# SELF STUDY REPORT

### FOR

## 1$^{st}$ CYCLE OF ACCREDITATION

## MIT FIRST GRADE COLLEGE

F29/1, 3RD STAGE, INDUSTRIAL SUBURB, FORT MOHALLA, VISHVESHWARA
NAGAR, MYSORE
570008
www.mitfgc.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

**MIT First Grade College**, Mysore previously called Gopalaswamy College of Professional Studies, established in the year 2009 by Maharaja Education Trust with the aim of providing quality education. The institution has students from rural, semi-urban and urban region with diversified background and different income status.

The Institution is situated in the industrial suburb of Vishveswara Nagar, Mysore in a 0.25 acres campus area. The campus is well-furnished with sophisticated ambience, spacious classrooms required infrastructure facilities. Furthermore, there is a multi-purpose function hall with seating capacity of about 150 and a well-established library stocked around 3,700 books, magazines, newspapers, etc.

The vision and mission statements of the institution are in alignment with code of professional ethics that direct towards meeting the requirements of all the stakeholders of the institution. The institutional policies and practices aim at better implementation of the teaching learning process and holistic development of the students.

The institution offers four programmes with the affiliation of University of Mysore, three in commerce and management stream (B.Com, BBA, M.Com) and one in computer science stream (BCA) with an enrolment of 841 students (AY 2021-22). Further, with the introduction of NEP 2020, the institution is offering the most contemporary, core and allied courses to enhance the students' knowledge and employability skills.

The institution inculcates the social responsibility and moral values through extension activities by NSS and Rotaract units. Additionally, the management's initiatives assist the advancement of the underprivileged segments of society by providing fee concessions. In order to encourage and inspire students to improve employable skills as they learn, "Vocal for Local" highlights important themes including women's empowerment and Entrepreneurial development programmes under the banner "Swadeshi Vidyarthi Brigade" which is one of the best practices.

With its distinctive characteristics and commitment to social responsibility, the Institution has built a reputation for itself in the Mysore district. In the past 13 years, the institution has made a significant contribution by producing state, national, and international award winners as well as distinction holders, gold medallists, corporate executives, artists, and responsible citizens of the country.

**Vision**

Empower the individuals and the society at large through education excellence; sensitize them for a life dedicated to the service of fellow human beings and mother land.

**Mission**

To impart holistic education that enables the students to become socially responsive and useful, with roots firm

on traditional and cultural values; and to hone their skills to accept challenges and respond to opportunities in a global scenario.

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

- Visionary and supportive Management all having PhD qualification with decades of rich academic experience.
- Efficient administration with accountability and transparency.
- Well qualified, dedicated and experienced Staff.
- Focus towards continuous improvement.
- Academic excellence through teaching and learning process.
- Emphasis towards holistic development of the students and value-based education.
- Reasonable fee structure to meet the rural and semi urban requirements.

**Institutional Weakness**

- Less scope for physical infrastructure requirements owing to space constraints.
- Tracking alumni is difficult.

**Institutional Opportunity**

- Demand from rural and semi urban prospective learners.
- Scope for autonomy from Affiliated University.
- Scope for establishment of evening college.
- Scope for MOUs with industries for better industry-institute interaction.

**Institutional Challenge**

- Growing competition in general education from both government and non-governmental institutions.
- Innovative disciplines and diversified subjects in general education affecting admissions.
- Difficult to manage alumni association.
- Lack of interest among students for campus placements.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

Curriculum planning and implementation:

MIT First Grade College follows the calendar of events prescribed by the University of Mysore and prepares an effective curriculum planning. All the programs offered to students are  Choice Based Credit System (CBCS) and NEP-2020 curriculum.

Effective implementation of the curriculum is ensured through estimation of workload, subject allocation, timetable preparation, lesson plan, work diary, internal and external assessment and mentoring. Regular meetings by various committees are conducted to monitor the progress of the curriculum.

Academic flexibility and Curriculum Enrichment:

The institution offers various elective subjects in contemporary areas as part of the curriculum. Knowledge exposure on courses like Gender sensitization, Environmental sciences, Human values and Professional ethics are included in the programs. The institution offers experiential learning through internships, projects, and industrial visits. Under NEP-2020 curriculum, options on interdisciplinary learning are imparted. Curriculum enrichment is attained through knowledge exchange programs like Certificate courses, Special lectures, Workshops and Seminars.

The continuous process of evaluation ensures that students' academic performances are systematically assessed and reviewed. Slow learners and advanced learners are identified after the first year of graduation and the slow learners are improved by taking measures such as remedial classes, assignments. Likewise, the advanced learners are given additional responsibilites and motivated to secure ranks in the university examination.

Aiming at holistic development of students, co-curricular and extra-curricular activities are conducted such as Tech-Com (Inter-Collegiate Techno Management Event), Quiz, Paper Presentation, Vaishishtya (Cultural Competitions), Biz Bees (Fun Fair) and sports.

Feedback System:

Feedback is obtained from students, faculty and alumni to evaluate and improvise the teaching-learning process and infrastructure. Further, feedback is analyzed by the academic advisors and Principal and suitable actions are suggested.

**Teaching-learning and Evaluation**

Student Enrollment and Profile:

The process of admission is as per the norms of the University of Mysore. With the introduction of NEP 2020 and adoption of University Unified College Management System (UUCMS), all the students seeking admission have to register through the centralized portal and the institution will approve the application of the students for admission.

The enrollment procedure of the institution is unbiased towards gender, caste and geographical distribution. The institution follows category-wise seat allotment as per the provisions of Government of Karnataka.

Student Teacher Ratio:

The institution aims to maintain the required student-teacher ratio by employing the qualified and competent teaching fraternity. The class wise mentorship is followed to continue the student centered learning approach. The current year mentor, mentee ratio is 1:25.

Teaching Learning Process:

The institution adopts experiential learning, participative learning and problem solving methodologies to impart knowledge. ICT is used to enhance the teaching-learning experience. Industrial visit, projects, events, seminars, intra and inter-collegiate activities are organized by the institution.

The continuous process of evaluation ensures that students' academic performances are systematically assessed and reviewed. Further, students are classified as slow and advanced learners. Remedial measures are taken to assist slow learners and advanced learners are motivated to take up additional responsibilities in various activities and guide them towards professional courses.

Teacher Profile and Quality:

The institution recruits qualified and competent faculties and are encouraged to upgrade their skills in respective disciplines. Majority of the faculties have cleared their NET/KSET examination. Some faculties are PhD qualified.

Evaluation Process and Reforms:

Regular internal assessment is conducted as a part of continuous internal evaluation. It includes tests, preparatory, seminar, viva-voce and assignments. Performance of the students are evaluated and internal marks are awarded accordingly.

Student Performance through Learning Outcomes:

Faculty prepare Course Outcomes (CO) and map with the Program Outcomes (PO) as per the guidelines set by the IQAC. The attainment of CO's and PO's is computed and is aimed at achieving outcome-based education in the institution. The average pass percentage of the last five years of the institution is improving.

**Research, Innovations and Extension**

The institution encourages the faculty and students towards research, innovation and extension activities with an emphasis on holistic development.

Innovation Ecosystem:

The institution has created an ecosystem to foster innovation. Various activities such as Creative Juniors, Head Honchos, Best Managers, Biz Beez, Top Notch, innovative projects, and paper presentations are organized throughout the year which motivate the students to think innovatively. Students are also motivated to participate in inter-collegiate pitch fest, toycathon, hackathon, techno-management fest, etc.

Swadeshi Vidyarthi Brigade Club focuses on self-reliant India and vocal-for-local, 100 students are actively involved in this club activities.

The institution had organized special lectures on IPR, Research methodology, Entrepreneurship, and skill development to promote research culture and develop entrepreneurial abilities among the students.

Students have developed the MIT FGC Android App to access e-notes, lecture videos, syllabus, news, etc., which is available in Google play store. The institution brings out a college magazine "NINAADA" annually in

which students' articles are published. This platform helps the students to showcase creativity and talents.

Some of the faculties are members of BOS and BOE constituted by the University of Mysore and autonomous institutions.

Research Publication:

Faculties and students are encouraged to attend conferences, publish papers and incentives are also provided. Few of the faculties have published textbooks in their respective domains.

Extension and Collaboration:

NSS and Rotaract club conduct extension activities such as free uniform distribution, food-kits distribution during COVID 19, blood donation camp, vaccination camp during COVID-19, health check camp, awareness on Govt. schemes at banks, seed ball, Swachha Bharat abhiyan, etc.The institution has been awarded for outstanding service rendered to the community during COVID 19 pandemic by Rotary International.

The institution has 4 MOU's with various organizations under which a total of 9 activities such as special lecture, internships, faculty development programs, etc., were organized during the assessment period.

**Infrastructure and Learning Resources**

Physical Facilities:

Institution has well designed infrastructure suiting the needs of higher education. The institution building having four floors and a basement is structured with 15 spacious and ventilated classrooms to accommodate the students with ease and comfort. There is a function hall to conduct events with a maximum capacity of 150. There are 10 Surveillance cameras fixed at vital places for safety purposes. Lift and ramps are provided for specially-abled students and staff. RO water is provided in all the floors with Annual Maintenance Contract for regular cleaning. Generator facility is provided during the electricity failure as a power backup mechanism. The institution encourages sports activities through a qualified physical education director. The institution rents the sports ground from the Indian Railways, which is just in front of the institution for conducting major sports events. Further, annual and freshers' day event are celebrated in a private convention hall in the neighborhood.

Library:

Library is equipped with over 3700 books and 12 periodicals for reference. Library is automated using open-source library software KOHA. The Library Information System used to manage library operations.

IT Infrastructure:

The institution has sufficient IT infrastructure. The campus is Wi-Fi enabled for wireless internet usage. There are two fiber optic internet lines of 100 Mbps speed from BSNL and Yashtel Pvt. Ltd. Some of the classrooms are equipped with projectors and multimedia setup. There is provision for portable projectors. The institution has 110 computers for 841 students with 1:8 computer-student ratio.

Maintenance of Campus Infrastructure:

The institution has standard operating procedures for maintenance and utilization of physical, academic and support systems with the guidelines of IQAC. There is an AMC for lift, UPS and RO facilities.

## Student Support and Progression

The institution considers its students the focal point and the future wealth of society and believes in providing freedom with responsibility for making them successful and humane leaders of the society. Mentorship system, supports and encourage all students to reach their highest potential.

The institution has established statutory committees such as Internal Complaint Cell, Grievance Redressal Cell, Anti-Ragging Cell, Equal Opportuinity Cell, Anti-Sexual harrzement cell to address the related issues.

Majority of the students are benefited through the scholarships from the government and Non-Govt. organizations. Furthermore, the institution also helps the meritorious and financially weaker section by providing fee concessions and installment facility for the payment of fee. Also, distinction holders   are rewarded with a certificate and cash prize  annually. Free bus facility is also provided.

Value added courses are conducted on contemporary areas to equip the students with required skills. Placement cell provides training and assists students for in campus and pool campus recruitments.

Majority of students opt for higher education and professional courses such as  CA,CS,CMA, software testing, cloud computing,  etc., and few take up employment.

Student Participation and Activities:

In view of holistic development of students, cultural and sports events are regularly organized.

Every year various events such as annual sports meet, inter-collegiate Kabaddi and Chess competitions, Techno-management fests, annual day, freshers day, ethnic day, talents day, fun fair  are conducted.

Students have brought laurels to the institution by securing medals, cash prizes, trophies and awards in university, state and national level competitions. The MIT FGC Rotaract Club and the President of the Club has been recognized and rewarded by the Rotary International.

Alumni Engagement:

There is a registered  Alumni Association with a constituted board of members who contribute towards the development of the institution.

## Governance, Leadership and Management

Institutional Vision and Leadership:

The vision and mission aims to provide quality education. Strategic planning is adopted for effective teaching-learning, infrastructure development,  and in building student friendly ecosystem.  The governance comprising Governing Council (GC), Correspondent, Management and Academic Advisory Committee ensure seamless

working of the institution.

The institution adopts decentralization of duties in its operations. The IQAC is involved in developing a quality system to improve the academic and administrative performance of the institution.

Strategy Development and Deployment:

The institution has long term goals and perspective plans under the guidance of the management. Deployment of the perspective plan is done by effective and efficient policies, administrative setup, appointment and service rules and procedures.

Faculty Empowerment Strategies:

There are welfare measures for the staff such as PF, ESI, maternity leave, medical insurance, providing sites through housing society, marriage leave, staff loan, fee concession for wards of employees, incentives for publications and for attending conferences and research. Performance appraisal of teaching and non teaching staff members are done annually. Faculties are constantly motivated to do research and progress towards higher qualifications.

Financial Management and Resource Mobilization:

Under the guidance of the Management and Principal, the account section of the institution looks after all the planning activities related to financial matters. Based on the requirement from the department, committee and other operational areas, the accounts section prepares a requisition document for management approval. The funds are sanctioned upon consideration. The audit of the institution is conducted every year by, G N ANANTHAVARDHANA, FCA CHARTERED ACCOUNTANT Membership No.025113 for statutory auditing and monitoring the financial transactions.

Internal Quality Assurance Cell:

The IQAC was constituted with a huge thrust on qualitative measures in every aspect of academic and administrative performance to obtain academic excellence and holistic development of the students. The main aim of the committee is to introduce and implement qualitative initiatives across the institutional operations such as curricular aspects, teaching - learning process, research and innovations, infrastructural development, student support and progression, auditing, governance and leadership and institutional best practices.

**Institutional Values and Best Practices**

Institutional Values and Social Responsibilities:

The institution  follows gender equity and sensitizes the staff and students to gender-based challenges and concerns. The prescribed curricula provide a platform to engage in discussion regarding gender disparity and factors producing and propagating gender inequalities in the society. In addition to the curricular engagements, several other programs highlight the gender concerns to a gender-equal society.Awareness on the code of conduct is given during the orientation programme.

Institution ensures the obeservation of national importance days and other important national festivals including

Birth/Death anniversaries of notable personalities. The NSS unit and Cultural Committee takes the responsibility of organizing these events with the support of students.

Initiatives for alternate sources of energy, energy conservation measures, management of the various degradable and non-degradable waste, water conservation, green campus initiatives, green audit, disabled-friendly environment are in practice. Environmental promotion activities beyond the campus are regularly conducted.

The institution believes in equality of all cultures and traditions without any discrimination. Students wear uniforms to maintain socio-economic harmony.

NSS unit of the institution has organized various programmes related to social services like cleaning in and around the campus, swachha bharat abhiyan, conduction of NSS camps in villages, public awareness programs, vaccination drives, blood donation camps etc.

Best Practices**:**

The two best practices followed by the institution are as follows:

1. "Arivu - Neravu" : Stimuli For Students Overall Growth

    ○ Fee concession for meritorious students

    ○ Fee concession for economically weaker section

    ○ Fee concession for higher education in the same institution

    ○ Free bus facility

    ○ Payment of fees in installment

    ○ Rewarding meritorious students with certificate and cash prize annually

2. Swavalamban – Swadeshi Vidyarthi Brigade: A Nationalistic Movement

    ○ Support for 'vocal for local'

    ○ Encourage self reliant Bharath

    ○ Entrepreneurial initiatives

    ○ Educating on successful entrepreneurs

Institutional Distinctiveness:

- The Institution is established by eminent academicians having decades of rich experience of teaching and learning.

- Develop Swadeshi instinct among students

- Family environment among staffs

- Academic excellence through oneness among the stakeholders

- Proven growth in terms of student enrollment and results

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | MIT FIRST GRADE COLLEGE |
| Address | F29/1, 3rd Stage, Industrial Suburb, Fort Mohalla, Vishveshwara Nagar, Mysore |
| City | Mysore |
| State | Karnataka |
| Pin | 570008 |
| Website | [www.mitfgc.in](www.mitfgc.in) |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | K Nage Gowda | 0821-2331722 | 9620228110 | - | mitfgcmysore@gmail.com |
| IQAC / CIQA coordinator | Sunitha S P | 0821-4850479 | 9481820871 | - | sunithapgmit@gmail.com |

| Status of the Institution | |
|---|---|
| Institution Status | Private |

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

| Recognized Minority institution | |
|---|---|
| If it is a recognized minroity institution | No |

| Establishment Details |
|---|
| |

| State | University name | Document |
|---|---|---|
| Karnataka | University of Mysore | [View Document](#) |

**Details of UGC recognition**

| Under Section | Date | View Document |
|---|---|---|
| 2f of UGC | | |
| 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 |
|---|---|---|---|---|
| No contents | | | | |

**Recognitions**

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

**Location and Area of Campus**

| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
|---|---|---|---|---|
| Main campus area | F29/1, 3rd Stage, Industrial Suburb, Fort Mohalla, Vishveshwara Nagar, Mysore | Urban | 0.25 | 1733.66 |

# 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BBA,Department Of Commerce And Management | 36 | PUC | English | 60 | 37 |
| UG | BCom,Department Of Commerce And Management | 36 | PUC | English | 237 | 193 |
| UG | BCA,Department Of Computer Science | 36 | PUC | English | 159 | 118 |
| PG | MCom,Department Of Commerce And Management | 24 | BCom/BBA/BBM | English | 60 | 29 |

**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 | | | | 3 | | | | 1 | | | | 32 |
| Recruited | 3 | 0 | 0 | 3 | 1 | 0 | 0 | 1 | 13 | 19 | 0 | 32 |
| 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 | | | | 10 |
| Recruited | 7 | 3 | 0 | 10 |
| 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 | | | | 1 |
| Recruited | 1 | 0 | 0 | 1 |
| Yet to Recruit | | | | 0 |

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualificatio n** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 3 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| PG | 3 | 0 | 0 | 0 | 0 | 0 | 12 | 15 | 0 | 30 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 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 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 3 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 0 | 5 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 508 | 4 | 0 | 0 | 512 |
| | Female | 274 | 0 | 0 | 0 | 274 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 19 | 0 | 0 | 0 | 19 |
| | Female | 36 | 0 | 0 | 0 | 36 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|---|---|---|---|---|---|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 43 | 45 | 35 | 27 |
| | Female | 30 | 33 | 25 | 28 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 28 | 31 | 27 | 18 |
| | Female | 7 | 13 | 10 | 9 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 327 | 324 | 290 | 229 |
| | Female | 182 | 179 | 184 | 156 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 75 | 91 | 69 | 62 |
| | Female | 57 | 67 | 73 | 60 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 1 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 749 | 783 | 713 | 590 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | a) Delineate the vision/plan of institution to transform itself into a holistic Multidisciplinary institution. The college's vision and mission plan are in alignment with National Education Policy-2020 and offer multidisciplinary courses with the purview of holistic development of the students and gaining competitive advantage in the job market. Furthermore, the institution emphasises the development of responsible citizens of society and the nation. The array of different disciplines in the curricula enhances the student's exposure to the contemporary world. b) Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations. To address this question, the university prescribed curricula have included certain mandatory multidisciplinary courses. The bachelors and masters degree programme of the institution has expanded to include the integration of Humanities and Science courses: English, Kannada, Hindi, Sanskrit, Environmental Science, Human Rights, Workforce Management, Health and Yoga, and Financial Literacy, Human Rights, Digital Fluency, Indian Polity, AI, Indian economy and Rural Development of the Economy etc. c) Does the institution offer flexible and innovative curricula that includes credit-based Courses and projects in the areas of community engagement and service, environmental Education, and value-based towards the attainment of a holistic and multidisciplinary. Yes, the institution follows a credit-based choice system offering NSS and Environment Science with 2 credits respectively to the students with the aim of a multi-disciplinary approach. Furthermore, the institution has active clubs viz., NSS, Rotaract, Red Cross and Swadeshi Vidyarthi Brigade which focus of community service and various projects are given to the members of these clubs so as to develop the students holistically. d) What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples. Multidisciplinary learning is an excellent way to integrate education into a comprehensive unit rather than scrambling to draw connections between unrelated arenas. Exit and entry after each year is planned in such a way the graduates meet the |
|---|---|

| | |
|---|---|
| | industrial and societal needs and develop the employability skills of the learning community. e) What are the institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges? Engaging multi-disciplinary by way of offering a portfolio of courses would encourage critical thinking, analytical skills, problem solving, adaptability to any environment, improvement in written and verbal skills, and the overall development of the learning community. f) Describe any good practice/s of the institution to promote Multidisciplinary /Interdisciplinary approach in view of NEP 2020. The department of Computer Science offer open elective courses for Commerce and Management Streams, similarly, the department of Commerce and Management offer open elective courses for Science stream students. The department of humanities offer open elective courses for Science, Commerce and Management Streams. Thereby, an ecosystem of interdisciplinary approach in view of NEP 2020 is being followed in the institution. |
| 2. Academic bank of credits (ABC): | 2. Academic bank of credits (ABC): a) Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020. Academic Bank of Credit is envisaged as a digital bank that holds the credit earned by a student in any course. It is a major instrument for facilitating multidisciplinary and holistic education and multiple entry and exit in higher education. The institution will follow the rules envisaged by the affiliating university for credit transfer and academic bank of credits. b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details. The institution has registered with the Unified University & College Management System (UUCMS) Govt. of Karnataka which facilitates online admission, examination, academic management. The details of students , program and courses studied along with acquired credits will be maintained in the unified portal which will help in managing the Academic Bank of Credit. c) Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable |

| | |
|---|---|
| | credit transfer. Since the institution is affiliated to University of Mysore, has limited option for international institutional collaboration. d) How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc. The institution follows the academic calendar given by the University of Mysore for curricular planning and its implementation. The institution has an integrated mode of teaching learning environment offering both online and offline. The instructional approach in curriculum execution are through assignments, class notes, E-notes, video lectures, class room exercises, seminars, internal assessments, projects, internships, industrial visits, field trips and blended teaching. The department in alignment with academic calendar of university operates in completion of the syllabus, preparing the students for the examinations and into a responsible citizen. Many of the staff have authored text books and research publications in reputed journal and magazines. Furthermore, the course attainment calculation helps in knowing the shortcomings in that course and plan the curricular and co-curricular activities to address the issues. e) Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020. Adoption of Unified University College Management System focusing on E-governance. Further, registration of the institution with ABC will benefit the students with multiple exit an entry options. |
| 3. Skill development: | 3. Skill development: a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework. The institution is planning to collaborate with some government institutions and private agencies in offering vocational courses at affordable prices to enhance the employability skills and calibre of the leaners. Also, students will be encouraged to opt for online education for vocations courses. b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education. The institution offers varied vocational courses such as Tally, Web Designing, |

Mobile application, Artificial Intelligence, Cyber security and Office Management that help in building the employability skills of the learners along with main stream of education c) How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc. The vision and mission statement of the institution also aims at the holistic development of the students and building a responsible citizen of the society and the nation. The curriculum includes the societal supportive and development subjects like Human Values, Constitutional Rights, Disaster Management, Financial Literacy, Managing Workforce and others related subjects. Further language labs, clubs, placement cells and other committees also contribute to the development of the students. Yoga training, music club and role of NSS and Rotaract Club in extension activities also contribute in developing value-based education. The humanities courses also emphasize on ethical and values for value-based education. d) Enlist the institution's efforts to: i. Design a credit structure to ensure that all students take at least one vocational course before graduating. The institution was offering the vocational courses for the different years of the students' along with main stream as a Certificate course. The NEP2020 syllabus there are four vocational courses for UG programmes. ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions. Yes, we have included Industry experts, academic advisors, parents, University Professors, and other stake holders in rebuilding the qualitative initiatives in providing academic as well vocational knowledge base to the learners. iii. To offer vocational education in ODL/blended/on-campus modular modes to Learners. Institution encourages students and staff for acquiring additional skills through various platforms. iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification. Institution has plans to collaborate with government schemes

| | |
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| | like Kushal, Koushalya Kendra. v. Skilling courses are planned to be offered to students through online and/or distance mode. Yes, would plan as per the regulations of affiliating University. e) Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020. Institution has been offering the certificate courses for the students. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc,) into the curriculum using both offline and online courses. The Institution adopts the curriculum framed by the University of Mysore. The regional language Kannada, Sanskrit and Hindi are offered as options for the students. Both online and offline modes are observed in the teaching process by the faculty. b) What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details. Faculty are encouraged to teach both in local language and English, since majority of the students come from rural background. c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution. University of Mysore offers students to answer the examination in bilingual mode – English and regional language- Kannada. The courses are taught in bilingual mode in the institution. d) Describe the efforts of the institution to preserve and promote the following: i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.) Students are motivated and given option to select Sanskrit as their second language. Institution has a dedicated faculty to teach Sanskrit. ii. Indian Arts • Cultural committee of the college identify and encourages the talents of the students by providing various opportunities to showcase their talents. • Historical places visits in respect to languages and academic are often encouraged. iii. Indian Culture and traditions. The institution encourages and motivates students to take part in intra and inter college cultural events. Students are recognised for the talents and the cultural committee and other related committees associates the students with regional and local events organised in Mysore city. • Yuva Dasara Mahostav- Where in students participate on traditional folk dances such as- Dollu |

| | |
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| | kunitha, Pooja kunitha and kolaata in the cultural capital Mysore City. • College organises Ethnic Day Celebrations every year in order to revive the traditional and cultural aspects of the region. • Drama plays - Students are encouraged and trained to act in plays by the staff. Students have achieved laurels by participating in state level play competition. e) Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020. The institution offers good number of options in choosing the languages as per the convenience of the students with respect to academics. |
| 5. Focus on Outcome based education (OBE): | Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)? The institution has been constantly performing to its best. Every year a good number of distinctions, maximum first classes and very negligible failures are witnessed in the university results. The reasons for this accomplishment are well established institutional mode of operations. Every semester the institution conducts two internals that covers the complete syllabus and students are prepared for the university examinations. Every program and courses offered by the institution have its own programme outcomes, course outcomes and their attainment in deciding upon the outcome-based education. The institution conduct internal assessment in a systematic way with a link to different levels of learning based on Bloom's Taxonomy. ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices. The institution meticulously aligned the program outcomes with the course outcomes and attainment of the same in respect of each course is achieved. The outcomes are measured though course and program attainments. In each course the attainment for each of the student and overall attainment is calculated through well defined process. The consolidated attainment of all the courses is used for calculation of program attainment. Tools such as internal assessment, viva, seminar, assignments, quiz, etc are used for measuring the students performance. iii. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020. The |

| | |
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| | institution has its own itinerary in alignment with university calendar of events. Having focus on holistic development of the students, outcome based education is emphasised. This is accomplished by including curricular, co-curricular and extracurricular activities for the students. Furthermore, the faculty of the course writes the course outcomes which will be scrutinized by the assessment committee. The course plan will include all the activities to ensure the course outcomes are attained. Students are constantly monitored through mentorship and internal assessment. |
| 6. Distance education/online education: | a) Delineate the possibilities of offering vocational courses through ODL mode in the institution. The institution already has a YouTube channel that streams the video lectures and E-notes prepared by the faculty can be accessed through the institution website or the android app. Further students are also made aware of the available online sources of NPTEL, SWAYAM, Course ERA for further knowledge and upgradations. In future, institution has plans to collaborate with EduTech platforms for certified vocational courses. b) Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning. The institutions has sufficient infrastructure and technical support in imparting teaching and learning process. Two computer labs having 110 computers with a student and computer ratio of 8:1. Facility to record lecture videos has been set up by the institution. Faculty use the technological platforms like Google Class, Zoom, Teachmint and offer blended learning. |

# Extended Profile

## 1 Students

**1.1**

**Number of students year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 841     | 749     | 783     | 713     | 590     |

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 2 Teachers

**2.1**

**Number of teaching staff / full time teachers during the last five years (Without repeat count):**

**Response: 42**

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

**2.2**

**Number of teaching staff / full time teachers year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 36      | 29      | 30      | 27      | 24      |

## 3 Institution

**3.1**

**Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 105.69  | 39.75   | 53.68   | 53.23   | 24.89   |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curricular Planning and Implementation

**1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

**MIT First Grade College** is one of the premier educational institutions in Mysore region established by Maharaja Educational Trust. The institution was established in the year 2009 with the objective of providing quality education. Currently, BBA, BCA, B.Com and M.Com programs are offered by the institution.

The institution follows curriculum provided by University of Mysore which is the affiliating university. The BOS of university frames and revises the syllabus periodically. The Choice Based Credit System was adopted from AY 2018-19. Subsequently, NEP2020 based curriculum is being followed from AY 2021-22.

The institution has constituted Academic Advisory committee consisting of Management Representatives, Principal, Vice Principal and heads of the departments, which meets twice in a year, to plan for various curricular, co-curricular and extracurricular activities to be conducted in the institution. The suggestions by IQAC are taken into consideration during the plan of calendar of events along with the University calendar of events. Further, IQAC conducts academic and administrative audit annually.

Various inter and intra curricular, co-curricular and extra-curricular activities are organized for overall development of students. Some of the curricular activities being conducted are tutorials, seminars, group discussions, quiz, knowledge exchange programmes, workshops, placement training and industrial visits. Some of the co-curricular activities being conducted are Tech-Com (Inter-Collegiate Techno Management Event), Quiz, Paper Presentation. Some of the extra-curricular activities being conducted are Vaishishtya (cultural events), Swavalamban-ED Program, Swadeshi Vidhyarthi Brigade, sports competition, Biz Bees (Fun Fair).

Timetable committee prepares the timetable. The faculty prepares lesson plan and teaching materials. The study material is also uploaded in college e-library and MIT FGC Android app for benefit of students. Further, day to day task completed is noted in work done diary which will be verified by HoD and Principal. Periodic meetings will be conducted by respective Heads in order to evaluate the teaching process.

Students are given chance to opt for elective subject in the beginning of every semester. The institution follows a mentoring system in which around 25 students are assigned to each faculty. To strengthen students' with required additional skills, certificate courses (04) in emerging fields are offered. A minimum of three-day orientation programme for the freshers' will be organized every year wherein curriculum details are provided along with motivational session, code of conduct, soft skills and human values, etc.

Curriculum Developed and Approved by the University

(For Add-on Programs GC approves Curriculum)

IA Components are decided by Department Councils

→

University Calendar of Events

→

Calendar of Events of College is prepared as per the suggestions of Academic Advisory Committee and IQAC

↓

Faculty Prepares Lesson Plan and Teaching Material

←

Academic Time Table

←

Department/Committee conducts Curricular, Co-curricular and Extra-curricular activities

↓

Faculty maintains Work and Mentors Diary

*Outcomes*
Streamlined Teaching-Learning, Satisfied Stakeholders, Increase in Enrolment

Students are subjected to CIE through tests, preparatory examinations, assignments, seminars, projects, role-play, practical exercises, field exposure, attendance and viva-voce. The evaluation process is executed with absolute transparency and in compliance with University regulations and guidelines. IA and preparatory examination dates are announced and displayed in advance by the examination committee. Faculty prepare scheme of valuation for internal question paper for transparent evaluation and the same will be shared to the students.

*Outcomes*
Identification of Slow, Mediocre and Advanced Learners, Better Stakeholders Relationship, Maintenance of Right Academic Track, Grievance Handling Mechanism Becomes Effective.

In summary, the institution follows a well defined process for effective academic activities as a result there is Streamlined Teaching-Learning, Satisfied Stakeholders and Increase in Enrolment.

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## 1.2 Academic Flexibility

| **1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years** | |
|---|---|
| **Response:** 11 | |

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

**1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years**

**Response:** 32.4

1.2.2.1 **Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 355 | 0 | 304 | 292 | 240 |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [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 vision and mission statements of the institution give importance to the human values and professional ethics. The curriculum effectively integrates cross-cutting issues relevant to gender, environment and sustainability, human values, professional ethics that leads to a strong value-based holistic development of students. Special lectures are arranged with regard to gender sensitization, various activities are organized throughout the year that help in this endeavour. Orientation programme for the fresher's will be organized every year wherein curriculum details are provided along with motivational session, code of conduct, soft skills and human values, gender sensitisation, etc.

**Outcomes**
Holistic Social Development, Academic Enrichment, better Stakeholder Relationship, Increase in Enrolment and Enhanced Public Perception.
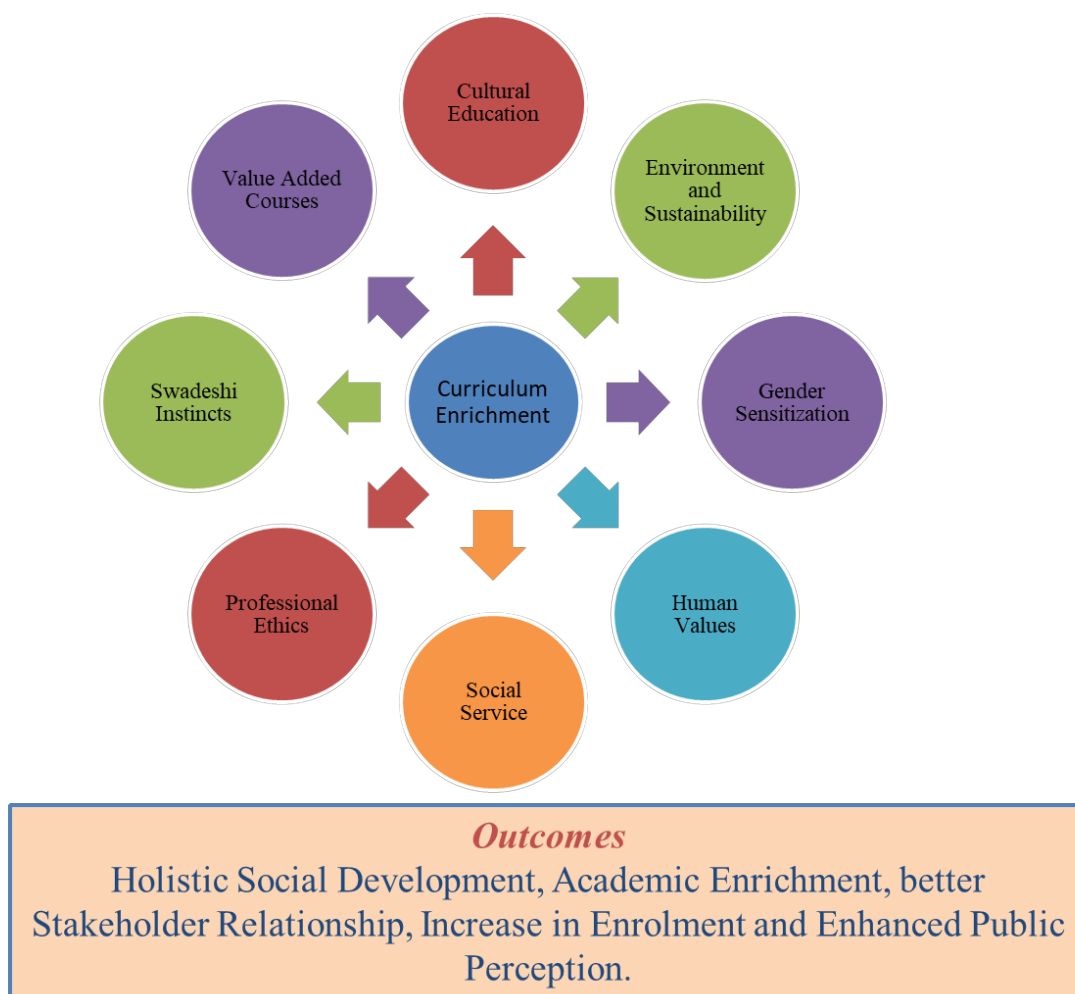
**Gender sensitization:** Students are sensitized and encouraged to work towards gender equity from a cross-cultural perspective. Counselling to the students is provided through faculty and mentors. Gender sensitization awareness programmes are conducted on related issues.

The Anti-Sexual Harassment and Grievance Redressal Cell deals with the issues of women harassment and gender inequality issues. Community outreach programmes that include health and hygiene camps, village visits etc enable exposure to real life situations. The institution organizes seminars, guest lectures, and literary activities that help in gender sensitization.

**Environment and Sustainability:** The institution has a community orientated work culture based on the sustainable way of life that involves integration of water quality, air quality, education, healthcare, agricultural practices and human values. A compulsory core course on Environmental Studies and Disaster Management is included in UG programmes. Environment awareness camps, seminars, guest lectures, industry visits and field excursions are organized. Environment Day is celebrated. Institution is recognized by Government of India for "Swachatha Abhiyan".

**Human Values and Professional Ethics:** Language courses addresses various topics covering the human values and professional ethics. Courses such as Human Rights, Management Principles and Practice, Business Ethics are part of curriculum for the commerce and management stream which address the human values and professional ethics dimensions. Furthermore, students are oriented on professional ethics in placement training and academics.

The following initiatives are taken by the institution to address the issues relevant:

**1. Cultural Education:** To encourage cultural talents students are motivated to participate in inter district activities like Rangathorana, Yuva Dasara, etc.

**2. Social Service:** Rotract Club conducted online competition and collected fund which was donated to needy Covid-19 patients. Groceries packets are also distributed to needy people.NSS students actively take part in social service. They visit villages every year and take up social work such as educating people on hygiene and health.

In line with our Institution's Vision various activities and initiatives are being taken throughout the academic year for integrating the issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics in curriculum.

| File Description | Document |
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| Upload Additional information | [View Document](#) |

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

**Response:** 10.11

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 85

| File Description | Document |
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| Institutional data in the prescribed format | [View Document](#) |

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)**

**Response:** Yes

| File Description | Document |
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| Upload supporting document | [View Document](#) |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

### 2.1.1 Enrolment percentage

**Response:** 27.99

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 377 | 246 | 295 | 275 | 252 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1224 | 1107 | 1077 | 918 | 837 |

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| Institutional data in the prescribed format | [View Document](#) |

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

**Response:** 78.12

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 493 | 434 | 433 | 352 | 305 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 613 | 553 | 538 | 459 | 419 |

| File Description | Document |
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| Institutional data in the prescribed format | [View Document](#) |

## 2.2 Student Teacher Ratio

**2.2.1 Student – Full time Teacher Ratio**
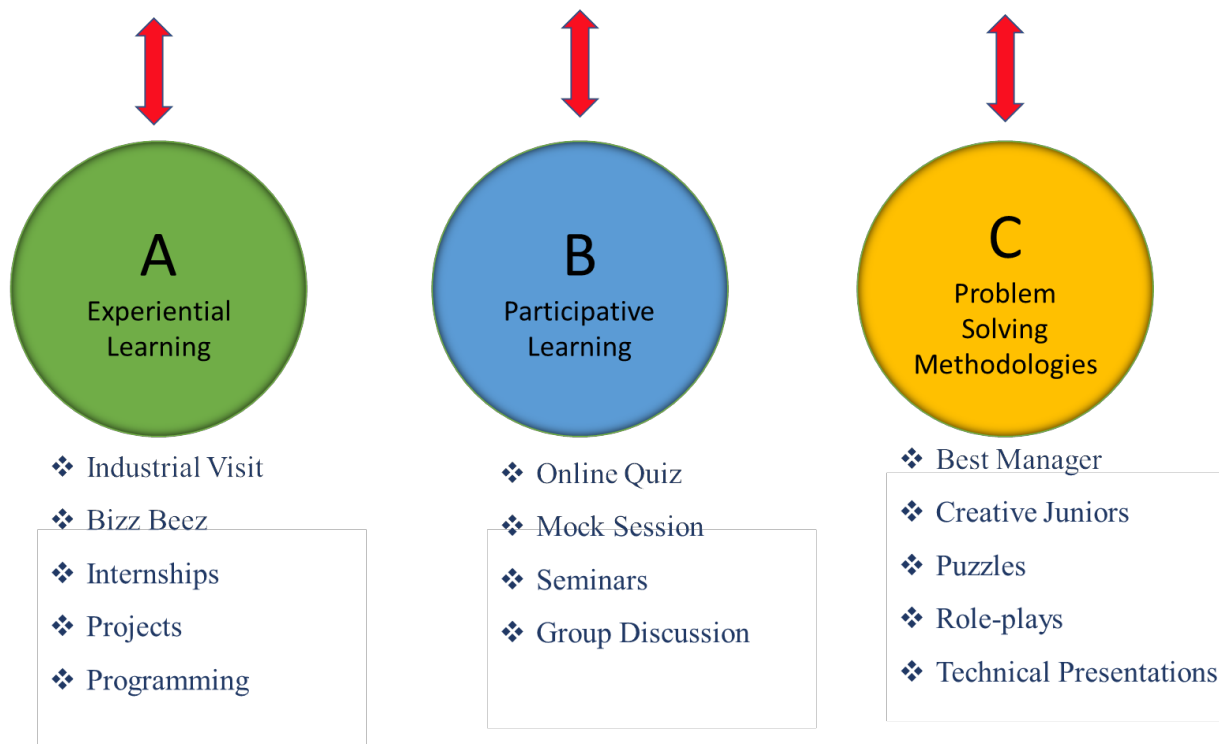**(Data for the latest completed academic year)**

**Response:** 23.36

## 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 using ICT tools**

**Response:**

The following are teaching-learning methodologies adopted for providing better learning experience of the students.

**Enhance their career prospects through optimal learning experience**

**Develop critical, analytical and creative capabilities**

**Strengthen the character to evolve as socially responsible citizen**

**A**
Experiential Learning

**B**
Participative Learning

**C**
Problem Solving Methodologies

- ❖ Industrial Visit
- ❖ Bizz Beez
- ❖ Internships
- ❖ Projects
- ❖ Programming

- ❖ Online Quiz
- ❖ Mock Session
- ❖ Seminars
- ❖ Group Discussion

- ❖ Best Manager
- ❖ Creative Juniors
- ❖ Puzzles
- ❖ Role-plays
- ❖ Technical Presentations

**Experimental learning**: Students are encouraged to form groups and learn together. Students attend expert talks by resource persons which help them to learn and acquire knowledge easily. To provide practical knowledge industrial visits are arranged. Students are encouraged to take up internship and group projects to gain practical experience. "Biz- Bees" is an event organized to familiarize students with the real world business, where students and teachers will contribute their ideas and thoughts to organize an event and run stalls on the same day successfully and gain an experience of being in the business sector. BCA students are given projects.

**Participative learning**: Experts from "RUDSET Institute" conduct "Entrepreneurship Development Programme". Seminars are conducted on various topics such as GST, web application development, android application development etc. Mock session on stress interview are organized to have a simulated experiences of the industry. Students take part in organizing in various activities like technical and management fests such as Tech-com, Business Fest, with the help of teachers which help in developing managerial skills. Participative learning is also encouraged through peer learning.

The faculty supports and encourages the use of digital media for presentations, group discussion etc., and most importantly in circulation of course materials. Teachers will also conduct online quiz, online classes and online learning programs as on when it is necessary to increase student's passion for learning.

**Problem Solving**: Every individual faculty try to give the learning experience in every aspects. Events and activities are organized to develop independent learning skills and to cater team work such as Best manager, Creative juniors, Creative advertisement, Puzzles, Role-plays, technical presentations etc.

Innovative learning is encouraged through project assignments, presentations and case study analysis. Students who have opted BCA will undertake project work in their final semester as a part of their academics. Further, the clubs such as Swadeshi Vidyarthi Brigade assign projects to students on various topics related to entrepreneurship.

**TEACHERS USE ICT ENABLED TOOLS FOR EFFECTIVE TEACHING – LEARNING PROCESS**

The institution is WIFI enabled and has ICT enabled classrooms where faculties make absolute use of facility in their teaching learning approaches.

In addition to chalk and talk method of teaching the faculty are using the IT enabled learning tools such as Power Point Presentation, Audio - Video clipping and YouTube channel to explore various means to disseminate knowledge.

Online classes on various platforms such as Zoom, Teachmint, etc., are conducted to facilitate e-learning.

Students use ICT while giving the presentations in the classrooms and in other academic events. BCA students have developed an informative android app which is available in Playstore. The app has e-resources such as notes, question papers, calendar of events, lecture videos etc. University results can also be viewed from the app.

| File Description | Document |
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## 2.4 Teacher Profile and Quality

**2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years**

**Response:** 100

2.4.1.1 **Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 36 | 29 | 30 | 27 | 24 |

| File Description | Document |
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| Upload supporting document | [View Document](#) |

**2.4.2 Percentage of full time teachers with NET/SET/SLET/ 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:** 38.36

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B**

**Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 15 | 13 | 13 | 8 | 7 |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 2.5 Evaluation Process and Reforms

**2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

**Response:**

The institution maintains utmost transparency in conducting internal assessment and evaluation. Students will be informed about the process of assessment strategy and method of evaluation.

Teachers will conduct internal assessment as per the directions received from the university thereby faculty will remain firm and transparent in conducting and evaluating their performance in every internal assessments. Scheme and solutions is shared among students for reference.

All the faculty members will give assignments to the students which are relevant to their subjects. Viva-Voce/ seminar are also conducted for evaluation.

The institution conducts IA-1 for 40 marks and preparatory examination for 80 marks in the same manner as per the university question paper pattern and scheme. Final internal marks are displayed in the notice board and each department maintains the file of IA marks allotted to the students.

All the students are instructed to appear in the internal and semester end examination. The whole process of evaluation of internal assessment is very transparent. Internal assessment is scheduled as per the calendar of events. In addition to this, semester - end examinations are also conducted as per the time table scheduled by the university.

**Mechanism for IA grievance redressal:**

1. After the IA test the scripts are evaluated by the respective subject teacher and the scripts are handed over to the students and will discuss the scheme of evaluation with the students.
2. In case of any grievance related to evaluation the faculty along with the HOD will resolve the matter.
3. The students have the freedom to approach the Principal directly with regard to any grievance related internal assessment and semester end examination. The institution brings these to the notice

of the university through proper channel.

4. In addition students can approach grievance redressal committee if they are having any issues related to examination or general grievances.
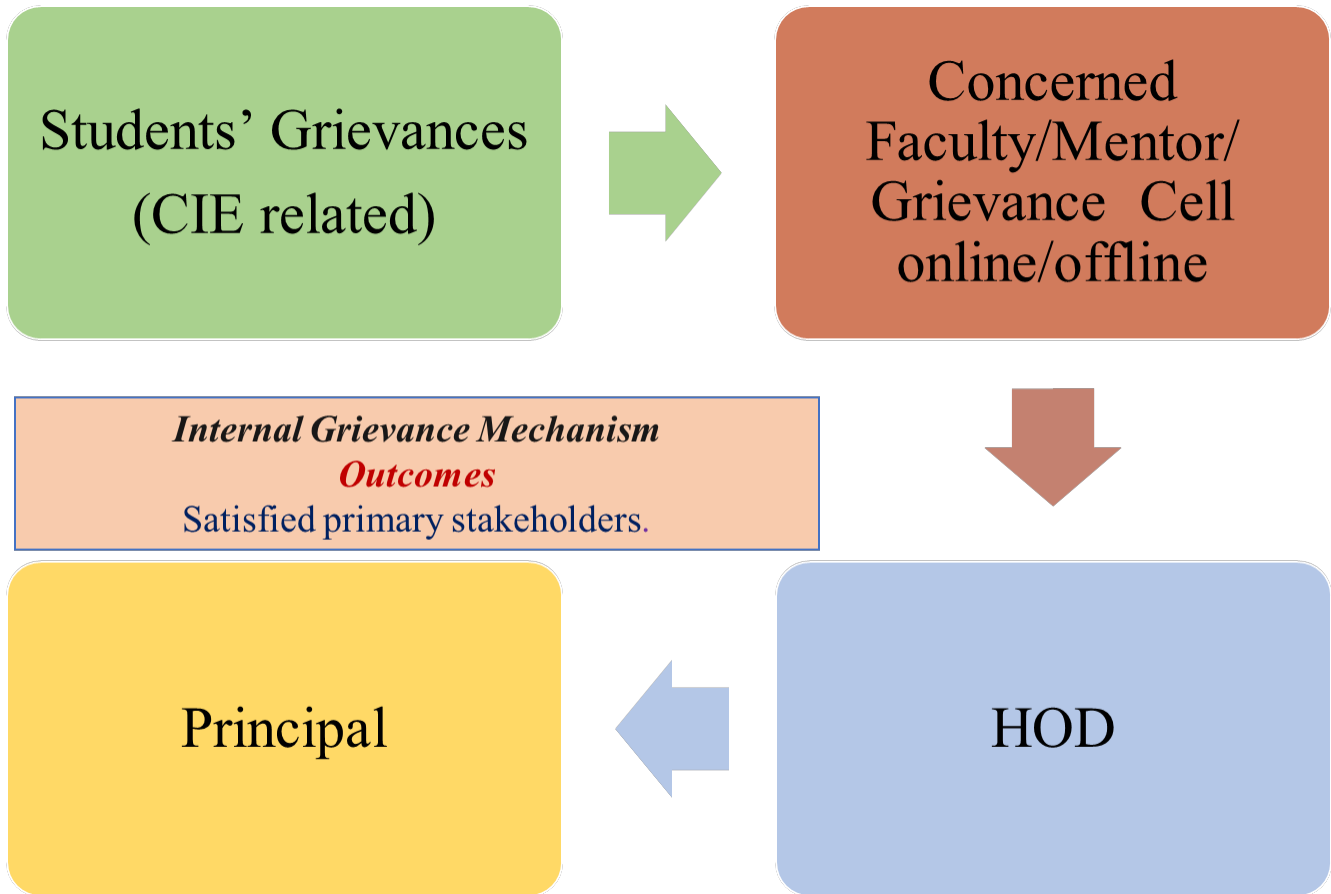


**Mechanism for SEE grievance redressal:**

If any student forgot or lost the hall ticket, the superintendent of examination will attend to the case and duplicate hall ticket will be issued. The institution efforts in addressing each grievances are time bound, transparent without any bias or error.

Students who are not satisfied with the marks obtained in the final examination can apply for photocopy of concerned paper or directly can apply for revaluation by submitting the application of revaluation along with the request to university. In the due course of time the revalued results will be declared.
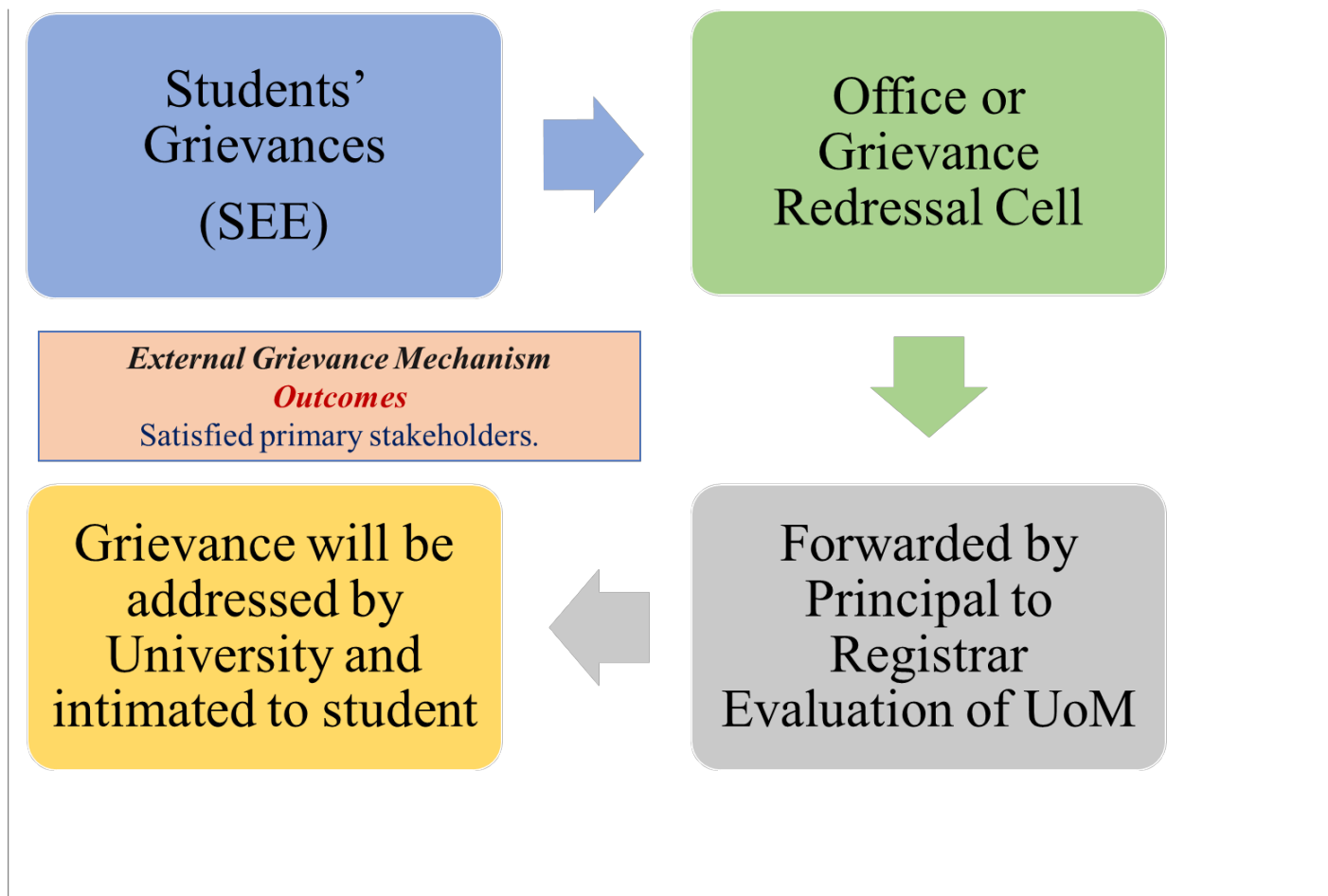
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## 2.6 Student Performance and Learning Outcomes

**2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated**

**Response:**

The institution follows the Outcome Based Education Model for teaching, learning and evaluation. The PO's and CO's form the basis for achieving Mission and Vision of the institution. For each of the programs offered, the respective department has framed the PO's by following the PO's from the NBA. The PO's for NEP 2020 curriculum is given by the University. The PO's are displayed in the department notice board as well as the institution's website which can be accessed using the following link: http://mitfgc.in/programmes-offered/

Faculty writes the CO's by referring to the revised Bloom's Taxonomy for the their respective course and maps with the PO's by preparing the CO-PO Mapping matrix. Each course outcome is mapped to PO in terms of the relevance based on graduates attribute rubbrics. 3 levels of relevance based on the degree of correlation are used. The levels of correlation are 1- for low, 2 – for medium, 3- for high correlation.

The CO's of each of course is mentioned in the respective course material and made available to be

accessed through MIT FGC Android App or the website. Furthermore, during the orientation programme the students are made aware of the OBE, PO's and during the first day of the course the faculty explains the CO's to the students in the class.

Direct attainment for each of the course is computed by using an excel sheet which takes into consideration the IA and SEE marks (40% SEE and 60% CIE weightage). The consolidated attainment values of all the courses are used to calculate the program attainment (20% Indirect Attainment and 80% Direct Attainment). Exit survey is used for indirect assessment.
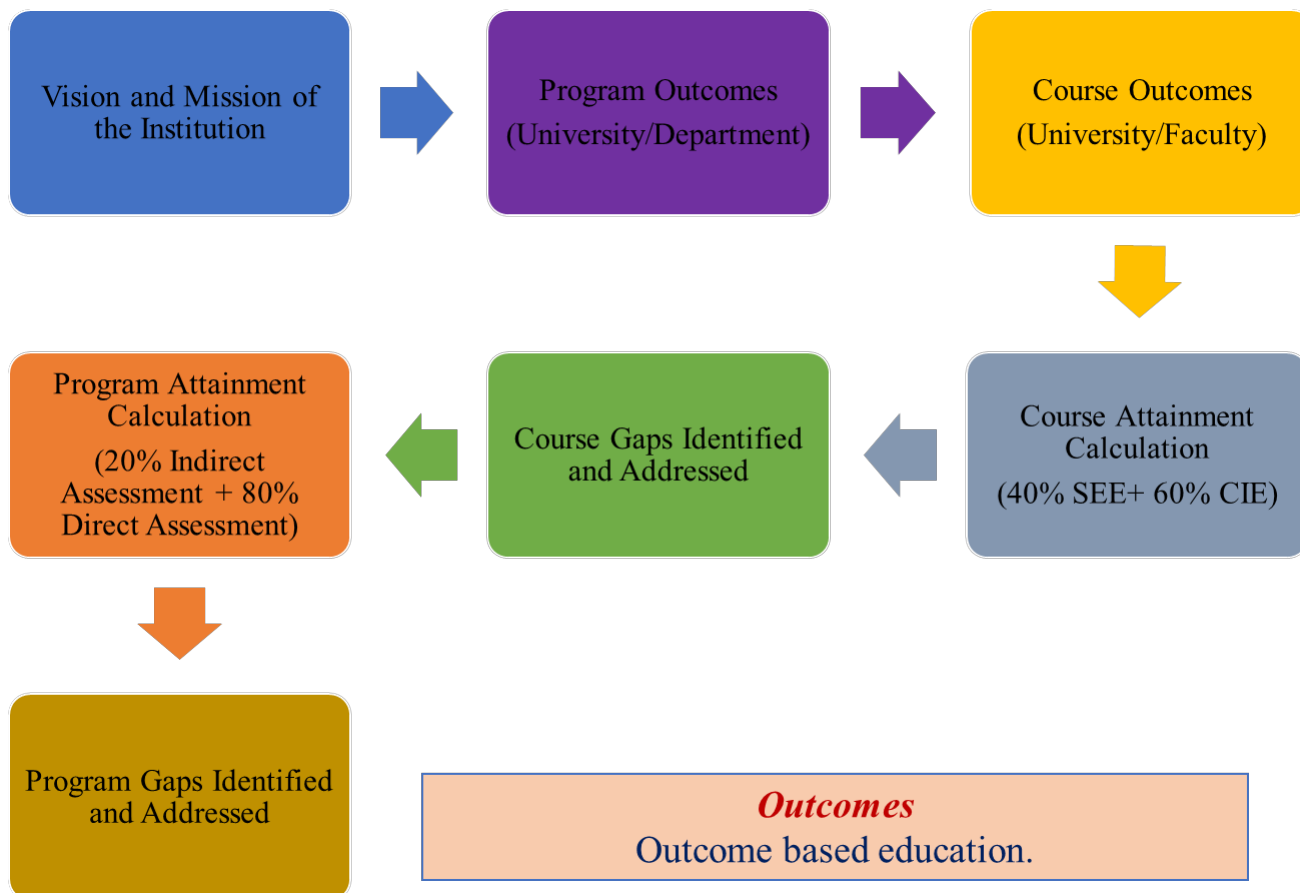


Every department conducts meeting to set the attainments levels and assesses the levels achieved for each of the programme offered. Faculty prepares course file which has the following documents; course outcomes, syllabus, notes, question papers, scheme and solution.

The attainment level for courses is set based on the previous performance. Each course may have different targets and attainment levels set by the respective course instructor. Setting the attainment levels will help to determine the attainment of each CO against set target. If the required attainment has not been achieved, the course instructor makes an attempt to fill the gaps by taking remedial measures. Likewise, if the required attainment level has not been achieved for PO's, the department takes suitable remedial measures to achieve the targets. The targets for each of the PO is set in the range of 1.5-2.5. The entire process is aimed to achieve the objectives of OBE.

| File Description | Document |
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| Provide Link for Additional information | [View Document](#) |

**2.6.2 Pass percentage of Students during last five years**

**Response:** 74.35

2.6.2.1 **Number of final year students who passed the university examination year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 205 | 204 | 167 | 147 | 83 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 246 | 263 | 247 | 209 | 119 |

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 2.7 Student Satisfaction Survey

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:** 3.7

| File Description | Document |
|---|---|
| Upload database of all students on roll | [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 in the institution during the last five years (INR in Lakhs)*

**Response:** 0.05

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)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0.05 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [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:**

**Ecosystem for Innovations**

The institution has created an ecosystem to foster innovation. Various activities such as Creative Juniors, Head Honchos, Best Managers, Biz Beez, Top Notch, innovative projects, paper presentations are organized throughout the year which motivate the students to think new ideas and innovate. Students are also motivated to participate in pitch fest, toycathon, hackathon, techno-management fest, etc.

**Outcomes**

Honed up talents of advanced learners, harnessing talent pool, increase in creative thinking ability and society outreach.
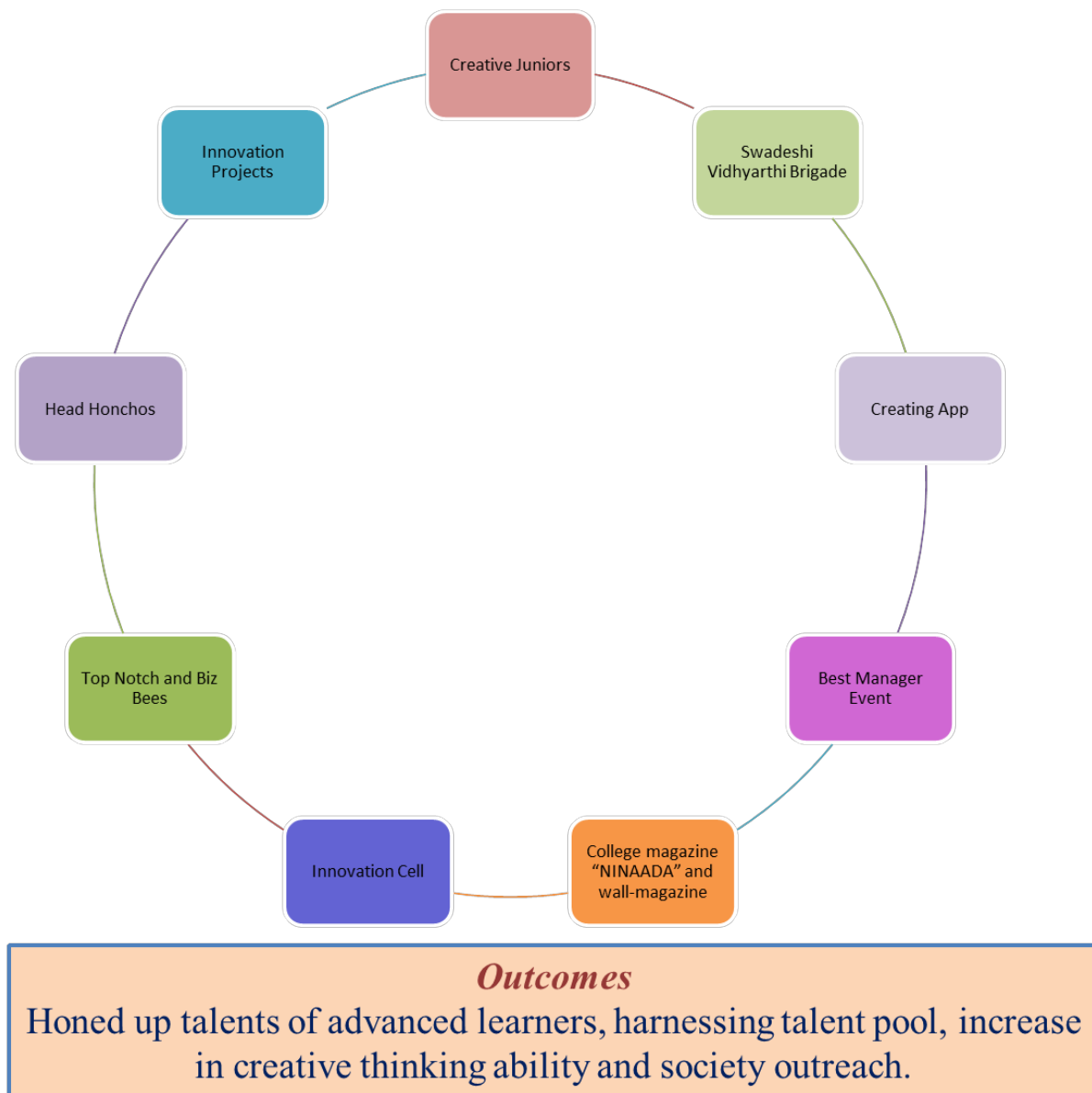
Swadeshi Vidyarthi Brigade Club focus on self-reliant India and vocal for local nearly 100 students are mentored by the faculties.

The institution has organized programs on research methodology, entrepreneurship development and intellectual property rights to promote a healthy and ethical research ecosystem, entrepreneurship and innovation.

The managing trust of the institution has set up the following initiatives to encourage innovation:

- "MET Shodahana" Research Grant for students and staff for project and invention.
- Incubation Center in the sister concern with free internet and workspace for startups.
- Incentives for research publications and paper prestation in conference.

**Initiatives for creation and transfer of knowledge**

| | | |
|---|---|---|
| Articles in Journals and Conference Proceedings | Members in Academic Bodies | Lecture videos and Digital study materials |
| Industrial visits | Seminars, workshops on IPR, BRM and ED | Weekly Assembly |
| App Development | Consultancy | Research Work |
| College Magazine | Faculty as Resource Persons | Awareness Programs in Extension Activities |

**Outcomes**
Better Relationship with secondary stakeholders, enhanced reputation.

Faculties are involved in the creation and transfer of knowledge relating to academics, socio-economic issues, financial sectors and advancement in technology. Every year, the teachers publish research articles in relevant streams in reputed international and UGC approved journals with ISBN and ISSN numbers.

The lecture videos and digital study materials are made available to the students for augmentation of knowledge with practical learning. As a platform to creativity, expression and efficient sharing of knowledge amongst the students, the institution brings out a magazine "NINAADA" in which students' writings are published. Students also actively participate in "weekly assembly" which is one of our best practices where in students present a report on important events around the globe and other activities and conclude by singing the National Anthem. This practice helps to sharing knowledge and patriotism.

In addition to the magazine, a wall-magazine initiated by various departments promotes students' active participation, discussion and creativity. The students' are provided an opportunity to express or discuss through these wall-magazines. Various committees and cells also encourage the students to be more innovative, dynamic and vibrant. They arrange quizzes, debates, workshops, field visits and keep the students well informed about contemporary issues. Students are also encouraged to participate in inter collegiate competitions.

The institution bridges the gap between learning and research related activities. In association with IQAC, educational interactive sessions, workshops and seminars with eminent speakers deliberating on recent research and knowledge are organized.

In summary, the institution has created a platform wherein the students and staff can exhibit and transform their ideas into innovation as well as measures to transfer and create the knowledge.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

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

**Response:** 19

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 14 | 0 | 2 | 3 | 0 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document](#) |

## 3.3 Research Publications and Awards

**3.3.1** *Number of research papers published per teacher in the Journals notified on UGC care list during the last five years*

**Response:** 0.21

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 2 | 3 | 3 | 1 | 0 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document](#) |

**3.3.2 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:** 0.21

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 7 | 1 | 0 | 1 | 0 |

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [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:**

The institution renders service by organizing a number of extension activities to inculcate social responsibility and sensitize students towards community needs and bring societal transformation.

The institution follows a set of academic principles in ensuring and promoting the participation of the students in the extension and extra-curricular activities. The extension programs are very well planned, ably implemented and monitored regularly. Valuable inputs about academic and non-academic activities are taken from students and faculties. In association with IQAC, the institution conducts various extension activities through NSS, Rotaract etc.

# NSS

- World Cancer day
- Awareness on Banking schemes
- Tobacco control awareness-NSS
- Shramadhan (Swach Bharath)
- Awareness on using organic Lord Ganesha idol

# ROTARACT

- World Earth day
- World Environment day
- Blood Donation camp
- Swach Bharath event
- Donations during COVID-19
- Measures on health emergency
- Inter-district youth exchange
- Donation collection for flood relief fund
- Community service

**Outcomes**
Human Values, Societal Service, Holistic Development

Extension activities are integrated in curriculum. They are considered as extended opportunities intended to help and serve the society. The students of NSS and Rotaract actively participate in social service activities leading to the overall development. The institution undertakes a various extension activity in the neighborhood communities. Every year the NSS unit selects a village in the vicinity, organizes a camp for seven days and takes up awareness programmes. Volunteers of NSS and Rotarct organize blood donation camp, dental checkup camp, banking awareness program, etc.,

The institution in line with its vision, is conscious of its responsibilities for shaping students into responsible citizens of the country by making them aware of social concerns. The institution creates awareness on Swachh Bharat Abhiyan, environmental pollution, health, hygiene and road safety to students and general public.

**Extension activities held during the last five years:**

- Awareness on using eco-friendly Ganesha Idol.
- Awareness on boycotting China products.
- Participated in various competitions about Sardar Vallabhbhai patel.
- NSS Volunteers took part in Akhila Kannada Saahitya Sammelana
- Active participation of Students in Shramadana.
- Renovated the pond in Innorakatte, Lalithadripura.
- Free eye check-up camp organised by NSS.
- Tobacco Control Awareness programme.

- NSS students donated blood in Blood Donation Camp.
- Food kits distribution by Rotaract
- Free uniform distribution for Govt. School, Manadavadi Road.
- Awarness on Pradhana Mantri Yojana
- Blood Donation camp
- Swach Bharath event

| File Description | Document |
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| Upload Additional information | [View Document](#) |

### 3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

**Response:**

1. The Rotaract Club of MIT FGC has received the recognition for outstanding service rendered to the community during COVID-19 Pandemic on 18/06/2022.
2. The Institution is recognized by the Mahatma Gandhi National Council of Rural Education, MHRD for successfully constituting the Swachhta Action Plan Committee.

| File Description | Document |
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| Upload Additional information | [View Document](#) |

### 3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

**Response:** 22

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 8 | 0 | 7 | 3 | 4 |

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 3.5 Collaboration

**3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.**

**Response:** 3

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution**

**Response:**

The institution is situated in Industrial suburb-extension area of the Mysore city. It accommodates around 850 students across four streams B.Com, B.B.A., B.CA and M.Com. The institution has grown over a period of time from 30 students to 841 students till date. The institution building having four floors and a basement is structured with 15 ventilated classrooms to accommodate the students with ease and comfort. The trust has purchased 1.5 acres of land adjacent to the existing building for further expansion. Administrative work and Principal chamber are well housed and structured to handle day to day academic and administrative activities. Each floor has well-maintained rest rooms with adequate aeration. Broad steps with railings are provided. Electrical gadgets like fans, LED bulbs and projector connections with sufficient Wi-Fi facility across the institution are available. Lift facility is provided for specially abled staff and students. RO water is provided in all the floors with Annual Maintenance Contract for regular cleaning. Generator facility is provided during the electricity failure as a power backup mechanism. Canteen facility and stationary cum photocopy shop is available. There are 10 Surveillance cameras fixed at vital places for safety purposes. Library is well equipped with adequate number books for the learning of students. The institution has well equipped Computer Labs. There are 2 computer labs accommodating 110 computers with the latest operating system 'Ubuntu' and Windows. There is a multipurpose function hall to conduct events with 150 seating capacity with audio-visual equipment.

**Learning Facilities**
- 15 Class rooms
- 2 Computer labs (110 consoles)
- Adequate Furniture and Equipment
- Library equipped with more than 3700 books

**Office and Staff Facilities**
- Principal Chamber and Administrative office
- Staff rooms

**Sports and Cultural Facilities**
- Sports Ground (Indian Railways)
- Amphi Theater
- 1 Function Hall cum Yoga Hall

**General Facilities**
- RO Water, Lift, Ramp, CCTV
- Common Room (Girls)
- 9 Rest Rooms
- Canteen
- Power Backup (DG Set and UPS)
- Solar Lights
- 2 Store Rooms
- Stationery and Reprography Store

*Outcomes*
Good academic ambience, adequate and well maintained physical facilities

The cultural committee strives to celebrate the cultural diversity by organizing cultural festivals and events

across the year in the institution. They conduct vaishishtya-talent hunt to showcase the talents of the students. 'Prathibha Manthan' is conducted for PUC students of Mysuru to encourage their interest in kannada folk songs and light music. Vishishta-Vaishishtya(annual cultural competition) is organized to showcase their talent in Dance, Singing, Drawing, Rangoli, Pick and speech, Mehandi and Cooking without fire.

The institution has recognised sports as a vital source of inspiration and growth for the holistic development of the students. The institution encourages sports activities through a qualified physical education director. The committee supports both indoor and outdoor games across the year to build team spirit and sportsmanship among the students. The institution rents the railway ground which is just opposite to the institution for conducting major sports events. Indoor games include chess, carom, and ludo. Outdoor games include kabaddi, cricket, throw ball, and volleyball and shuttle badminton. Students also participate in university, state and national level competitions and have brought laurels to the institution many a times. The committee also organises zonal level competitions for Pre-university and Under-graduates across Mysore district. The sports materials for indoor games like Chess, carom, Table Tennis and outdoor games like Kabaddi, Throw ball, Volleyball, Tennikoit and Shuttle badminton are available. Inter-class, Intra-class and Inter-collegiate competitions are conducted in the institution. Assistance like registration fee, transportation facilities and credit attendance are given for the participants in Sports and Cultural activities.

| File Description | Document |
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| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)**

**Response:** 21.26

4.1.2.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 51.33 | 1.62 | 1.53 | 4.21 | 0.244 |

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 4.2 Library as a Learning Resource

**4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library**

**Response:**

Library is a place of knowledge enhancement and is designed to cater the needs of students and faculty. Library being the heart of an academic and learning system is located in the basement. The library provides good seating arrangements and ambiance for learning and working. It has trained and committed library staff. Library is automated using open source library management software KOHA with barcoded system. The system is used to manage the over all the transactions of the library including the MIS reports.



The library staff can use the application in the library to search for books and check the status. The book repository here indicated that all book types can be stored in the database, and can be referred back by the admin very easily. This will be an added advantage such that members can enquire the availability of books here itself. The admin part has also got a vital role in handling this system. It's user-friendly, admin has no difficult in handling the system. All the transactions made during the particular day are being stored, such that they can be viewed or can be taken as a day to day report whenever needed. Salient Features of Library Management Software are WEB interface to search various databases, Cataloguing as per international standards, Interface to barcode scanners/printers/data capturing unit, Stock verification support, Auto due reminder to users mailbox/E-mail, Database security/backup and recovery, etc. This module allows to create, update/edit and maintain the following databases. Books, Book- Bank, Thesis, Proceedings, Standards, Conference Proceedings- Reports, Patents, etc. This module is designed for all types of circulation transactions such as: Issue/Renewal /Return, Reservation / Reservation Cancel, Reminders/Overdue receipt, Overdue reports (based on many criteria), Statistics/Reports for all counter transactions (daily/weekly/monthly/between specific dates).  The system generates all kinds of reports. It mainly provides bibliography reports.

The institution is planning to subscribe for e- resources in future but currently it as accessing the open

access e-resources and registered to NDL – National Digital Library (Open access), NPTEL – National Programme on Technology Enhanced Learning (Open access).

The library provides a wide range of resources to its academic community. It remains open 8 hrs a day (8:45 am to 4:45 pm) and maintains a core collection of 3730 volumes. It has academic resources such as books, magazines,journals, databases, Competitive Examination Collection (UPSC/NET/KSET/PDO), Back volumes of journals, e-books, e-journals, Project reports, Study Centers books etc. Systems are available in the library to access e-resources.

E-resources can be accessed using this link: https://mitfgc.in/e-resource/

| File Description | Document |
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| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

## 4.3 IT Infrastructure

**4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

**Response:**

The increasing use of ICT helps the stakeholder to perform better, and use of ICT supports number of new methods of teaching. Hence, the institution provides IT facilities to help students and teachers. In the process of facilitating ICT requirement of the institution, every year the management has taken initiatives to upgrade the facilities.
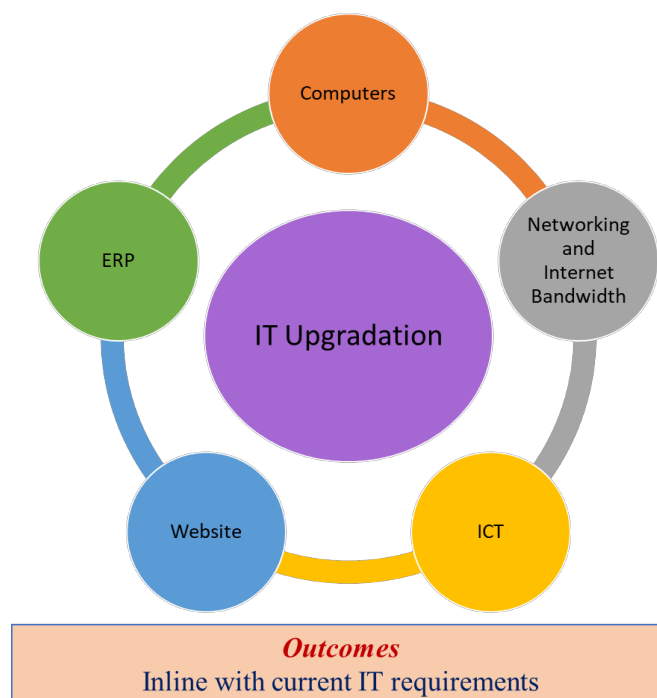
Following are the measures the institution taken up with respect to IT infrastructure:

- The institution started from Celeron processor with CRT Monitors now upgraded to Intel core I3 series processor with flat LCD/LED monitors. Lab is equipped with Linux-Ubuntu operating system and software applications.
- Along with black board the faculty also use projectors for teaching to provide better learning experience.
- Increased the internet bandwidth from 512Kbps to 100Mbps.
- One more internet line of 150Mbps is added for interrupt free internet usage for unified college admission and management.
- The institution had one computer lab with 50 computers, now it has 2 computer labs with 110 computers.
- Whole campus is has Wi-Fi access for wireless internet usage.
- For effective classroom delivery, focused information sharing and knowledge assimilation, 05 Classrooms are ICT enabled.
- The function hall is fully equipped with multimedia audio-visual public-address system. This facility is provided to enrich the learning experience of the stake holders.
- All departments maintain sufficient digital content for repetitive use of student and faculty such as Teaching Modules, Question Banks and Question Papers, Case Studies, Paper publications etc.
- All the workstations are secured with licensed K7 anti-virus to block unnecessary content.
- Three computers which are used in the office is upgraded with new high end graphic card, SSD drive enabled workstations.

| File Description | Document |
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| Upload Additional information | [View Document](#) |

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

**Response:** 7.65

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 110

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |

## 4.4 Maintenance of Campus Infrastructure

**4.4.1 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:** 78.74

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)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 54.36 | 38.13 | 52.15 | 49.02 | 24.65 |

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

**5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years**

**Response:** 91.35

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 943 | 598 | 963 | 412 | 442 |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

**5.1.2** *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:** B. 3 of the above

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

**5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 27.29

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 666 | 72 | 140 | 125 | 0 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |

## 5.2 Student Progression

**5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 27.42

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 27 | 82 | 61 | 60 | 70 |

5.2.1.2 **Number of outgoing students year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 256 | 263 | 247 | 209 | 119 |

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

**5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**

**Response:** 82.86

5.2.2.1 *Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public*

*Prosecution services/All India Bar Exams/State government examinations) year wise during last five years*

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6 | 7 | 7 | 8 | 1 |

5.2.2.2 **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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9 | 8 | 9 | 8 | 1 |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 5.3 Student Participation and Activities

**5.3.1 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) during the last five years**

**Response:** 21

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9 | 0 | 2 | 5 | 5 |

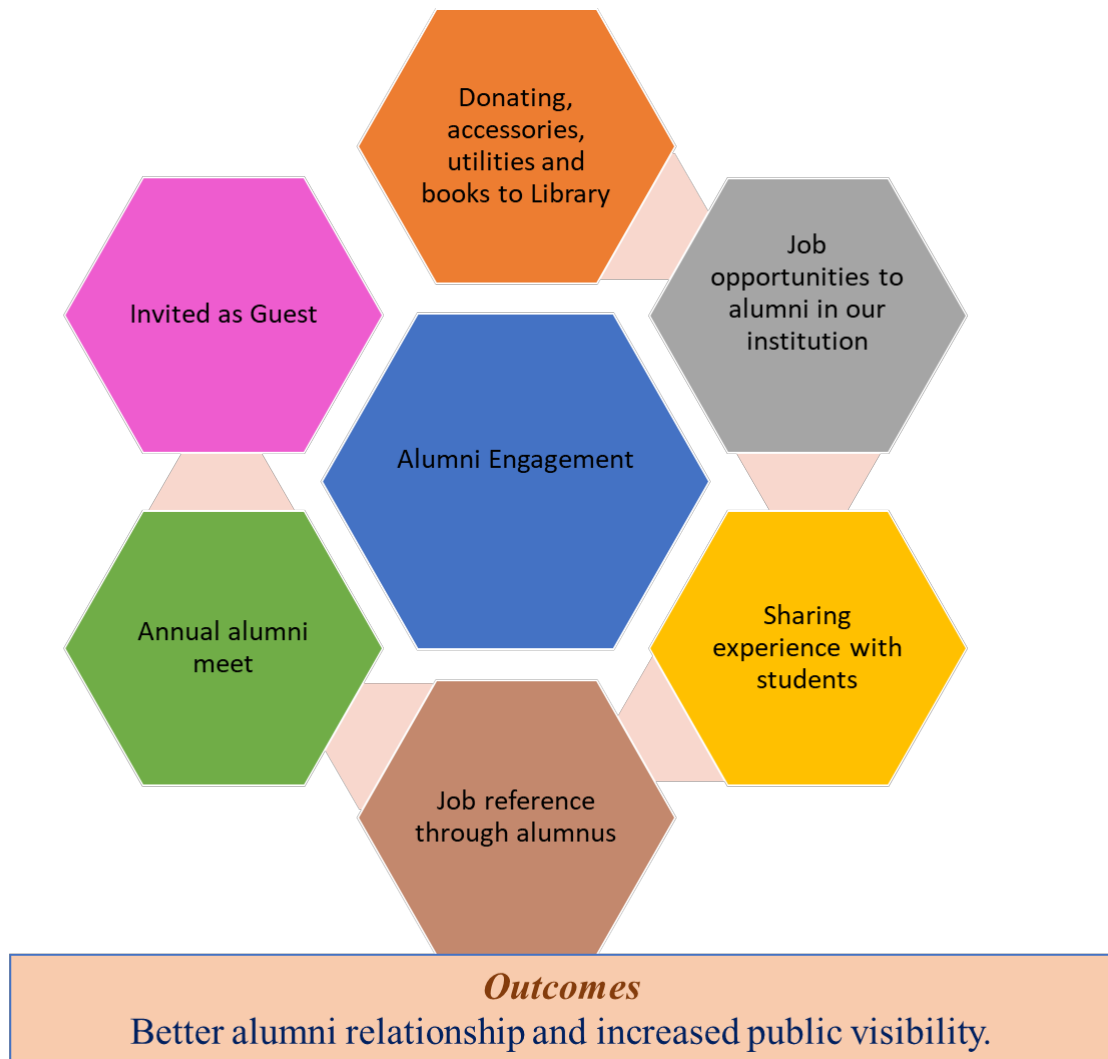| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

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

**Response:** 10.6

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 7 | 4 | 23 | 11 | 8 |

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [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:**

Institution has well-established Alumni network. In the year 2020-21, the institution formally inaugurated the Alumni Association on 27th July 2020, and gave it a structure with president, secretary and treasurer. As of now, the association has 120 members actively interacting through union and social media. There is interaction among the members on the job opportunities, government schemes available for start-ups, self-employment and achievements. They also share and discuss on competitive examinations and other career growth related aspects.

Donating, accessories, utilities and books to Library

Job opportunities to alumni in our institution

Invited as Guest

Alumni Engagement

Annual alumni meet

Sharing experience with students

Job reference through alumnus

**Outcomes**
Better alumni relationship and increased public visibility.

Alumni are the best ambassadors of educational institutions and prevailing culture. The association is formed to reconnect Alumni with the institution to create a better network. The **alumni association is registered (DRMY/SOR/81/2022-2023)** and functional. The association has a very good rapport with the institution.

The alumni association has the best practice of donating clocks, speakers, books, etc. This shows their academic interest and concern for the new generation at large. They take initiation in sharing their academic and professional experiences with the fresh batch. Thus, motivating them for a better future. Association has also planned to provide free coaching for rural students aspiring to become Graduates. Both these projects of the association show the philanthropic and academic interests of the alumni. A seperate section is provided for Alumni to contribute articles in magazine 'Ninnada'.

Annual Alumni Meet is an event that is most looked forward to by all the alumni as in most of the years it was held on the Freshers' Day. This gave Alumni a chance to walk down the memory lane. The institution is also proud of alumni, who have brought laurels through their achievements. The institution has a practice of providing job opportunities for alumni. Three of the Alumni are working as faculty in our institution.

Good number of Alumni are working in reputed organizations. Alumni are invited as guests on some occasions to share their professional experiences and motivate students.

| File Description | Document |
| --- | --- |
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance**

**Response:**

MIT First Grade College previously Gopalaswamy College of Professional Studies was established in the year 2009 by Maharaja Education Trust with the aim to provide quality education, culturally and academically for enthusiastic and upcoming youth.

**The vision and mission statements of the institution are as follows:**

**VISION**

Empower the individuals and society at large through educational excellence; sensitize them for a life dedicated to the service of fellow human beings and mother land.

**MISSION**

To impart holistic education that enables the students to become socially responsive and useful, with roots firm on traditional and cultural values; and to hone their skills to accept challenges and respond to opportunities in a global scenario.

09-01-2023 04:10:44

## Organogram

```
Management
    |
Governing Council
    |
Correspondent
    |
Academic Advisors
    |
Principal
    |
Vice-Principal
    |
    +---- Manager ---- HODs ---- Librarian ---- Physical Education Director ---- NSS Program Officer ---- Committees
            |             |
        Superintendent  Teaching Faculty
            |
        Accountant
            |
        Office Assistants
            |
        System Admin
            |
        Transportation
            |
        Security
            |
        Gardening and House Keeping
```
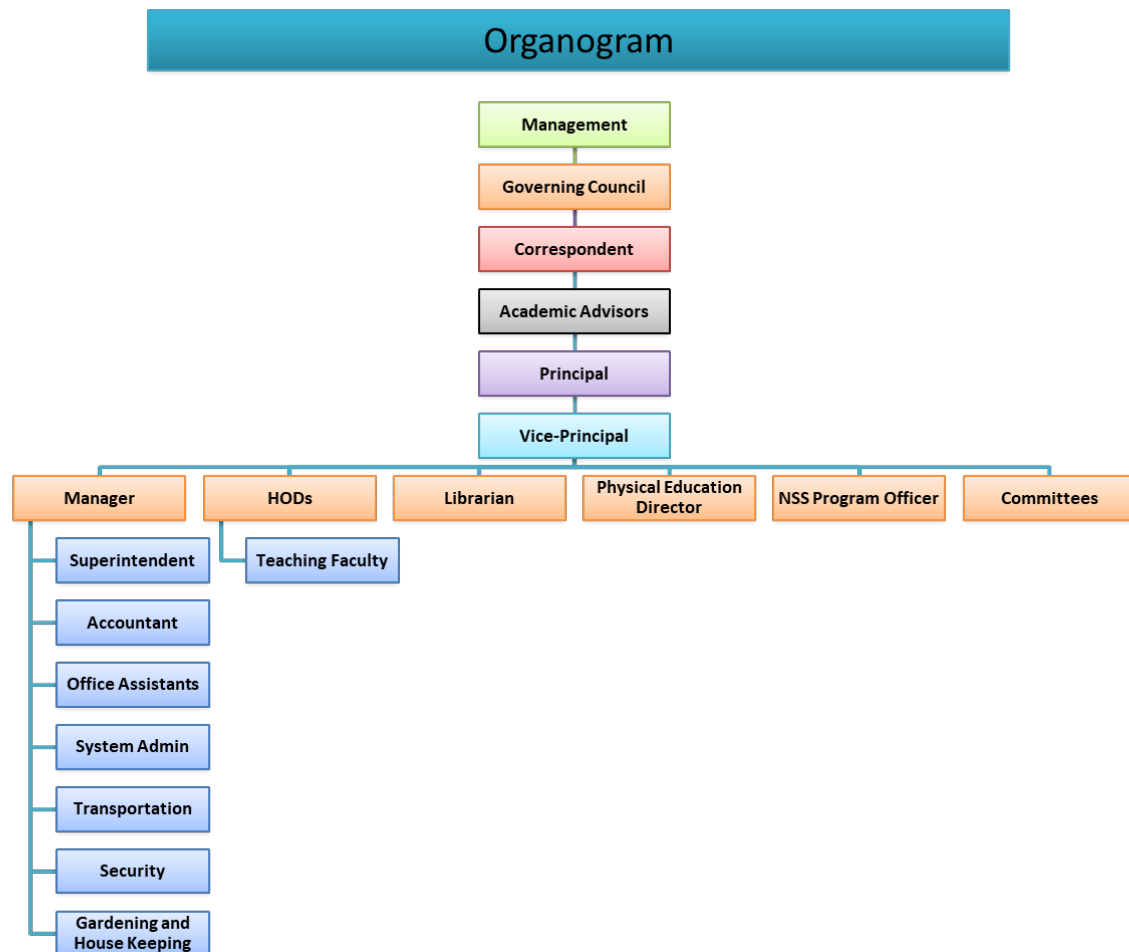
**The programs below are part of the perspective plan supporting the Vision and Mission:**

**Following effective teaching - learning process:** This is accomplished by using ICT enabled teaching, developing E-learning process and mentoring.

**Ensuring student development and participation in curricular, co-curricular and extracurricular activities:** Students are encouraged to participate in various activities and platform is provided to explore their talents and potential.

**Development of entrepreneurship among students:** Various activities such as workshop, invited talks, projects, etc., are carried out under the Swadeshi Vidyarthi Brigade. Students are also motivated to support for local products.

**Emphasizing Institute-Industry interaction and partnership:** Supporting internships, MOU's, industrial visits, trainings, special lectures and career guidance.

**Community Services and Outreach Activities:** Conducting social awareness camps, identifying community and social development work, identifying challenges of society for development work through NSS and Rotaract. All these activities focus on sensitising students in the direction of societal service and dedication to motherland.

```
┌─────────────────────────────────────────────────────────────────────┐
│           Perspective plan supporting the Vision and Mission statements │
└─────────────────────────────────────────────────────────────────────┘
```

| Following effective teaching-learning process | Ensuring student development and participation in curricular, co-curricular and extra-curricular activities | Development Entrepreneurship among students | Emphasizing Institute-Industry interaction and partnership | Community services and outreach activities |
|---|---|---|---|---|
| ICT enabled teaching | Participation in various activities | Workshops | Internships | Social awareness camps |
| Developing E- learning process | Provision of platform to explore talents | Invited talks | MOUs | Identifying community and social development work |
| Mentoring | | Projects | Industrial visits | Identifying challenges of society |
| | | | Trainings | |
| | | | Special lectures | |
| | | | Career guidance | |

**Outcomes**
Ensures strategic functioning

**Participation of faculty in decision making bodies:**

Starting from deciding the calendar of events, activities related to curriculum, identifying and conducting of various add on courses, entrepreneurial development programmes, faculty have been given freedom to propose activities, thus supporting participative involvement in decision making in academic process. Through this institution practices decentralization, teamwork and participative management.

The Principal implements Vision, Mission and decisions of Board of Management and Governing Council. The IQAC is involved in developing a quality system for conscious, programmed action to improve the academic and administrative performance of the institution. Various committees are formed in order to meet the objectives of the institution. They meet periodically and together plan the activities. The entire institution ensures a system of participative management thereby information flow and decision-making process involves management, staff and students.

At department level, the Heads of the departments are directly responsible for coordinating all departmental academic programmes as well as indent any requirements for their department which will be approved by the Principal and forwarded to the management. Department Vision and Mission statements comply with the Vision and Mission statement of the institution. Entire functioning of activities are decentralized into various committees.

| File Description | Document |
|---|---|
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| Provide Link for Additional information | [View Document](#) |

## 6.2 Strategy Development and Deployment

**6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc**
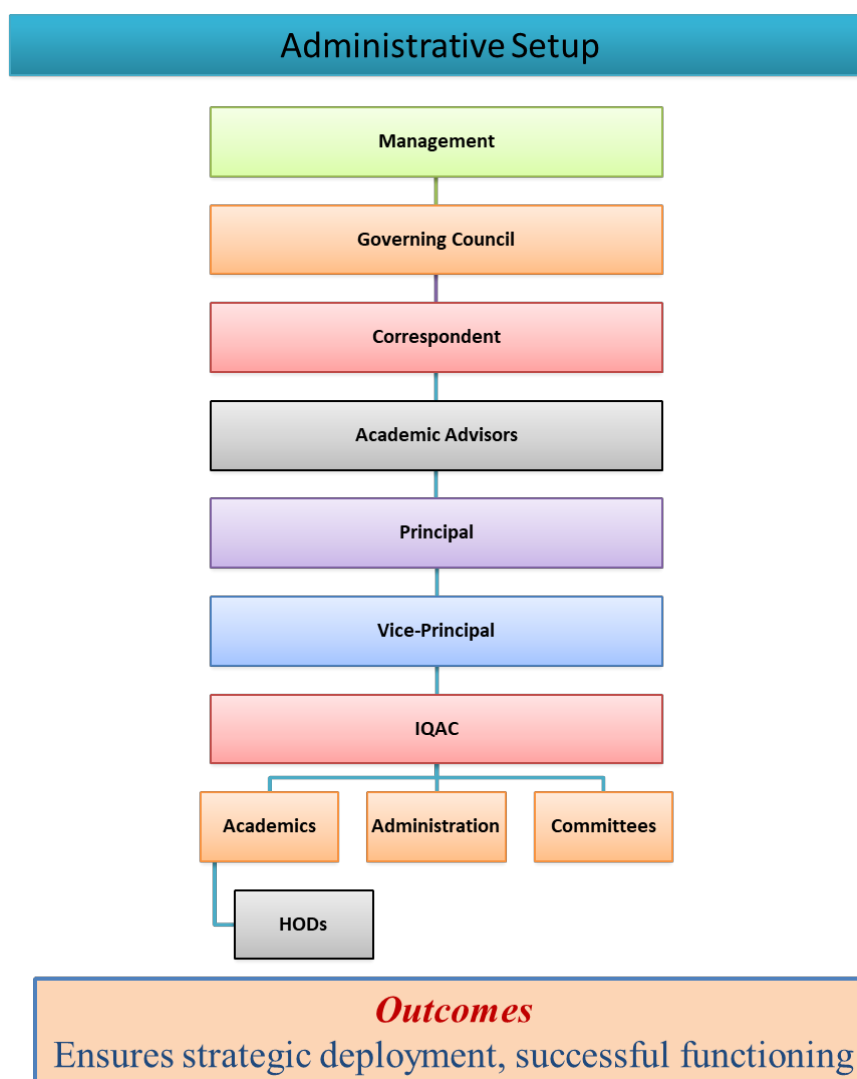
**Response:**

The institution is managed by Maharaja Education Trust (MET) ®. The Governing Council (GC) is entrusted with the responsibility of formulating long term goals for the institution and review the overall performance of the institution.

The Correspondent shall be an important and necessary link between the Trust and the institution. The Correspondent in consultation with the GC discusses and approves changes pertaining to academic matters as proposed by the Academic Advisory Committee.

The Academic Advisory Committee is comprised of all the Heads of the department, Academic advisors and the Principal. The Principal oversees the administrative office and the functions of the teaching and non-teaching fraternity and IQAC.

The academic administration of the institution is decentralized and responsibilities are distributed among Vice-Principal, Heads of the Departments and Committees.

## Administrative Setup

Management

Governing Council

Correspondent

Academic Advisors

Principal

Vice-Principal

IQAC

Academics | Administration | Committees

HODs

**Outcomes**
Ensures strategic deployment, successful functioning

**Institutional Procedures:**

**Service Rules:** All employees are governed by the service rules of the institution. The service rules manual is made available in the library as well as department for the reference.

The following are the perspective plans that are effectively deployed by the institution:

**1. Starting of M.Com program in the year 2018 and enhancement of B.Com seats**: One of the most important perspective plan proposed and deployed was the introduction of M.Com program a huge demand from commerce graduates.

**2. Intensified Extension activities: The** Management entrust on extension activities as part of social responsibility. For the implementation of this proposed perspective plan, institution conducts outreach programmes such as Blood Donation camps, Health camps, Environmental awareness programs, Programs on Swachh Bharath, women empowerment, NSS camps, Green campus, etc.

**3. Purchase of land for expanding the infrastructure: T**he management has foreseen the future requirements and have purchased 1.5acres of land adjacent to the present campus. This will help the institution to expand by adding new programs and increase in the intake of existing programs. Furthermore, this will ensure students will be given improved infrastructure of learning.

**4. MOU's:** Institution has made an attempt to bridge the gap between industry and institute by joining hands with the industry and conducting various activities with their support.

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| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**6.2.2 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 |
|---|---|
| Upload supporting document | [View Document](#) |

## 6.3 Faculty Empowerment Strategies

**6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff**

**Response:**

**The management has put in place the following welfare measures:**

- There are 12 casual leave per year.
- Maternity leave is provided as per rules.
- Employees drawing salary up to Rs.21000 per month are entitled ESI benefits.
- Provident fund benefits as per Government regulations.
- There is canteen in the campus which provides food at a nominal rate to students and staff.
- The trust of the institution provides loans at nominal rate of interest. The loan amount is recovered from salary in equated monthly instalments.
- Group health insurance scheme is provided for the employees which cover their family members. 25% of premium amount is contributed by the Management.
- There is 50% concession in school/college fees for the wards of the employees in any of the Maharaja Education Trust ® institutions.
- Special casual leave of maximum 30 is sanctioned to the staff for institutional/University related assignments and also attending faculty development programmes or workshops.
- Employees of the institution are entitled to paid leave of 10 days for marriage.
- OOD is provided for attending any institution related task assigned.

- Staffs are allowed to use ICT facilities for their research work.
- In house research grant called "Shodhana" from MET up to Rs 150000, can be availed by faculties to do research projects.
- Faculty can avail sites from the MET Housing society against a said amount contribution from the salary.
- Incentives for faculty who publish book, papers etc as per the service rules.

Casual Leave

Maternity Leave

ESI & PF

Group Health Insurance

Fee Concession for the wards of the Employees

Shodhana Research Grant

MET Housing Society

Incentives for Publication

Concessional Loan

Relaxation in Working Hours for PhD Scholars and other needy

Staff welfare measures

**Outcomes**
Motivated and Satisfied Staff
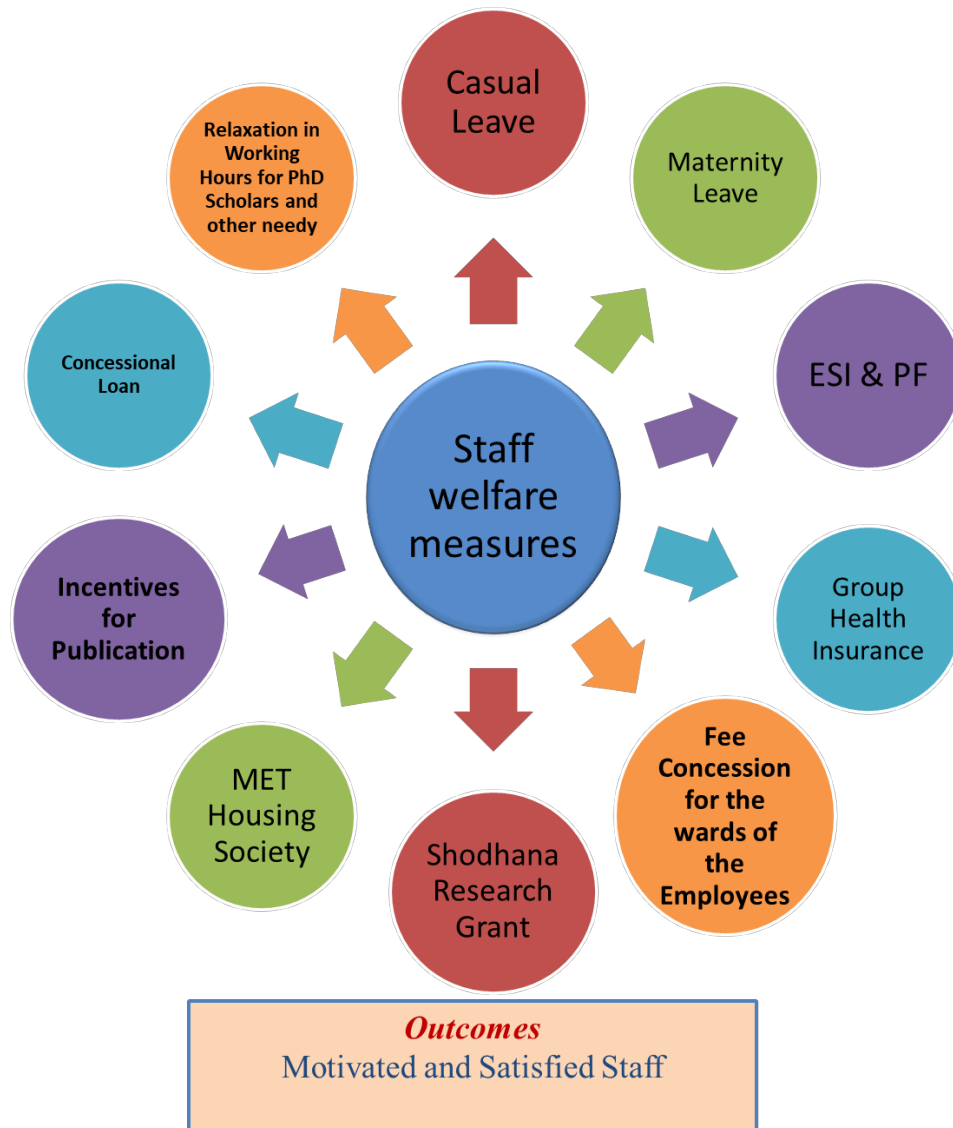
**The Institution has a performance appraisal system.**

Performance of the teaching staff is reviewed based on commitment towards work, teaching skills, student results and involvement in other institutional activities. Furthermore, their performance will be assessed based on the data furnished in the self-appraisal form.

Non-teaching staff are assessed based on their commitment towards work, behaviour towards public, co-workers and students.

| File Description | Document |
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**6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

**Response:** 1.37

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 02 | 00 | 00 | 00 | 00 |

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

**6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**

**Response:** 23.23

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 34 | 12 | 00 | 00 | 00 |

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 11 | 11 | 11 | 10 | 9 |

| File Description | Document |
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| Institutional data in the prescribed format | [View Document](#) |

## 6.4 Financial Management and Resource Mobilization

**6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

**Response:**

The institution is private unaided entity which relies on the student fees for mobilization of funds. The funds so generated are optimally utilized for meeting various expenses and making investments. Additional financial support will be received from the management.

**Mobilization of Fund:**

The funds for our institution are mobilized through following sources:

- Student fee is the main source of fund.
- The other minor source of income is infrastructure rentals which are charged for renting out institute's classrooms. The convenient location of our institute has drawn several agencies to utilize the infrastructure for conduction of various exams like police recruitment, KSET examination, KPSC recruitment.

**Optimal Utilization of Resources:** The funds are judiciously utilized for meeting various expenses and investments that include:

- Resources are set aside for various student activities and conducting programmes such as Techcom, Prathibha Manthan, Freshers Day, College Day and Sports Day.
- Purchase of assets, repairs and maintenance, and other miscellaneous expenses are met.
- Sufficient funds are meant for purchase of Library resources, renewal of subscriptions, etc.

The institution has a very strong mechanism for conducting external audit. External audit is carried out by G N Ananthavardhana, FCA, Chartered Account Membership No.025113 in an elaborate manner on yearly basis.

**Mechanism of External Audit:**

- Vouching the receipts and payments
- Verify the salary payment, TDS, EPF, ESI, Professional Tax, etc
- Examining the property titles, approvals
- Evaluating fee receipts, fee payments to regulatory bodies
- Certify the audit report
- Filing the Income Tax returns regularly

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## 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

**Response:**

**Overview of IQAC in the Institution**

A multi-dimensional committee consisting of Management representatives, teaching, non-teaching, administrative members, community representatives and External/Industrialists Experts work towards quality initiatives and quality assurance. IQAC committee constituted on 3rd July 2019 with huge thrust on qualitative measures in every aspect of academic and administrative performance to obtain academic excellence and contribution towards the development of all the stakeholders.

## Functions of IQAC

| | | | |
|---|---|---|---|
| Committees | Management | ERP | Documentation |
| Academic and Administrative Audit | Fostering Research Culture | Practice Quality Culture | Knowledge Exchange Programs |
| Learner Centric Environment | Institutional Governance | Effective Mentoring | Feedback Assessment |

**Objectives of IQAC**

The main objective of establishment of IQAC is to intervene with high standard quality initiatives in teaching-learning process, evaluation, research, extension activities for the stakeholders with a systematic approach for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

The main aim of the committee is to introduce and implement qualitative initiatives across the institutional operations such as curricular aspects, teaching-learning process, research and innovations, infrastructural development, student support and progression, corporate governance and leadership and institutional best practices.

The following are the measures taken by the IQAC to improve quality in teaching and learning process:

- IQAC provides plan of action for the academic year so that the department can easily follow the guidelines to and carry out quality practices.
- IQAC conducts annual academic and administrative audit involving external members to ensure

quality practices.
- IQAC also initiates the self-appraisal of staff.
- IQAC conducts collection of feedback on teaching-learning from all its stakeholders.
- IQAC has come out with official formats for notes, reports and files that will be maintained by the department and committees.
- The outcome-based education is followed in the institution as per the guidelines of the IQAC.
- Mentoring diary has been introduced that captures information of the students in all the dimensions to ensure effective student mentoring.

## Measures of IQAC to improve quality in **teaching** and learning

- Provides plan of action for the academic year

- Conducts annual internal and external academic and administrative audit

- Conducts performance appraisal of staff members

- Collection of feedback on teaching-learning from all its stake holders

- Standardization of notes, reports and documents of all the departments and committees

- Introduction of Mentor's diary

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**6.5.2 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)/ membership of international networks**
3. **Participation in NIRF**
4. **any other quality audit/accreditation recognized by state, national or international agencies**

**such as NAAC, NBA, ISO Certification etc**

**Response:** C. Any 2 of the above

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| Institutional data in the prescribed format | View Document |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years**

**Response:**

**Gender Equity**

The institution follows gender equity and sensitises the staff and students to gender-based challenges and concerns. The prescribed curricula provide important platform to engage in discussions regarding gender disparity and factors producing and propagating gender inequalities in the society. In addition to the curricular engagements, several other programs highlight the gender concerns to a gender-equal society.

At the beginning of the academic year various committees like Anti-Ragging, Anti-Sexual Harassment/Women's Cell is formed for security of the students especially, girl students. These committees regularly conduct programs to create awareness and empower girl students. The institution insists on uniform and identity cards in the campus.

Staff are sensitized on respectful professional behaviour and ensure unbiased teaching and learning activities for all students. The women cell organises seminars, workshops on gender issues.

Legal awareness programmes are organised to create awareness about laws on sexual abuse, sexual harassment, social system and democratic activities. Equitable platforms are provided for sports, cultural events, group discussions, entrepreneurship programs to exhibit their talents and skills.

The institution acknowledges the fact that counselling services help the students to reach their highest academic and personal potential. So, a well-structured mentoring system has been put in place to create a supportive environment for the young minds. Mentor Mentee Groups have been formed wherein a small number of students are placed under one faculty member who develops a meaningful relationship with them. The purpose of these groups is to help the students sail through difficulties and enrich themselves throughout their progress. Mentors help to boost morale, monitor students and record their progress.

Every year annual sports meet is conducted for both girls and boys and other competitions like Inter-College and Intra-College competitions, kabaddi, throwball, shotput, tennikoit and 100mts running are conducted. One Male and one Female class representatives are democratically elected by their fellow classmates under the supervision of class teacher.

**Celebration of National Commemoration for Fostering Nationalism and Social Harmony**

The institution celebrates important national festivals and Birth/Death anniversaries of notable personalities. The NSS unit and Cultural Committee takes the responsibility of organizing these events with the support of students. Some of the national importance day celebrated in the institution are as follows:

- Independence Day
- Republic Day
- International Yoga Day
- Swachha Bharath Program
- Freedom fighters remembrance
- National Sports Day
- Environmental Conservation Day



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**7.1.2 The Institution has facilities and initiatives for**

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

**Response:** A. 4 or All of the above

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**7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

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

**Response:** B. Any 3 of the above

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**7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

1. The institution believes in equality of all culture and traditions as is evident from the fact that students belonging to different caste, creed, religion, regions are studying without any discrimination. Students have to come to institution in uniforms for maintaining socio-economic harmony. Demographics of students and faculty clearly highlights inclusive environment.

2. The institution has been taking several efforts and initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities among the students and staff and other stakeholder. Several National and International importance days like women's days, yoga day, with many national festivals like Independence Day and Republic Day are celebrated.

3. NSS Unit has organized various programmes related to social services like cleaning in and around the campus and organising NSS camps in villages, public awareness programs, vaccination drive, blood donation camps, etc., to create awareness among all.

4. There are different Statutory committees like grievance redressal cell, internal complaints cell, anti-sexual harrasment cell, Women cell, anti-ragging cell, equal opportuinity cell that deals with issues without considering anyone's racial or cultural background.

5. The institution convey all students about the code of ethics to be followed during the induction program. Rule book is shared among the students. Also, a code of conduct is there for faculty and other employees to follow in the institution.

6. Weekly assembly is conducted where in students deliver a speech on current affairs and any other topics which is of their interest.
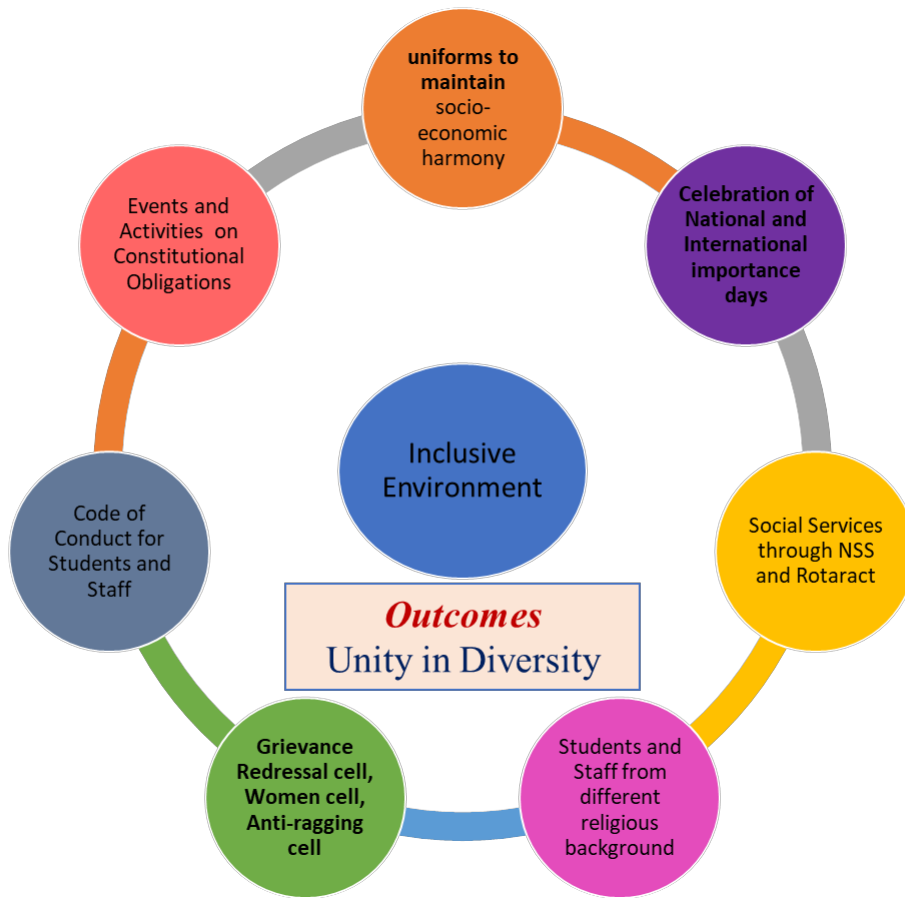


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## 7.2 Best Practices

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

**Response:**

**Best Practice I**

**Title: "Arivu - Neravu" : Stimuli For Students Overall Growth**

**Objective:**

- To harness the meritocracy of students and provide platform to honour merit students.
- To extend helping hand for need and deserving students.
- To ensure higher education to all.

- To provide quality education for rural students.
- To provide necessary support to students to reach out their goals.

**The Context:**

In the fast-changing scenario majority of challenged section of the society is unable to afford education due to its expenses. Institution provides financial assistance to the needy and deserving students.

**The Practice:**

The institution provides financial support for deserving and meritocracy students at the time of admission. At the same time good number of initiatives of the institution like, free transportation, fee concession has truly encouraged and helped the poor and aspirant to get quality education. The result has reflected in the increase of students' strength of the institution. This is the testimony of growth and the yield that institution is getting through its best practice.

Following are the various financial support offered by the institution:

- Fee concession for meritorious students
- Reward for meritorious students
- Fee concession for higher education in the same institution
- Free bus facility
- Payment of fees in instalment
- Additional fee waiver by the management for the financially deprived.

**Evidence of Success:**

- Increased admission
- Positve feedback from all stakeholders
- Enhanced public image

The various measures taken by the institution for the support of students are bearing fruitful results. Students are motivated and their progress is noteworthy. The payment of fees in instalment is provided for all the students. Furthermore, concession is given for economically weaker section.

Nearly 120 students commute by availing free transportation facility. A good number of students from our sister concern join the institution by availing the additional fee concession scheme. Also, some of the graduated students join the post-graduation program in the same institution by getting additional fee concession. The management is concerned for the financially deprived and help them with additional fee concession.

**Problems Encountered and Resources Required:**

Since the scheme is financially helping the students, there is no such problems encountered in this best practice.

**Best Practice II**

**Title: Swavalamban – Swadeshi Vidyarthi Brigade: A Nationalistic Movement**

**Objective:**

- To bring awareness about self-reliance.
- To promote local businesses and spread awareness among people to buy local products.
- To promote entrepreneurial initiatives.

**The Context:**

During the COVID-19 pandemic the people in the country felt the importance of being self-reliant and necessity for local products. With countries closing down their borders and consolidating inventories, the movement of goods and services across the world came to a virtual standstill. Nations were struggling to meet their basic requirements and to substitute for products which are generally imported from other countries. Furthermore, the spirit of nationalism and our own products will be imbibed only when the students of this generation are made aware of the local products and self-reliance. In this direction, students of this institution are encouraged to voice for local and awareness in created to use local products and also to support the PM's Atmanirbhar Bharat dream.

**The Practice:**

Vocal for Local has become the latest trending slogan which has emerged during the COVID-19 pandemic. However, the idea behind this movement is not new. It finds its roots in the Swadeshi movement which was popularised in 1905 during the Indian independence struggle. Developed and promoted by Mahatma Gandhi and the other great freedom fighters, Swadeshi was conceived as a way to imbibe nationalism and nationalistic pride among Indians.

A club titled "Swadeshi Vidyarthi Brigade" is used as a platform for various activities voicing the spirit of nationalism, local products and entrepreneurship. The club organizes special entrepreneurial talks by personalities who have achieved in their field of interest, special projects are given to the students to make them aware of local products, etc. The main objective is to cultivate entrepreneurial abilities in the young minds and foster them lead to entrepreneurial initiatives in the future and also encourage the Indian products.

**Evidence of Success:**

Although the club was formed in the AY 2021-22, it has gained momentum and lots of events are organized under this club. Also, majority of students are interested in this club and actively participate in the events. Sub groups are formed and each of the sub group is given specific tasks and or projects.

**Problems Encountered and Resources Required:**

The club is a year old and not many problems has been encountered till date. However, financial aid is required to complete the projects given to the students.

| File Description | Document |
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| Best practices as hosted on the Institutional website | [View Document](#) |
| Any other relevant information | [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:**

**Academic excellence through oneness among the stakeholders**

**1.  Management with Strong Academic Background**

The institution is established by eminent academicians having decades of rich experience of teaching and learning. The members of management have served in various prestigious positions in University, AICTE and other autonomous bodies.  The management is needle focussed towards the development of the institution.

**2.  Excellence through cohesive work culture**

The members of the institution work with a strong cohesive bent of mind to accomplish academic excellence and administrative transparency. All the stakeholders work harmoniously to achieve the vision of the institution. There is a family like environment among the stakeholders that contributes to the better teaching learning process.

 **3. Proven growth**

The institution is witnessing good academic results, increasing student enrolment, higher societal reach, participation in curricular and extra-curricular activities at university, district, state and national levels, improved placements, enrolment for higher education and professional studies.

**The following are the initiatives towards overall growth of the institution:**

- For intellectual growth, the institution has recruited well qualified teaching faculty which leaves no stone unturned to churn out intellectually sharp graduates and post-graduates. The passionate faculty members are the assets of the institution. They are encouraged by the management to upgrade their qualification, research, attend workshops, seminars, refresher and orientation courses to gain clarity regarding latest developments in their subject.
- The institution offers academic programs in Commerce, Science and Computer Science. ICT enabled teaching is imparted to keep pace with digital era.
- Students gain knowledge through, special lectures, seminars, workshops, symposium organized by the departments.
- Eminent achievers are invited to inspire the students for their future endeavours.

- The department also screens movies and documentaries to the students in an interesting portrayal of their subject.
- The achievers in academics, sports and co-curricular activities are honoured every year on the Annual day.
- Intra and inter collegiate Quiz Contests are conducted to test and improve their knowledge.
- In addition to academic pursuits within college campus, Education tours and Industrial visits are used as tools for optimizing concept development and promoting experiential learning among students.
- Access to a well-stocked library with internet facility, e-learning sources, periodicals has enabled them to achieve extensive academic growth.
- Remedial classes are conducted for the slow learners to bridge the gap between slow and advanced learners.
- Extra fee concession is given for meritorious students.
- Annual sports meet is conducted for boys and girls to exhibit their talents.
- Yoga, health and wellness are taught as a part of curriculum.
- Talents day is organized bi-annually to exhibit their talents.
- NSS and Rotaract Club of the institution provide ample opportunities to participate in extension activities. Walkathons, Awareness Rallies, Blood Donation Camp, Swachchta Abhiyan, Plantation Drives enable the students to be socially responsible.

**4. Developing Swadeshi Instincts**

- The MIT FGC Swadeshi Vidyarthi Brigade is a new initiative to inspire patriotism through various activities such as voicing vocal-for-local, recognition of local entrepreneurs, awareness of local products and encouraging entrepreneurship.

- Institution tries to instill social values and ethical conduct in students by ingraining values like compassion, love for tradition and culture, togetherness, cooperation, honesty, nationalism and secular outlook through various activities and lectures.

**In summary, oneness among stakeholders has paved the way for the institution to achieve academic excellence. And it remains as a strength for future endeavors.**

| File Description | Document |
|---|---|
| Appropriate web in the Institutional website | [View Document](#) |
| Any other relevant information | [View Document](#) |

# 5. CONCLUSION

## Additional Information :



The managing trust has set up a community radio station **"Jnanadhwani FM 90.8"** for broadcasting education related programs. The platform is open for the students and staff to exhibit their talents.

**MIT FGC** is **mentored** by **JSS College For Women, Mysore** under **UGC Paramarsh Scheme for NAAC accreditation**.

## Notable Alumni

| Sl. No | Name | Company Name | Designation |
|---|---|---|---|
| | | **HR and Sales Profession** | |
| 1. | Srikanth Jois | Accenture Pvt Ltd | HR Analyst |
| 2. | Vismitha A | Optimo IT Management Pvt Ltd | HR Executive |
| 3. | Anusha M | HDFC Bank | Relationship Manager |
| 4. | Bhaskar S | Triumphant Institute of Management Education Pvt Ltd | Business Development Manager |
| 5. | Arun M | LT foods pvt LTD | Sales officer |
| 6. | Monish T | Urban Company | Business Development Intern |
| 7. | Harish | Careernet Technologies Pvt Ltd | Associate Consultant |
| | | **Accounts Profession** | |
| 8. | Hemanth M | Infosys | Assistant Accountant |
| 9. | Shamanth K S | Cargill | Senior Account Executive |
| 10. | Anoop G.D | Madhavan and Co | Article Assistant |
| 11. | Sandhya.N | SBI | Probationary Officer |
| 12. | Arun G | Titan | Finance Officer |
| 13. | Ramanuja S | Automotive Axles limited | CMA Intern |
| 14. | Puneeth T | Sri Nimishabha Security | FO |
| | | **Self Employment** | |
| 15. | Meghana. M | KMF | Extension officer grade3 |
| 16. | Preethi Jain | Royal ventures | Self-owned |
| 17. | Chethan M S | - | Trading of Agro based products |
| 18. | Narpath | EMPED BOOKS Pvt. Ltd. | Director |
| | | **IT Profession** | |
| 19. | Mahadev Prasad | IBM | Software Engineer |
| 20. | Vijay Kumar H | Armaan | Software Tester |
| 21. | Deepna D | Tesark | Software Engineer |
| 22. | Sharatha Kumar M S | TCS | Software Engineer |
| 23. | Madhushree | Equalizer RCM | Software Engineer |
| 24. | Sheethal Bedree | Wipro | Supporting Engineer |
| 25. | Shabaz Pasha | Nagarro Software | Senior Developer Manager |
| 26. | Ganavi R | Infosys Ltd | Operation Executive Software QA |
| 27. | Ashwin Balasubramanya | BHIS | Cyber Security Analyst |
| 28. | Skandan N | Amadeus Software Labs | Senior QA |
| 29. | Aditya Aradhya | Deloitte | Analyst |
| 30. | Subhashini M P | Deloitte | Analyst |
| 31. | Sushmita C R | Accenture Solutions Pvt Ltd | Software Development Analyst |
| 32. | Varshitha M | Infosys Ltd | Operation Executive |
| 33. | Sudhanva Chinnabhandara | Mavenir Systems | Member of Technical Staff 3 |
| 34. | Vinay Kumar Y N | Securaa  Private Ltd | Software Engineer |
| 35. | Hithesh M N | Delivery centric | UI Developer |
| 36. | Raksha | Retech | Software Engineer |
| 37. | Seema  S | Knowledge works | Localization engineer |
| 38. | Antony Thomas | Accenture | Associate Software Engineer |
| 39. | Malathesh | Wipro | Citrix admin |
| 40. | Antony Thomas | Accenture Solutions Ltd | Associate Software Engineer |
| 41. | Mohan Raj A | CFTRI Mysore | Computer Operator |
| 42. | Bhuvana V | Thoughtfocus Technologies Pvt Ltd | Jr process Associate |
| 43. | Shushank Singh S | Clarivate Analytics | Data Analytics Consultant |
| 44. | Karthik J | Infosys BPM ltd | Senior Process Executive |
| 45. | Madhusudhan R Urs | Capgemini | Process Associate |
| 46. | Jaya Prakash | Guru and Jana chartered accountant | OAS Member |
| 47. | Sagar | Mankind | Medical Representative |
| | | **Teaching Profession** | |
| 48. | Suhas B Raj | MIT First grade college | Assistant Professor |
| 49. | Akshatha M Rao | MIT First grade college | Assistant Professor |
| 50. | Nagashree M D | MIT First grade college | Assistant Professor |
| 51. | Poojashree M P | Vidyavardhaka First Grade College | Assistant Professor |

The **Maharaja Education Trust®** with a philanthropic sight has recognized itself with great service in education sector and has established the following premier educational institutions in Mysore region:

- **MIT First Grade College**

  Programs offered: BBA, BCA, BCOM and MCOM

- **Maharaja Institute of Technology Mysore**

  Programs offered: BE, MBA, MCA, MTech

- **Maharaja Institute of Technology Thandavapura**

  Programs offered: BE, MBA

- **MIT Degree College**

  Programs offered: BCA, BCOM

- **Maharaja Research Foundation**

  Programs offered: MSc.Tech (Research), PhD

- **Agriculture and Food Management Institution**

  Programs offered: Post Graduate Diploma in Agriculture & Food Business Management

- **Gopalaswamy Shishuvihara Institution**
- **Gopalaswamy Higher Primary School**
- **Gopalaswamy Pre-University College**
- **Maharaja Institute of Ayurveda, Medical Sciences and Hospital**
- **Maharaja College of Nursing**

MIT First Grade College has also connected with its stakeholders through the social network platform **Facebook page** (https://www.facebook.com/MITFGC/) wherein all the details of the events are shared.

# Concluding Remarks :

MIT First Grade College, Mysore previously called Gopalaswamy College of Professional Studies, established in the year 2009 by Maharaja Education Trust with the aim of providing quality education. The institution is committed to ensure quality in administration, teaching and learning process.

The Management has a vision to develop the institution by providing suitable infrastructure, monetary support and guidance. The administrative set up is composed of the Governing council, academic advisory committee and IQAC that contributes to the achievement of excellent performance of the institution.

The IQAC of the institution is focused towards implementing quality practices and improving its processes through various parameters such as feedback and auditing. All these measures are inline with the vision of the institution.

The institution is following the NEP 2020 curriculum from the AY 2021-22 which encourages the students to choose courses across disciplines. The institution is led by the core value of "Family culture" and ensures the well-being of stakeholders by providing necessary facilities, welfare measures and a good environment.

Through the various curricular, co-curricular and extra-curricular activities, students have attained holistic development across the years.

Outstanding academic results, University distinctions, placements, qualifying in professional courses and competitive exams to pursue higher education and civil services, alumni in key positions in reputed industries justifies the growth of the institution in the positive direction.

Accreditation by the NAAC would benefit the institution to reach the higher echelons. Therefore, the institution is in the direction of quality culture and quality assurance in all its academic and administrative operations.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.3.2 | **Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**<br><br>1.3.2.1. **Number of students undertaking project work/field work / internships**<br>Answer before DVV Verification :  321<br>Answer after DVV Verification: 85 |
| 2.1.1 | **Enrolment percentage**<br><br>2.1.1.1. **Number of students admitted year wise during last five years**<br>Answer before DVV Verification:<br><br>

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 841 | 749 | 783 | 713 | 590 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 377 | 246 | 295 | 275 | 252 |

2.1.1.2. **Number of sanctioned seats year wise during last five years**<br>Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 1224 | 1107 | 1077 | 918 | 837 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 1224 | 1107 | 1077 | 918 | 837 |

Remark : Revised values as per supporting documents attached. Note: Metrics related to first year students only. |
| 2.1.2 | **Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)**<br><br>2.1.2.1. *Number of actual students admitted from the reserved categories year - wise during the last five years*<br>Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
|  |  |  |  |  |
 |

| 613 | 553 | 538 | 459 | 419 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 493 | 434 | 433 | 352 | 305 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 613 | 553 | 538 | 459 | 419 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 613 | 553 | 538 | 459 | 419 |

Remark : Revised input as per attached documents HEI to pl note: Filled seats exceeded earmarked one. Any excess admission made in the categories to be considered as general merit.

| 3.3.2 | **Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**<br><br>3.3.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**<br>Answer before DVV Verification:<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>|---------|---------|---------|---------|---------|<br>| 7 | 1 | 2 | 4 | 2 |<br><br>Answer After DVV Verification :<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>|---------|---------|---------|---------|---------|<br>| 7 | 1 | 0 | 1 | 0 | |
|-------|---|

| 3.4.3 | **Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years**<br><br>3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year wise during the last five years**<br>Answer before DVV Verification:<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | |
|-------|---|

| 8 | 0 | 7 | 4 | 4 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8 | 0 | 7 | 3 | 4 |

| 3.5.1 | **Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.** |
|-------|-------|
| | Answer before DVV Verification : 4 |
| | Answer After DVV Verification :3 |
| 5.1.2 | *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* |
| | |
| | Answer before DVV Verification : A. All of the above |
| | Answer After DVV Verification: B. 3 of the above |
| | Remark : DVV input as per supporting documents attached and data template |
| 5.2.2 | **Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)** |
| | |
| | 5.2.2.1. *Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years* |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6 | 8 | 7 | 8 | 1 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6 | 7 | 7 | 8 | 1 |

5.2.2.2. **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**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|

| 9 | 8 | 9 | 8 | 1 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9 | 8 | 9 | 8 | 1 |

Remark : Revised values as per supporting documents ans data template. Note: Single students qualified multiple exam in year will be consider as One.

| 5.3.1 | **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) during the last five years** |
|-------|---|

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 25 | 3 | 12 | 5 | 10 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9 | 0 | 2 | 5 | 5 |

Remark : DVV input considering awards/medal excluding Participation/appreciation and intercollegiate awards

| 5.3.2 | **Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** |
|-------|---|

5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 25 | 9 | 44 | 18 | 16 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 7 | 4 | 23 | 11 | 8 |

| 6.3.3 | **Percentage of teaching and non-teaching staff participating in Faculty development** |
|-------|---|

**Programmes (FDP), professional development /administrative training programs during the last five years**

6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 44      | 13      | 01      | 05      | 00      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 34      | 12      | 00      | 00      | 00      |

6.3.3.2. **Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|

| 6.5.2 | **Quality assurance initiatives of the institution include:**<br><br>1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**<br>2. **Collaborative quality initiatives with other institution(s)/ membership of international networks**<br>3. **Participation in NIRF**<br>4. **any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**<br><br>Answer before DVV Verification : C. Any 2 of the above<br>Answer After DVV Verification: C. Any 2 of the above |
|-------|---|
| 7.1.3 | **Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**<br><br>1. **Green audit / Environment audit**<br>2. **Energy audit**<br>3. **Clean and green campus initiatives**<br>4. **Beyond the campus environmental promotion activities**<br><br>Answer before DVV Verification : B. Any 3 of the above<br>Answer After DVV Verification: B. Any 3 of the above |

## 2.Extended Profile Deviations

| **Extended Profile Deviations** |
|---|
| No Deviations |