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

Response:

MITE unequivocally believes in inculcating and nurturing a **'MITE FAMILY' culture** amongst all the stakeholders providing an inclusive environment to promote tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities through **transparent governance and diversified activities**.

Institute accommodates students from all over the country with multi-cultural & multi-lingual background. The constitution of college level committees like SC/ST/OBC Cell, Internal Complaints Committee, Anti-ragging Committee, Disciplinary Committee, Grievances Redressal Cell and student counselling system, by accomplishing defined responsibilities through regular interactions with the stakeholders and interventions on need basis, ensures a peaceful and cordial ambience in the campus.

Cultural and Sports committees promote mutual understanding, respect, tolerance, harmony through various cultural and regional programs like,

Onam: The annual harvest festival of Kerala with its origin attributed to Hindu Mythology is celebrated at the institute with enthusiasm showcasing the rich culture and folklores of Kerala with the participation of stakeholders of all community and cultural diversities **ensuring inclusiveness towards regional diversity**.

Ramadan: Since inception, institute provides the necessary facilities for the students observing Ramadan fasting with special pre-dawn meals arranged during entire period of holy month. All the hostel inmates joining together on the day of Ramzan for special lunch arranged by the institute **reflects the communal harmony**.

Ganesha Festival, Ayudha Pooja and Deepavali are celebrated every year in the campus to **promote mutual respect and tolerance towards every tradition**.

Kannada Rajyothsava: Celebrated at the institute on 1st of November every year to signify the unification of all kannada speaking regions of south India as the state of Karnataka, with the participation of all stakeholders in the programs showcasing the history, cultural heritage, customs, traditions of the state, **advocating national integration**.

Sports Day: The annual Sports day comprising of march past, various athletic events and games **promotes camaraderie and builds a long lasting bond amongst the students.**

Sentia: The state-level intercollegiate cultural and management fest, Flagship event of MITE witnessing over 2000 participants from more than 50 institutions competing in more than 60 events, for the Cash Prize worth of 10 Lakhs, Grand finale of the fest, **AWARD NITE**, followed by **Alumni Day, Traditional Day, and Annual Day** are organised with active participation of staff and students, **uniting the minds and spirits of everyone promoting cultural harmony.**

Old age Home/Orphanages Visit: The programme is primarily intended to sensitize the students towards **socioeconomic aspects** of life and Harmony with Senior citizens/physically challenged kids by visiting them on the Independence Day every year. Students spend a day with elderly people and physically challenged kids, trying to understand the problems faced by them and providing emotional support with love and affection.

The NSS activities, blood donation and health awareness camps conducted by Youth Red Cross Unit play vital role in promoting **inclusive environment towards regional and socioeconomic diversities** among students making a **Positive difference** and shaping them into wholesome professionals.

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

MITE with its stated core value **“working with passion and commitment towards the ultimate good of the society”**, has firm conviction that all stakeholders of the institute should cultivate and exemplify basic human values which include compassion, service, universal brotherhood and develop sensitivity towards human rights, duties and responsibilities of citizens.

To achieve the objective, the course on **“Constitution of India, Professional Ethics and Cyber Law”** prescribed by the University for 2nd year B.E students is effectively implemented imparting **constitutional knowledge, legal literacy, Professional ethics, and cyber laws**. Expert lectures, and activities of Induction program for First year students focusses on inculcating **universal human values** to be a better professional with **inclusiveness towards society and the country**. Apart from curriculum, there are co-curricular clubs organising several activities/programs, engaging the stakeholders to **develop sensitivity towards the constitutional obligations**.

Youth Red Cross (YRC):

YRC chapter of MITE serves the society with necessary support during natural calamities and medical emergencies. Flood relief camps, raising donations towards noble cause, medical camps, Blood donation camps organized, reflects **the timely involvement and responsibility towards the society**. By observing Alzheimer's Day, World Blood donors' Day, YRC creates awareness on human health issues amongst stakeholders.

Unnat Bharat Abhiyan (UBA):

Institute has actively engaged in ambitious developmental scheme of Govt. of India - UBA, adopting 5 neighbouring villages, contributing selflessly towards **transformational change in the villages** through free medical Camps, Computer literacy, Swachata Abhiyan.

National Service Scheme (NSS):

Active NSS wing of the institute fosters **the sense of service, duty and responsibilities towards the society** by providing developmental facilities to village schools, conducting Blood donation camps, Donations to special schools through fund raising.

Corporate Social Responsibility (CSR) Club:

CSR club at MITE engages the students to uphold the **principles of sustainable development making positive impact on the society** through benevolent activities like spending quality time providing emotional support to inmates of orphanages, special schools and old age homes, awareness programs on health, traffic and firefighting.

Human Resource (HR) Club:

HR club conducts outreach programs at schools and colleges on career counselling, skill enhancement and development of human resources.

ECO Club:

ECO Club at MITE with the aim of **conserving ecology and environmental protection** conducts Street plays, home/shop visits to create awareness on conservation of natural resources, Vana Mahotsav, celebration of World Environment Day thereby discharging **constitutional duties**.

Oath on Graduation Day:

The Graduation day at the institute culminates with Graduating students solemnly pledging that Honesty, Sincerity and Hard work shall be the cherished values of one's life, assuring to maintain honour, integrity, dignity of the profession and always placing the country above self.

Sadbhavana Diwas:

The pledge is administered to the stakeholders on Sadbhavana Diwas to promote **national integration and peaceful living**.

The active engagement of stakeholders in co-curricular activities fosters **sensitisation towards**

constitutional obligations, contributing to good of the society **upholding Institution's core value.**

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:

MITE imparts **quality education** with the firm belief that success in the contemporary world relies on **academic excellence coupled with all round development of an individual**. To achieve the objective, institute encourages the students to **inculcate the best values in their formative years by involving them in the celebrations of National and International days in commemoration of the great personalities and events of distinct purpose**, since inception.

1. Independence day:

MITE celebrates Independence day on August 15th, paying respect to the great personalities who sacrificed their lives in the struggle of India's independence. The day is celebrated saluting the national flag, remembering the most valued human efforts in the history of mankind towards independence with Non-violence, Sacrifice, Truth, Universal brotherhood that has remained as a model for rest of the world. Rest of the day is spent with specially abled children/senior citizens by visiting special

school/orphanage/old age home, donating essential items, understanding their problems, providing emotional support.

2. Republic day:

26th January is celebrated as Republic day, commemorative of adopting our constitution which upholds Freedom, equality and fraternity. Institute celebrates this day by hoisting national flag, with a message of rededicating oneself to the fundamental rights and duties as citizens of this great nation.

3. Teachers' day:

5th September is the birth anniversary of a great teacher, Dr. Sarvepalli Radhakrishnan. As a mark of tribute to Dr. Radhakrishnan, on this day, contributions made by the teachers to the society is recognised. At the institute, in every department the students organise the programs to pay their respect to their Teachers.

4. Engineers' day:

September 15 is celebrated as National Engineers' day in India, a homage to commemorate one of India's finest engineers, M. Visvesvaraya. Engineers' day is celebrated at the institute paying respect to the great soul and also to recognize and honour the efforts of engineers whose innovations and ideas have made the lives of humans easier.

5. International Women's day:

The Internal Complaints Committee of MITE celebrates International Women's day on 8th March every year, to honour the cultural, political, and socio-economic achievements of women. Programs are organized related to gender equality and women rights to educate and empower women.

Red Cross unit of MITE observes many important International days like **World Alzheimers day, World suicide prevention day, Blood donors' day**, etc. The activities/programs focussing on the theme is conducted to develop awareness and nurture desired social skills amongst the students.

ECO Club at MITE conducts programs on conserving the ecosystem. **World environment day and Vanamahotsav**, is also celebrated to inculcate environmental consciousness amongst the stakeholders.

NSS wing at MITE celebrates the **NSS day** by organising activities like, cleaning, afforestation and awareness programs.

Institute's efforts in organising and celebrating national and international commemorative days has added value in the life of students, shaping them into wholesome professionals to embark the journey of challenges of contemporary world.

File Description	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 -1

1. Title of the Practice: Employability Skills Development Program (ESDP)

2. Objectives of the Practice:

Employability Skill Development Program (ESDP) designed with due consultation from industry and domain experts focuses on overall development of the students enhancing competence in the area of problem-solving, business communication and provides a deeper understanding of various aspects of human relations, social awareness, presentation of self, working with a team, negotiate and manage conflicts, independent thinking and decision making.

ESDP aims to enhance student's career opportunities by bridging the Industry-Academia gap to make them 'Industry Ready' and also higher education prospects by imparting required technical skills through industry-certified courses and training programs offered under the MoU with various reputed industries.

3. The Context:

Globalization and Technological Advancements have drastically changed the customary workplace practices with an accompanying shift in the skills required by employees. Employees are expected to possess relevant personality traits and employability skills to accommodate the ever-changing demands of work. Training of students and equip them with technical expertise and refine their overall personality to enter the workforce is an important responsibility of the Engineering institutions.

With this outlook, since inception, MITE has strongly emphasized on creating Engineers and Managers with comprehensive knowledge and transferrable skills by going beyond academics that is required to do real-time Industry oriented jobs. Every year the students taking admission are from diverse academic and cultural backgrounds, to shape them as globally competent professionals, Placement Department and Career Guidance Cell recognized the need of designing an intensive training program that meets the industry needs and higher education prerequisites. In-house designed ESDP launched in the year 2010, in due consultation with industry and domain experts, is successfully bridging the gap between classroom teaching and Industry needs with periodical refinement in the program content.

4. The Practice:

ESDP is a structured four-year program with planned modules embedded in the weekly schedule. The modules that are covered year-wise are as follows

Year 1: Business Communication & Soft Skills

First level Course of ESDP focuses on English Language enhancement & Business Communication. The objective is to enhance students' communication skills, interpersonal and intrapersonal skills and prepare a strong foundation towards transforming a Student into a Professional. The Topics covered in this module are Verbal Ability, English comprehension, Role Plays, Group Discussion and effective communication skills.

Year 2: Certification Course by Bosch, SIEMENS, and Problem-Solving Skills

The second level Course of ESDP focuses on skill development in industry technologies through certification courses from Global Companies. The objective of this module is to develop competence and provide exposure to industry technologies and provide hands-on experience to technologies practiced in the industry.

- The Training is provided on Hydraulics, Pneumatics, PLCs, Mechatronics and Servo Drives through Bosch Rexroth Certification Course on Automation Technologies.
- The Students of Aeronautical, Mechanical & Mechatronics Engineering are trained on Design tools like NX-CAD, ROBCAD, NXCAM through the SIEMENS CoE.
- Students are trained on Robotic Process Automation (RPA) skills through the MoU signed with UiPath offering certification courses. Regular National level events are conducted by UiPath to provide exposure to RPA Skills.
- Students are trained on Problem Solving Skills under the Peer Learning Model

Year 3: Problem Solving Skills & Interview Preparedness

The objective of this module is to enhance student's competence in problem-solving by conducting tests periodically with intense evaluation to assess the progress and build their confidence. Trainings are provided both in-house as well as through Training Vendors on essential aspects of Interview Preparedness viz., Group Discussion, Resume Writing, Facing the Interview, Grooming and Corporate etiquette. To identify the needs for placement training, students are provided with Assessment Tests through Platforms like FirstNaukri, AMCAT, which gives a detailed analysis of each student's strengths and weaknesses in multiple areas.

Year 4: Latest Technology & Company-specific Training

The objective of this module is to offer

- Training on Aptitude and Technology Refresher in the fourth year to the Students as per the requirement of different hiring companies. In addition, Mock interview sessions and Group Discussions are conducted to improve student's ability in the interviews.
- Advanced Courses on latest technologies to enhance students' skills as per the industry requirements.
- Lean Six Sigma Green and Yellow Belt certification courses through Binghamton University. The course aims to emphasize the importance of implementation of lean six sigma to the continuous improvement in various industrial settings.

In addition, Orientation on Higher Education and competitive exams is also provided. Hackathons, Ideathons and Mentor Talks by Entrepreneurs are also conducted frequently to provide a platform to the budding entrepreneurs. Further, MITE Incubation Center supports entrepreneurs with office space and

funding to realize their dream of starting a company.

Employability Skills Development Program



5. Evidence of Success:

ESDP has been instrumental in grooming the students by improving their personal and professional effectiveness empowering them with technical expertise and employability skills which is evidenced through **substantial increase in the number of placements** in the subsequent years with students getting their **dream offers from reputed global companies** setting the benchmark every year. The companies offering the jobs have appreciated the efforts and intent of ESDP, which they have been witnessing in the performance of employees selected from MITE. Number of students qualifying in the competitive exams to pursue **higher education in premier global universities** is also increasing every year.

To add on, MITE has received a **Certificate of Appreciation from INFOSYS** for **‘Outstanding contribution in rolling out Infosys campus connect -soft skills program’** in **2015**. MITE is recognized as **Top-Performing Institution in the first UiPath Academic challenge 2019**. Institute secured **Third Position in All India Robotic Process Automation Skillathon 2020 conducted by Guvi & UiPath**, awarded **‘Best Performing College of the Year 2020’** at the 43rd series of the Student Project Program of **KSCST**.

The value addition programs through MoU with reputed industries have honed the innovative skills of the students which is evidenced through 92 innovative projects getting selected for KSCST sponsorship during last five years and several innovative projects getting awards in national/reputed industry level competitions every year, viz., KPIT Sparkle 2017, All India Second & Third Prize in the UNISYS All India Project Competition Cloud 20/20 in the year 2017 and 2019, 6th & 9th prize in Anveshana- state-level project competition- 2020, First Prize in VTU TEQIP State Level Project Competition – Avishkar - 2020 and many more. The support of the institute to budding entrepreneurs through Innovation and Incubation Centre has resulted in 20 innovative ideas being incubated and 6 start-up companies functioning in the campus.

6. Problems Encountered and Resources Required

In the implementation of first and second-level courses of ESDP, identification and training of faculty in industry certified courses is challenging due to the busy academic schedule and time constraints. Incentives

and additional facilities to be provided to the faculty handling these courses.

In order to provide effective training on personality development modules, identification of trainers is a challenging task.

Insufficient knowledge with the students regarding the importance and relevance of the program requires enormous amount of motivation and persuasion from the mentors.

The majority of the students who commute long distances daily to campus have insufficient time to practice the training modules and become proficient. The students residing in the remote geographical locations having limited IT facilities like internet, find it difficult to practice the training modules at home. The lack of motivation due to lower education background of parents in few cases limits the performance of the students. In order to motivate such students regular counselling sessions along with their parents, with timely mentoring has to be provided. The students requiring clarity on choice of courses in higher education need to be given suitable guidance explaining the prospects, and information on related competitive examinations with extensive training.

Best Practice 2:

1. Title of the Practice: Mentoring cum Counselling System for Students

2. Objectives of the Practice:

Mentoring cum counselling system at MITE is a inimitable method of supporting students to improve their learning and leadership skills, motivating them towards their future career development.

This mentorship programme has a primary objective of establishing a trusting relationship with accountability and responsibility from the faculty mentors with students enabling constructive interaction, guidance and mentorship on their overall personality development.

It also aims to provide a reliable and comprehensive support system through consistent constructive feedback motivating students to excel in both academic and non-academic areas.

It supports the professional development by discussing career goals with students, recommending the appropriate professional development activities to develop the professional skills of the students to attain their goals.

3. The Context :

MITE established with a vision to impart globally competitive quality education to the students, is working with passion and commitment to shape them as competent professionals contributing towards ultimate good of the society. Institute firmly believes that just as pedagogy, mentoring is also a part of the curriculum to make positive difference in the lives of the students taking admission from diverse economic, cultural backgrounds and learning styles. Institute has implemented Mentoring cum Counselling system in its first year of inception to provide comprehensive support to the students boarding the journey of professional education with great career aspirations. In this system, Faculty Mentors serve as thought partners for students on their academic journey recognizing the backgrounds, resources and needs of their students, providing clarity about expectations of the program they have chosen, understanding students'

aspirations and fears, empower them to become autonomous learners and agents of their own change and guide them towards achieving their goals.

4. The Practice :

The institute's commitment towards shaping wholesome professionals has established efficient counseling system with trained faculty counselors catering both Academic and Professional development support for the overall well-being of the students.

Academic Development Support:

In the first year of study in the institution, for every group of 20 students in a class, a faculty mentor (Class Advisor) is allocated, wherein mentor meets every student on regular basis developing a trusting relationship, tries to understand the background and needs of each student, providing information about various campus facilities and co-curricular/extra-curricular /club activities to hone their capabilities, helping to get adjusted to the campus environment by providing emotional support .

Monitoring the progress in academics is done through analysis of internal test marks. The advanced learners are supported for self-learning through e-learning platforms, project presentations, conference publications and guidance to incubate their innovative ideas.

The slow learners are guided with effective counseling by the mentors, addressing the learning challenges being faced by them and **remedial classes** are conducted on regular basis as additional support. Students showing poor performance due to personal issues are supported by seeking parent's cooperation and sincere effort is made to resolve the issues. The students showing consistent low performance and having severe psychological problems that need medical counseling are referred to a professional counselor who visits the campus and regular counseling sessions are arranged to help them to overcome the problems.

The faculty mentor maintains a **comprehensive record of every student** having the details like student profile, academic progress, data on counseling sessions, observations/ guidance provided.

During second year of study, students' comprehensive records will be handed over to the faculty mentors of respective departments to continue the mentoring support till they graduate from the institution.

Professional Development Support:

The responsibility of the institution is not only confined to exemplary education but also committed to extending support in choosing a right career path viz., recruitment at global best Companies, becoming an entrepreneur, or pursuing higher studies. The support towards professional development of the students commences in the first year itself by the Career Guidance Cell with the support of faculty mentors by conducting awareness sessions briefing about the recruitment process, need for consistent performance throughout the academics and details of various opportunities available after graduation.

Faculty mentors also provide guidance to their mentees on how to improve the employability scores and recommend the types of professional development activities, in consultation with training & placement department by analyzing the report of the assessment tests which contains the scores with the feedback on improvement, personality and industry fitment. A comprehensive record of the student gets updated at every stage by the mentor with the details of counseling sessions and the progress in academics/skill sets of

student. The continuous mentor–mentee association with consistent constructive feedback and advice ensures that the students achieve their career goals at the end of the course.

5. Evidence of Success :

Mentoring cum counseling system for students at MITE, emphasizing on holistic development has helped the faculty mentors to build a better rapport with students, instilling confidence in them to take up challenges, overcome obstacles in their academic journey, enhancing their learning capabilities. Timely redressal of issues faced by the students with suitable guidance has shown progress in students' **academic and professional development** from semester to semester. The care and support shown by mentors to the hostel inmates help them to overcome the adaptability issues and revamp themselves to focus on studies in a very short time.

The effective mentoring during the entire period of study has led to zero incidents of ragging in the campus and holistic development of students which is reflected through increased number of **conference publications** by the students, increased number of students accomplishing **certification courses through e-learning platforms, excellent academic results** with increased number of **university ranks**, more than **70% of the students getting placed** in the reputed companies every year. We take pride in seeing our students walk out of the campus with best choices that ensure and aids in propelling their professional careers and spread their wings with confidence.

6. Problems Encountered and Resources Required:

The entire mentoring cum counseling system is built on personal interaction with the students. Students in the first semester hardly know the mentors assigned to them which brings some apprehensions in the minds of students about the kind of rapport that will develop with the assigned mentor. Even few parents also feel uncomfortable in the initial days to discuss the issues faced by their child. Many students are inherently reserved and have to be attended with detailed interaction by mentors spending a long time to give better guidance and support.

Some of the students lack the motivation to take up professional development courses and such students have to be given additional counseling by the mentors explaining the importance of such courses. The busy academic schedule and constraint in time impede the mentors to spend more time with mentees and it is difficult to give detailed feedback of their mentees' progress on regular basis.

File Description	Document
Link for any other relevant information	View 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:

MITE, with a commitment to attain the stated vision, striving towards shaping the globally competitive professionals –“the future change-makers in the society” through imparting knowledge beyond academics, encouraging collaborative learning between industry and academia with practical, real-world experiences through linkages with **globally reputed industries**, intent to reach out to the world at large by providing international exposure with recent research inputs, good practices, and cultural exchange through **collaborations with reputed Global Institutes** is one of the distinctive features of the institution.

Since inception, institute’s focus is to heighten the **industry and institute linkages** to provide value-added programs and industry certification courses to enhance the capability of students and present them with great avenues that would act as a launch pad for their successful career.

To cater to the needs of dynamic industry, MITE officially partnered with **Infosys** in **2009** to offer various programs of **Campus Connect initiative**. Faculty members are provided with training on Foundation Courses and Soft skills conducted by Infosys. Since then, **Infosys Certified** soft skills sessions and training on programming languages are provided to the students through **Infosys Campus Connect Program**.

MITE is the **only institute in South Karnataka**, setting up **Bosch Rexroth Centre of Competence in Automation Technology** through MoA with multinational company Bosch Rexroth, in its **third year of inception(2010)**. Ten faculty members from the institute were trained in the Bosch Rexroth CoC in Mysore for a month on various modern technologies and two of them were provided advanced training in the Bosch center at Germany, Wurzburg for one week. This has enabled the institute to offer **certification courses on Programmable Logic Controllers, Hydraulics, Pneumatics** and an understanding of working of Mechatronics Systems to prepare students as competent professionals.

In the year **2016, Karnataka’s first SIEMENS Centre of Excellence in Digital Design, Validation and Digital Manufacturing** was established in the campus and training was provided to the faculty to train the students. Accordingly, the curriculum has been designed with the guidance of experts from Siemens to offer courses on CAD, NX CAD, NX CAM and ROBCAD. Systematic training is offered to the students along with awards of certificates on successful completion of the courses.

MoU with **Carl Zeiss** in the year **2017** focuses on skill development in the area of **‘Industrial metrology’** and identifying value-creating opportunities for students.

Under the MoU, **KPIT - Program for Academic Collaboration and Engagement**, in the year **2018**, students are provided practical training on **Automotive, electronics design and development**.

MoU with **UiPath** in the year **2019** under **Academic Alliance Program** offers courses on **Robotic Process Automation**, towards skill development in the domain of **Artificial Intelligence and Machine Learning**. Also, MoU with **Silver Peak Global** in the same year, for the establishment of **CoE for Japanese Language and Culture**, opened opportunities for students to get placed in various dream companies at Japan.

In the year **2021**, MoU signed with **Toyota Industries Engine India Ltd (TIEI)**, provides experts to deliver lectures and conduct workshops in the institute, and exchange ideas on latest **trends in Engine Technology**. Mentor Support and internships are also provided for the identified student ideas at TIEI

Campus.

MoA with **Binghamton University, New York** facilitates **Certification Program** on ‘**Lean Six Sigma – Yellow & Green Belt**’ and ‘**Data Analytics & Data Mining**’ in the campus by the professors of Binghamton University. MoA also promotes opportunities for **Internship Programs at US**, Admission for **MS Studies, guidance for higher education, and support for international conferences**. One student from the institute has enrolled as a research scholar at **Binghamton University** as a part of this MoA. Under **Faculty exchange program**, faculty from Department of Physics has visited Binghamton University for 3 weeks training program on the fabrication of solar cells and 2 faculties from the Department of Information Science have visited the university for skill enhancement and exchange of ideas.

MoU with **Kumamoto University, Japan** facilitates an academic **exchange program and collaborative research**.

MoU with ITE - West Singapore has enabled the visit of students from ITE-West to MITE every year, to undergo one academic credit Course on Microcontrollers and Web Technologies & Development since 2010.

MBA students have an additional opportunity to get trained by faculty from prestigious **MDIS, Singapore**, handling the subject, providing international exposure for the last 10 years.

The untiring efforts and continuous progress in establishing MoU with reputed industries have honed the innovative skills of the students, which is reflected through excellent performance in campus placements, **102** innovative projects getting selected for **KSCST sponsorship** during **the last five years** with **1 project** adjudged as **the best innovative project of the year in 2018**, **2 projects** getting the **best project of the year award in 2019**, **4 projects** winning the award of the **best project of the year 2020** and several innovative projects getting awards in national/reputed industry level competitions every year. The support of the institute to budding entrepreneurs through the Innovation and Incubation Centre has resulted in **20 innovative ideas** being incubated and **6 start-up companies** are functioning on the campus.

To add on, MITE has received a **certificate of appreciation** from **INFOSYS** for the ‘**Outstanding contribution for the roll-out of Infosys campus connect -soft skills program**’ during **2015** and is now recognized as ‘**Advanced Partner Institute**’ by Infosys.

MITE is recognized as **Top-Performing Institution in the first UiPath Academic challenge 2019**. Institute secured the **Third Position in All India Robotic Process Automation Skillathon 2020** conducted by **Guvi & UiPath**.

Institute is awarded ‘**Best Performing College of the Year 2020**’ at the 43rd series of the Student Project Program of **Karnataka State Council for Science and Technology (KSCST)**.

MITE secured the highest category- **PLATINUM** rating in the latest **AICTE- CII Survey of Industry Linked Technical Institutes in India - 2020** for **overall industry linkages**.

Consistent performance - Hallmark of Excellence statuses MITE, a most reputed, and **distinct** institute in coastal Karnataka.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

NVAAC

5. CONCLUSION

Additional Information :

MITE, intends to reach out to the world at large by providing international exposure to the students with recent research inputs, good practices, and cultural exchange through **collaborations with reputed Global Institutes.**

MoA with Binghamton University, New York facilitates **Certification Program** on ‘**Lean Six Sigma – Yellow & Green Belt**’ and **Data Analytics & Data Mining**’ in the campus by the professors of Binghamton University. MoA also promotes opportunity for **Internship Program at US**, Admission for **MS Studies**, **guidance for higher education and support for international conferences.**

MoU with Kumamoto University, Japan facilitates **academic exchange program and collaborative research.**

MoU with ITE - West Singapore has enabled the visit of students from ITE-West to MITE every year, to undergo one academic credit Course on Microcontrollers and Web Technologies & Development since 2010. **MBA students** have an additional opportunity of getting trained by faculty from prestigious **MDIS, Singapore**, handling the subject, providing international exposure for the last 10 years. Under **Faculty exchange program**, faculty from Department of Physics has visited Binghamton University for 3 weeks training program on fabrication of solar cells and 2 faculties from Department of Information Science have visited the University Skill Enhancement and exchange of ideas.

Institute’s commitment towards comfort of stakeholders is unveiled through various facilities like **Departmental Library, accommodation** provided to the **faculty**, on need basis **in the city to support their children’s education, free transport to non-teaching staff, establishment of 7 hostel blocks in the campus having single and double occupancy rooms with option for AC**, having solar water heater facility, laundry with drying, gymnasium, indoor and outdoor games facilities and **4 guest houses established with all amenities, for industry personnel** visiting the campus for delivering technical talks and placement activities.

Measures like prohibiting the use of **two wheelers by the students to ensure safe commute**, providing college **transport facility at subsidized rate, organic cultivation of seasonal fruits and vegetables**, to meet daily needs in hostel mess, Exceptional **Open-air Theatre, MITE Greens of 5000 audience capacity**, corroborates institute’s passion and dedication towards the realisation of vision.

Concluding Remarks :

Mangalore Institute of Technology and Engineering is established by Rajalaxmi Education Trust in 2007 with a motto of **shaping globally competent professionals by imparting quality education. Vision and Mission as the guiding lights**, institute is committed to maintain **quality and highest level of excellence in all academic, non-academic systems and processes.**

Transparent governance being the crux, visionary Chairman with wide industry exposure is leading the team by providing innovative, futuristic, best-in-class infrastructure to all the departments. **Governing council, well-defined organization structure, decentralisation of administrative powers, participative management system** has resulted in **excellent performance** of the institute.

MITE, a **campus of opportunities, with 4 NBA accredited UG programs**, endeavours with passion to impart quality education using **ICT tools, MoUs with reputed industries**, collaboration with **International Universities, co-curricular activities, Internships in industries, Interactions with Alumni, Innovation and Incubation Centres**, elevating theoretical and experiential learning, is making a **positive difference in the lives of students**.

Excellent academic results, University ranks, placements above 70%, students qualifying in competitive exams to pursue higher education and civil services, alumni in key positions in reputed industries testimonies the perseverance towards the pledge **“where Stones turn into Diamonds”**.

MITE is committed to **benefit global community using the strength in research** in the domains of **cutting edge technologies** conducts **collaborative research and innovative projects** aiming towards **transformation of knowledge into technology demonstrations for the betterment of the society**. **Extension programs and extra-curricular activities** nurtures the **human values** reflecting institute's dedication towards **“ultimate good of the society”**.

Institute led by the **core value of “Family culture”** has ensured the well-being of stake holders by providing **necessary facilities and welfare measures** in a congenial working environment.

MITE, triumphing with **outstanding milestones every year, aspires to be the most reputed technical institute of the country** with a hope that **NAAC accreditation with highest grade** will support the institute to attain **Autonomous Status**, amplifying the imparted quality education with design of **enriched curriculum** accommodating the objectives of **National Education Policy** to accomplish its vision in true sense.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 8 Answer after DVV Verification: 10</p>																				
2.1.2	<p>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)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>285</td> <td>379</td> <td>419</td> <td>373</td> <td>405</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>93</td> <td>86</td> <td>111</td> <td>142</td> <td>147</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	285	379	419	373	405	2019-20	2018-19	2017-18	2016-17	2015-16	93	86	111	142	147
2019-20	2018-19	2017-18	2016-17	2015-16																	
285	379	419	373	405																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
93	86	111	142	147																	
2.4.2	<p>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)</p> <p>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 Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>20</td> <td>17</td> <td>18</td> <td>20</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>20</td> <td>17</td> <td>18</td> <td>20</td> </tr> </tbody> </table> <p>Remark : Input edited as provisional certificate of doctorate degree can not be considered.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	21	20	17	18	20	2019-20	2018-19	2017-18	2016-17	2015-16	20	20	17	18	20
2019-20	2018-19	2017-18	2016-17	2015-16																	
21	20	17	18	20																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
20	20	17	18	20																	
3.1.1	<p>Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)</p>																				

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)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
64.25278	150.57	1.335	21.01	20.7

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
129.252	85.57	1.335	21.01	20.7

Remark : Input edited referring supporting documents uploaded by HEI.

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	9	7	6	6

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
10	09	7	6	6

3.1.3.2. Number of departments offering academic programmes

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
8	8	8	8	8

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
11	11	11	11	11

Remark : DVV accepted HEI clarification at the clarification level while NAAC committee accepted DVV input that's why DVV changed the input to DVV input.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
23	14	14	7	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
19	14	15	7	2

Remark : Inpyt edited as some of the programmes are not on Research Methodology, Intellectual Property Rights (IPR)

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years**3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years**

Answer before DVV Verification : 44

during the last five years

Answer before DVV Verification : 20

Answer after DVV Verification: 20

3.3.1.2. Number of teachers recognized as guides**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****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**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
25	11	42	11	20

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
24	11	42	11	20

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

Answer before DVV Verification:

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2019-20	2018-19	2017-18	2016-17	2015-16
8	5	5	4	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
5	3	4	2	3

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	10	11	4	7

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4	8	8	3	5

Remark : Input edited referring MOU's uploaded by HEI as same MOU's are not having dates, some are beyond the academic years .

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 56

Answer after DVV Verification: 56

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
258.3	494.12	405.13	365.01	1171.09

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16

67.75412	183.9762	318.2856	295.69	1078.879
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Remark : Input edited as expenditure only of new infrastructure for the college can be considered

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
410	422	445	416	352

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
403	422	445	416	352

Remark : Input edited as 1)Welfred Preetham and Aboobakkar Afrid appointment letter is not provided,2)Bhavya appointment order does not contain income details, 3)Yashaswini Shettigar official appointment letter with sign is not provided, 4)V Sriram appointment letter with sign is not provided, 5)Basham letter provide is not appoinment letter for job its letter to appoint as intern, 6)Vishalakshi, provisional letters can not be considered.

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

5.3.1.1. Number of awards/medals 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.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
9	15	9	9	6

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
12	15	9	9	6

Remark : Input edited referring data uploaded by HEI.

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

6.3.3.1. Total number of professional development /administrative training Programmes

organized by the institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
9	8	10	8	13

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
9	9	8	8	12

7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : Any 4 or All of the above Answer After DVV Verification: Any 4 or All of the above</p>
7.1.6	<p>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

2.Extended Profile Deviations

ID	Extended Questions
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1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 271 986 383"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>8</td> <td>8</td> <td>8</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 461 986 573"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>014</td> <td>15</td> <td>15</td> <td>15</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	8	8	8	8	8	2019-20	2018-19	2017-18	2016-17	2015-16	10	014	15	15	15
2019-20	2018-19	2017-18	2016-17	2015-16																	
8	8	8	8	8																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
10	014	15	15	15																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 775 986 887"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>402</td> <td>450</td> <td>459</td> <td>459</td> <td>459</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 965 986 1077"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>203</td> <td>226</td> <td>230</td> <td>230</td> <td>230</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	402	450	459	459	459	2019-20	2018-19	2017-18	2016-17	2015-16	203	226	230	230	230
2019-20	2018-19	2017-18	2016-17	2015-16																	
402	450	459	459	459																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
203	226	230	230	230																	
3.2	<p>Number of sanctioned posts year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1234 986 1346"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>173</td> <td>170</td> <td>181</td> <td>189</td> <td>197</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1424 986 1536"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0173</td> <td>170</td> <td>181</td> <td>189</td> <td>197</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	173	170	181	189	197	2019-20	2018-19	2017-18	2016-17	2015-16	0173	170	181	189	197
2019-20	2018-19	2017-18	2016-17	2015-16																	
173	170	181	189	197																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0173	170	181	189	197																	
4.2	<p>Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1695 986 1807"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>946.69</td> <td>1150.15</td> <td>1186.96</td> <td>968.62</td> <td>880.84</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1886 986 1998"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>943.69</td> <td>1150.12</td> <td>1186.96</td> <td>968.62</td> <td>880.84</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	946.69	1150.15	1186.96	968.62	880.84	2019-20	2018-19	2017-18	2016-17	2015-16	943.69	1150.12	1186.96	968.62	880.84
2019-20	2018-19	2017-18	2016-17	2015-16																	
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943.69	1150.12	1186.96	968.62	880.84																	