



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **PES INSTITUTE OF TECHNOLOGY AND MANAGEMENT**

PES INSTITUTE OF TECHNOLOGY AND MANAGEMENT, PES CAMPUS, NH  
206, SAGAR ROAD, GUDDADA HAKKERE,  
577204

<http://pestrust.edu.in/pesitm>

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**BANGALORE**

**October 2020**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

PES Institute of Technology & Management, Shivamogga runs under the auspices of Prerana Educational & Social Trust. The trust was established in the year 2007 under the inspiring leadership of Dr. M.R. Doraiswamy who is the Chairman of the premier PES Group of Institutions. Continuing the successful legacy set by the front running institution of PES in Bangalore, PES – Shivamogga has been groomed by the efficient value system derived through rich experience in the education sector of the intellectuals within the PES Group

PESITM established in the year 2007 is located on 8.175 acres housed in a lush green 49 acres campus on the Sagar Main Road, Shivamogga. The vision of the institute is – ‘To be the most preferred institution for engineering & management education, research, and entrepreneurship by creating professionally superior and ethically strong global manpower’. And the mission of PESITM is “To prepare students for professional accomplishments and responsible global citizenship while fostering continuous learning and to provide state-of-the-art education through the committed and highly skilled faculty by partnering and collaborating with industry and R&D institutes”.

The institute is affiliated to Visvesvaraya Technological University, Belgaum, approved by the All India Council for Technical Education (AICTE), New Delhi, and Recognized by the Government of Karnataka. The institute offers Bachelor of Engineering (B.E) programs in Computer Science and Engg., (CSE), Information Science and Engg., (ISE), Electronics Communication and Engg., (ECE), Electrical and Electronics Engg., (EEE), Mechanical Engineering (ME) & Civil Engineering (CV). Also, the institute is offering Post Graduate Program in MBA and has VTU Recognized Research Centres offering a Ph.D. / M.Sc by Research in ECE, CSE, EEE, Mechanical, Civil, MBA, Mathematics, Physics, and Chemistry.

The institute which is ISO 9001:2015 certified is one of the preferred destinations for engineering and management in Karnataka particularly for students from the Malnad region.

### **Vision**

*The vision statement of PESITM is:*

To Be The Most Preferred Institution For Engineering & Management Education, Research, And Entrepreneurship By Creating Professionally Superior And Ethically Strong Global Manpower.

### **Mission**

*The mission statement of PESITM is:*

*To Prepare Students For Professional Accomplishments And Responsible Global Citizenship While Fostering Continuous Learning And To Provide State-Of-The-Art Education Through The Committed And Highly Skilled Faculty By Partnering And Collaborating With Industry And R&D Institutes.*

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

### Institutional Strength

- 1) Infrastructure and facilities/amenities
- 2) Committed leadership
- 3) Systems and practices as per ISO standards
- 4) Support from sister institutions
- 5) Strong linkage with local civil society
- 6) Highly adaptable and passionate faculty members
- 7) Student Mentoring

### Institutional Weakness

- 1) Research and development, especially patent culture
- 2) Lack of diversity in students admissions
- 3) Student input quality
- 4) Consultancy by faculty members
- 5) Ecosystem for entrepreneurship development
- 6) Limited PG programs
- 7) Industry-Institute interaction

### Institutional Opportunity

- 1) Demand for engineering and management course
- 2) Large requirement of skilled technical manpower
- 3) Opportunities to offer diverse courses, including Skills Development courses through AICTE
- 4) Flexible and favorable government policies - with a focus on autonomy to institutions of higher education.
- 5) Skill India, make in India, stand up India, and the recent atmanibarbarath platforms

6) Industries open for meaningful engagement with academia.

### **Institutional Challenge**

- 1) Competition from local and nearby institutions
- 2) Competition from institutions offering Online courses / vocational education
- 3) Preference of students to pursue commerce, medical courses other than an engineering education
- 4) Global recession and economic slowdown in India.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

PES Institute of Technology and Management, Shivamogga is affiliated to Visvesvaraya Technological University (VTU), Belagavi, and hence the institute follows the syllabus and curriculum prescribed by VTU. The university releases the academic calendar before the commencement of every semester. To ensure the institute strictly complies with the university academic calendar accommodating all planned activities, a separate calendar for the institute as a whole and subsequently at every department is prepared and followed. Once the allotment of subjects and time table is finalized, every course instructor prepares a course file. The course file comprises all pertinent details/documents related to a particular course. Once the semester begins, faculty members start delivering the course/conduct labs in the allotted time slot and as such, they adhere to the lesson plan/lab manual prepared well in advance. Three internal assessment tests, assignments, quizzes, and seminars are part of the Continuous Internal Evaluation (CIE) of students. IA tests are conducted as per the pre-defined defined process.

Crosscutting issues relevant to ethics, values, environment, etc., are addressed through courses like “Constitution of India, Professional Ethics and Cyber Law”, “Environmental Studies” etc. First semester UG students are expected to undergo 21 days of Student Induction Program (SIP) in which cross-cutting issues like Human Values, Professional Ethics, etc., are addressed.

The institute treats every student equally irrespective of their gender, religion, or cultural background. Be it academics or any co-curricular or extra-curricular activities equal preference is given to both boys and girls.

### **Teaching-learning and Evaluation**

Students from diverse backgrounds are admitted to the institute and as such the learning capabilities vary from student to student. Every department of the institute has a mechanism to identify advanced learners and slow learners and accordingly makes suitable interventions to support both the categories of learners.

Advanced learners are encouraged to score higher percentile in final semester-end exams and are advised to

undertake add-on courses during the semester. Also, such students are involved in mini-projects, workshops, and other co-curricular activities to augment their classroom learning. For slow learners, remedial classes are arranged and thereby support in their understanding of subjects. Faculty mentors regularly interact with slow learners and extend support to keep students morale high.

All departments make concerted efforts to enhance the learning experiences of students through various student-centric methods. Internships, project works, domain-specific labs, and seminars are integral parts of the curriculum which makes students have experiential learning. These learning are further supplemented through industrial visits, outbound/outreach activities, etc. Faculty members use suitable ICT enabled tools in delivering their course.

The institute has a highly transparent internal assessment of students and any grievances related to internal assessment are resolved systematically.

The institute follows outcome-based education and as such all concerned are aware of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). The attainments of these outcomes are measured through a well-defined metric. Thus, the efficacy of each program is evident through such practice.

### **Research, Innovations and Extension**

The institute has VTU recognized research centers in E&C, Computer Science, EEE, Mechanical, Civil, MBA, Mathematics, and Chemistry area offering Ph.D. / M.Sc by research. Many research works are being carried out in these centers. Also, efforts are being made to create a congenial environment in the institute for research and innovation endeavors. Currently, the focus is on undertake externally funded research projects and the institute is gaining the required momentum in this direction.

The institute has conducted several seminars, workshops, conferences, etc. from the past five years. All these events have met the desired outcomes and also gave excellent platforms for students & staff to enrich their competencies.

Institute encourages faculty members and students to publish research papers in reputed National & International Journals, for which the institute grants financial support for such publications.

Efforts are made to sensitize students about various social issues through different extension activities arranged every year. Institute is registered under the Ministry of Human Resource Development (MHRD) initiated program neatly Bharat Abhiyan on 26th September 2018 with AISHE CODE: C-1358. Under the UBA program, PESITM has adopted five villages in which grassroots studies are undertaken. Also, through NSS activities students get the rural connect and they develop empathy towards economically weaker sections of the society. Blood donation camps, awareness campaigns, swachhata pakkawada programs, etc. are few other extension activities arranged by the institute regularly.

### **Infrastructure and Learning Resources**

Institute is built on a campus area of 8 acres 7 guntas, and it has a built-up area of 20312 m<sup>2</sup>. The institute has 37 well-illuminated classrooms, out of which 35 are fitted with LCD projectors. Each department has an

adequate number of laboratories which are used throughout the year as per the time table to meet the curriculum requirements. 742 computers available in the institute are connected to the internet with 23 Wi-Fi routers to span the internet connectivity to each corner of the campus. 62 LCD Projectors, 43 Printers, and 12 Xerox machines are in use on the campus.

The college library is automated and stacked with books of more than 55,117 volumes and 3543 titles. Library & Information Centre is housed in a spacious hall of carpet area of 1171.65 m<sup>2</sup>. The digital library with internet facility is being utilized by faculty as well as students to enhance knowledge. The facility includes accessing 1,113 E-journals and 23629 E-books.

To facilitate Co-academic activities, the institute has in its portals a) fully furnished Five Seminar halls of 120 seater capacity b) fully furnished 350 seaters main seminar hall, and c) a state-of-the-art 3000 seater auditorium, Prerana Convention Hall.

The institute has excellent outdoor & indoor sports/games facilities. Also, the institute has an air-conditioned multi Gymnasium built in an area of 430.67 m<sup>2</sup> equipped with cardio workout & other equipment. There are established systems and procedures for maintaining these facilities.

### **Student Support and Progression**

The institute extends all possible support for the development and progress of students. Every year the institute coordinates and supports students in availing different types of scholarships. A good number of students have been benefitted from these scholarships.

There is a separate counseling cell that supports students in their overall wellbeing. This cell, managed by a competent professional, offers both personal and career counseling services to students.

Students' safety is of prime importance to the institute. The institute has an anti-ragging committee that ensures the campus has zero ragging cases every year. Also, the anti-sexual harassment committee in the institute ensures the safety & well-being of female students on the campus. Any grievances of students are resolved effectively. Students may register their grievance through the 'We Care-Grievance System' available on the Institute's website.

Skilling of students is another thrust area of the institute. Various capacity building programs are arranged for students. Institute has MoU with different training partners for imparting necessary technical & soft skills to students. IEEE student branch in the institute has been conducting various programs for skill enhancement of students.

There are adequate platforms for students to participate in co-curricular and extra-curricular activities. Good numbers of students from PESITM have been participating in inter-collegiate competitions arranged across the country and have bagged many prizes.

The Career Development Centre (CDC) of the institute has excellent linkage with many industries through which a good number of campus selections of students are arranged every year. The institute has a registered alumni body which is contributing to the growth of the institute.

## **Governance, Leadership and Management**

The institute is run under the auspices of Prerana Educational & Social Trust which was established under the able leadership of Dr. M.R. Doraiswamy who is a well-known educationalist in the country. Thus, the institute is blessed with visionary leadership and management.

The Governing Council of the Institute constituted as per the norms is the supreme administrative body. The Governing Council of the institute has a robust framework for governance and it works towards meeting the interests of all stakeholders. The Governing Council meets twice a year or whenever needed. Apart from the above, the institute has a College Council and various committees for the smooth functioning of the institute.

Institute has its strategic plan which includes both short term and long term goals. All efforts of the governing council are aligned to these goals. For better efficacy, the institute has deployed suitable ICT tools for key operations and governance.

Institute has adequate welfare measures for teaching and non-teaching staff and the same is clearly mentioned in the Service Rule of the Institute. Institute extends support to faculty members for their professional development. The performance appraisal system in the institute is very transparent and it includes self-appraisal, student feedback, and HOD Feedback.

The quality assurance of the institute is ensured by IQAC cells. Also, the institute is ISO 9001-2015 certified and hence processes and practices of the institute are meeting desired quality standards. All financial records of the institute are audited by a qualified chartered accountant.

## **Institutional Values and Best Practices**

One of the important objectives of PESITM is to provide education to students considering the requirements of various sections of society with a special focus on gender sensitivity and gender equality. Efforts are made by the institute to promote women empowerment. Special sessions are arranged for female students and staff on International Women's Day. The counseling cell of the institute has recently initiated an awareness campaign series titled 'Jaagruthi' for all female hostellers in the campus.

The institute has taken various initiatives for the disposal of different types of waste and ensures the environment in and around the campus is environment-friendly. PESITM has systems and practices for managing both degradable and non-degradable waste.

Students, faculty members, and other staff who comes from different cultural background uphold and promote an inclusive environment in the campus. Through various programs and practices, students & employees are sensitized about various constitutional obligations.

Institute is registered under the Ministry of Human Resource Development (MHRD) initiated program near Bharat Abhiyan and under this platform institute has undertaken grassroots studies in five villages. Many students of the institute involve on an individual basis in various social activities and display their sense of constitutional duties and responsibility. Every year institute celebrates many national and international commemorative days.

Among best practices followed by the institute employability skills training and online assessment, a portal is

prominent ones. One of the very distinctive features of the institute is its mentoring system.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	PES INSTITUTE OF TECHNOLOGY AND MANAGEMENT
Address	PES Institute of Technology and Management, PES Campus, NH 206, Sagar Road, Guddada Harakere,
City	Shivamogga
State	Karnataka
Pin	577204
Website	<a href="http://pestrust.edu.in/pesitm">http://pestrust.edu.in/pesitm</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Chaitanya Kumar M V	814-7053064	9380741865	-	principal_pesitm@pes.edu
IQAC / CIQA coordinator	Jagadeesha S N	-	9916104383	-	hodcse@pestrust.edu.in

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 minority institution	No

Establishment Details	
Date of establishment of the college	08-08-2007

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

State	University name	Document
Karnataka	Visvesvaraya Technological University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	08-08-2018	<a href="#">View Document</a>
12B of UGC		

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	<a href="#">View Document</a>	30-04-2020	12	

**Details of autonomy**

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes <a href="#">autonomydoc_1602745605.pdf</a>
If yes, has the College applied for availing the autonomous status?	No

**Recognitions**

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	PES Institute of Technology and Management, PES Campus, NH 206, Sagar Road, Guddada Harakere,	Rural	8.175	23239

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BE,Electrical And Electronics Engineering	48	PUC	English	60	34
UG	BE,Civil Engineering	48	PUC	English	60	34
UG	BE,Electronics Communication Engineering	48	PUC	English	120	88
UG	BE,Computer Science And Engineering	48	PUC	English	120	117
UG	BE,Mechanical Engineering	48	PUC	English	120	28
UG	BE,Information Science And Engineering	48	PUC	English	60	52
PG	MBA,Master Of Business Administration	24	DEGREE	English	60	60

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	12				24				78			
Recruited	12	0	0	12	7	2	0	9	60	18	0	78
Yet to Recruit	0				15				0			
Sanctioned by the Management/Society or Other Authorized Bodies	13				23				93			
Recruited	13	0	0	13	6	2	0	8	70	23	0	93
Yet to Recruit	0				15				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				62
Recruited	19	6	0	25
Yet to Recruit				37
Sanctioned by the Management/Society or Other Authorized Bodies				62
Recruited	33	29	0	62
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				50
Recruited	19	6	0	25
Yet to Recruit				25
Sanctioned by the Management/Society or Other Authorized Bodies				50
Recruited	19	6	0	25
Yet to Recruit				25

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	13	0	0	6	2	0	5	0	0	26
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	65	23	0	88

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

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0	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
PG	Male	61	0	0	0	61
	Female	57	0	0	0	57
	Others	0	0	0	0	0
UG	Male	1022	23	0	0	1045
	Female	897	2	0	0	899
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	91	73	81	97
	Female	75	78	83	72
	Others	0	0	0	0
ST	Male	42	52	49	37
	Female	32	31	27	32
	Others	0	0	0	0
OBC	Male	805	701	549	826
	Female	683	828	706	679
	Others	0	0	0	0
General	Male	169	196	215	264
	Female	165	180	212	216
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		2062	2139	1922	2223

## Extended Profile

### 1 Program

#### 1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	7	9	9	9
File Description		Document		
Institutional data prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of programs offered year-wise for last five years

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

### 2 Students

#### 2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2062	2144	2238	2223	2014
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
1140	1140	1188	1188	1188

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
493	568	569	414	498

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 3 Teachers

### 3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
114	123	120	116	108

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
114	114	121	121	121

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 38**

**4.2**

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

2019-20	2018-19	2017-18	2016-17	2015-16
562.12	400.99	488.64	327.60	315.52

**4.3**

**Number of Computers**

**Response: 742**

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## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curricular Planning and Implementation

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

###### Response:

PES Institute of Technology and Management, Shivamogga is affiliated to Visvesvaraya Technological University (VTU), Belagavi, and hence the institute follows the syllabus and curriculum prescribed by VTU. The university formulates and revises the curriculum once in four years through its Board of Studies (BOS), in each branch of Engineering.

The Institute starts planning academic activities once the university releases the academic calendar which depicts the beginning of the semester, last working day, a tentative schedule of theory and practical examination, etc. Based on the university calendar of events, the College Council, consisting of all HOD's; of the institute will discuss, decide, and plan the college calendar of events. Post these respective department heads in consultation with department faculty members will prepare the department calendar of events.

The subject allotment process is completed across all the departments during the semester vacation. Prior to allotting subjects, faculty members are allowed to submit their preferences for the subsequent semester courses. Apart from the preferences given, HOD will consider qualification, specialization, and experience of faculty members before allotting subjects. And in a formal meeting, HOD will announce a list of subjects/labs to be handled by every faculty member for the semester.

Once the subject allotment is finalized, faculty members are informed to prepare the lesson plan and lesson schedule for the allotted subjects referring to the earlier course files. Further, for each course, outcomes are defined and mapped with program outcomes (POs) & program-specific outcomes (PEOs) by the respective faculty member whenever there is a change of scheme and syllabus. Also, as per the labs allotted, faculty members are expected to be ready with lab manuals, conduction & cycle of experiments, before the commencement of the semester.

Considering the finalized subject allotment list, time table coordinator prepares the timetable for the upcoming semester. First, timeslots of HODs and other senior professors are collected, and subsequently series of discussions held with first-year time table coordinator. Finally, timetable is prepared to ensure there are no overlaps. Care is taken to ensure the time table has slots for project work, seminar, library / MOOCs hour, remedial classes, co-curricular and extra-curricular activities. After approval from HOD and Principal timetable is circulated among all faculty members and students.

Once the time table is ready, every course instructor prepares a course file. The course file comprises all pertinent details/documents related to a particular course. It includes all calendar of events, consolidated time table of the department, individual time table, syllabus copy attested by HOD, lesson plan, previous university question papers, and subsequently as and when Internal Exams are conducted question paper with the scheme are included in this course file.

Once the semester begins, faculty members start delivering the course labs in the allotted time slot and as such, they adhere to lesson plan/lab manual prepared well in advance. Based on the course and the content delivered on a particular day, faculty members use diverse educational tools such as chalk & talk, powerpoint presentation, demonstration of experiments, relevant videos.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

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

#### Response:

Before the commencement of each semester, the university publishes an academic calendar for all the courses offered. The University calendar of events typically depicts important timelines like the beginning of the semester, last working day, scheduled for summer project/professional training, schedule of practical and theory examinations, and date of commencement of the subsequent semester.

Considering the start and end of the semester, as per the university calendar, PESITM plans all its activities including the conduction of Continuous Internal Evaluation (CIE). To ensure the institute strictly complies with the university academic calendar accommodating all planned activities, a separate calendar for the institute as a whole and subsequently at every department is prepared and followed. While the institute calendar includes details like a total number of working days & holidays, CIE dates, institutes flagship programs, etc., the department calendar comprises about guest lectures, conferences, workshops, industrial visits, and other co-curricular & extra-curricular activities planned by respective departments.

The above academic calendars help faculty members to plan their respective course delivery and undertake academic and other activities. Department heads closely supervise and monitor completion of the syllabus as per the lesson plan prepared by faculty members. Portions for each CIE are decided well in advance and faculty members are required to stick to it.

Three internal assessment tests, assignments, quizzes, and seminars are part of the Continuous Internal Evaluation (CIE) of students. There is a well-defined process for the conduction of IA tests. IA tests are conducted as per time table prepared in consultation with students. Once respective course instructors prepare IA question papers based on the revised Bloom's taxonomy, it will be reviewed and approved by the internal question paper review committee formed within the department. Once the question paper is approved, the course instructor will prepare a scheme of evaluation. The internal assessment timetable prepared by the test coordinator will then be circulated to all faculty members and also notified to students. Internal tests are then conducted as per the time table using approved question papers. Post IA tests, evaluation of papers, and calculation of CO-PO attainment are carried out by respective faculty members.

Even for the laboratory work continuous assessments are done. Submission of laboratory observations, records, conduction of labs & viva forms major components of laboratory evaluation. As per the laboratory rubrics, the internal test is conducted at the semester end. Continuous Internal Evaluation is spread across

the entire semester ensuring the final CIE marks are ready much before the due date. As the entire activities including CIE during the semester are pre-planned, the semester progresses smoothly as per the academic calendar. Due to systematic semester planning, both students and faculty members take-up academic & other loads effectively.

The principal frequently reviews the semester progress and on need makes required interventions to adheres to the academic calendar. In case the university revises, the institute will immediately make suitable changes and the same would be followed by all concerned in the college.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

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

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

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

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

## 1.2 Academic Flexibility

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

**Response:** 100

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

**Response:** 7

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 45

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

2019-20	2018-19	2017-18	2016-17	2015-16
19	21	3	1	1

File Description	Document
List of Add on /Certificate programs	<a href="#">View Document</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

**Response:** 3.73

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

2019-20	2018-19	2017-18	2016-17	2015-16
100	158	38	49	51

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:

Statements like ‘ethically strong global manpower’ and ‘responsible global citizenship’ reflected in the institute’s vision and mission speaks volumes about the important cross-cutting issues for the institute. Being VTU, Belagavi affiliated institute, the curriculum prescribed by the university is followed. Crosscutting issues relevant to ethics, values, environment, etc., are integrated into the VTU curriculum across UG and PG programs.

#### Addressing Human Values and Professional Ethics related issues

Through the course “Constitution of India, Professional Ethics and Cyber Law” offered in the III & IV semesters B.E program, issues related to human values and professional ethics are addressed. The major objectives of this course are to ensure students (a) have constitutional knowledge and are aware of the duties and rights of citizens (b) have an understanding of engineering & professional ethics and responsibilities of engineers (c) have an understanding of cybercrimes and are aware of cyber laws.

First-semester UG students are expected to undergo 21 days of Student Induction Program (SIP) in which cross cutting issues like Human Values, Professional Ethics, etc., are addressed. MBA students from the 2014 and 2016 schemes were exposed to ethics and values through the course “Workplace Ethics & Value System”. Through this course, students learned the principles and practices of workplace ethics apart from knowledge about corporate governance.

#### Addressing Environment and Sustainability related issues

Through the course “Environmental Studies” offered to B.E students in V semester, issues related to environment and sustainability are addressed. Through this course, students are sensitized about environmental issues connected with land, air, and water across the globe and also about ecology. Also, efforts are made in this course to make students appreciate the criticality and importance of sustainability.

#### Addressing Gender-related issues

One of the core philosophies on which PESITM is built is ‘Equal Education for everyone’. The institute treats every student equally irrespective of their gender, religion, or cultural background. Be it academics or any co-curricular or extra-curricular activities equal preference is given to both boys and girls. Tasks or responsibilities are assigned to the students irrespective of gender. While having student representation in various college committees, equal consideration is given to both the gender. The anti-sexual harassment committee operating in the institute & other facilities in campus-like CCTV Surveillance ensures complete safety of girl students on the campus. Institute makes concerted efforts to create a congenial environment free from gender discrimination and students show mutual respect with the opposite gender.

Apart from the above, cross-cutting issues are addressed through various activities and programs arranged by the institute regularly. Institute arranges special talks on various cross-cutting issues in which renowned

experts are invited to deliver the talk. Through the NSS wing of the institute, students and staff are engaged in various socially relevant activities. Blood donation camps, awareness campaigns, swatch Bharath campaigns, etc, arranged by the institute frequently inculcate human values amongst students and staff. Green initiatives of the Institute like solar lighting & recycling of water highlights efforts of the institute in addressing environmental and sustainability issues.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 100

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

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

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

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

**Response:** 53.44

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

Response: 1102

<b>File Description</b>	<b>Document</b>
List of programmes and number of students undertaking project work/field work/ /internships	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.4 Feedback System**

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

Response: B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Any additional information (Upload)	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

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

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

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

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 78.29

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

2019-20	2018-19	2017-18	2016-17	2015-16
413	470	496	542	545

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

2019-20	2018-19	2017-18	2016-17	2015-16
600	600	648	648	648

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
1140	1140	1188	1188	1188

File Description	Document
Average percentage of seats filled against seats reserved	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

#### Response:

The institute is located in tier-II town and as such students admitted for different programs come from diverse backgrounds. The cognitive and intellectual capabilities of students vary significantly across all the programs. Hence, the institute has a system in place to assess the learning levels of the students and accordingly extend support.

Based on the involvement of students in the classrooms, performance in internal exams & university examinations students is categorized as advanced learners and slow learners. For both the categories of students special programs are organized to support their learning and development.

Apart from continuously encouraging advanced learners to score high percentile in semester-end university examinations, they are meaningfully engaged in the following activities:

- Advanced learners are encouraged to take/select current topics/areas for their seminars, mini & major projects, assignments, etc.
- Advanced learners are encouraged to undertake MOOC (Massive Open Online Courses) courses & other certification courses.
- Advanced learners are encouraged to participate in workshops, student development programs, technical talks, project exhibitions, national & international conferences, etc.
- Advanced learners are encouraged to be members of professional bodies like CSI, ISTE, IEEE
- Advanced learners are entrusted with few key responsibilities during co-curricular & extra-curricular activities conducted by the respective departments
- Advanced learners are encouraged to pursue higher education.

While advanced learners are nurtured beyond curriculum matching their learning capabilities, for slow learners focus is on strengthening their fundamentals and a better understanding of the curriculum. Slow learners are supported as given below:

- Remedial classes are arranged for those subjects/chapters which they find difficult
- Lecture notes/study materials, old question papers, question banks, etc. are provided to supplement classroom sessions
- They are encouraged to participate in seminars, workshops, student development programs, technical talks, etc.

- Respective faculty mentors regularly interact with them to understand their various challenge and extend all possible support
- Faculty mentors monitor their academic progress and make suitable interventions as per the need.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Past link for additional Information	<a href="#">View Document</a>

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

**Response:** 18:1

File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

**Response:**

It is imperative on the part of any institute to enhance the learning experiences of students by making the learning process experiential and participative. Only through such student-centric methods, desired skills may be imparted along with knowledge. Today, the industry experts what a graduate can do, rather than what he/she knows.

PESITM continuously explores and pursues various initiatives for enhancing the learning experiences of students. VTU Curriculum, which the institute follows, also gives sufficient opportunities for students to have experiential learning, participative learning, and problem-solving skills.

#### **Student-centric methods adopted/followed as a part of the university curriculum.**

Laboratory work is part of all UG programs. The institute has required facilities in all the laboratories. Through these laboratory works students gain practical insights about their domain. Considering developments in different fields of engineering & technology, the University Board of Studies makes suitable revisions in these laboratory works when a new scheme is introduced. Thus, labs do not just offer experiential/participative learning, but also exposes students to current developments in the respective engineering field.

All UG & PG students of the institute are required to undergo/undertake Internships & Project Work as a

part of University requirements. B.E students are expected to undergo internship during pre-final year semester breaks and in the final year, all students should undertake project work. Similarly, MBA students undergo an internship during the semester break after 2nd-semester exams and undertake project work during the semester break after 3rd-semester exams. Both internship and project work significantly enhances the learning experiences of students. While internship helps students to understand the corporate working environment, in project work they learn how to design, fabricate, implement, test their product/package. Project work significantly enhances students' skills in terms of thinking, designing, and applying.

Technical seminar by all undergraduate students in their final year is also part of university requirement. The final year technical seminar evaluation is done by the seminar presented by the student and seminar report. Students are advised to make a technical seminar that compliments their final year project work so that they would have a deeper understanding of a specific area. Students are expected to go through various relevant research/journal papers, undertake an extensive review of literature which helps students both for the seminar as well as project work.

Students from Civil Engineering Stream undertake survey camp of one-month duration outside the college. This activity, which is experiential and participative in nature, gives students excellent practical exposure.

#### **Other student-centric methods**

Efforts are made by the institute to interface students with the external world for better exposure. Industrial visits, interaction with industry executives & professional society officials, etc., helps students to learn beyond the curriculum. Students are encouraged to actively participate in various co-curricular activities including conferences, workshops, seminars, project exhibitions, etc., which enhances students learning significantly.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

##### **Response:**

ICT is a powerful medium for enhancing the quality of education. ICT provides better learning outcomes and based on specific learners it can be made adaptive. Also, ICT enhances the motivation and engagement of the learner. Teachers can leverage ICT for effectively imparting desired skills amongst students. ICT forms one of the most critical elements in the changing educational landscape.

Institute has provided adequate ICT enabled tools and facilities for effective teaching-learning process. Classrooms are installed with LCD projectors with internet-enabled computer systems. The seminar hall is equipped with Wi-Fi projectors, wired, and Wi-Fi facility. Biotic and Google classroom platforms are used to conduct online tests and assessments.

The institute has Grade Evaluation and Management System (GEMS) developed by Advaya Technologies which drives the automated academic process. GEMS ensures that reliable information is available at the click of a button to the faculty, student, parent, and management -all seamlessly integrated through anywhere, anytime technology. The Students/Parent/Faculty can log in to GEMS through the website or Android app. The software has the Admission, Semester Activities, Student Management, Mentoring, Student Feedback, Parent Portal and Broadcast Message sections.

The following are few ICT initiatives undertaken in recent past

- The institute has created SWAYAM NPTEL Local Chapter on Jan 7th, 2018, and engaged in a fruitful relationship with SWAYAM NPTEL in the college. The advantage of Local Chapter in the college is Students and Faculty members get entire NPTEL Content on LAN using a 10TB hard disk. Students are encouraged to enroll for NPTEL online courses which would significantly widen their knowledge base and improve their employability. Teachers use these NPTEL materials to supplement their classroom teaching.
- One of the important ICT initiatives of MHRD, Govt. of India is Virtual LAB. Through recognized Virtual LAB Nodal Centers across the nation, various institutes of higher learning are getting remote access to Labs in various disciplines of Science and Engineering. The institute entered into a formal engagement with NITK Suratkal Nodal Center in February 2020 for accessing Virtual LAB. Through this association, the institute has access to all simulation studies through Virtual Lab.
- Apart from NPTEL courses students are encouraged to undergo online courses and obtain certificates from reputed MOOCs providers like Coursera, Udemy, EdX, etc. which significantly increases their employability and/or help to pursue suitable higher education.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="#">View Document</a>

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

**Response:** 19:1

#### 2.3.3.1 Number of mentors

**Response:** 110

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

## 2.4 Teacher Profile and Quality

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

Response: 98.44

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 18.63

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

2019-20	2018-19	2017-18	2016-17	2015-16
26	30	22	17	14

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

### 2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest

completed academic year in number of years)

**Response:** 5.12

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

Response: 584.1

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

**Response:**

The institute follows the norms, rules, and procedures laid out by the university. Three IA tests and Assignment/Quiz per Subject are conducted every semester Offline/Online. The first IA test is conducted after one and a half months after the semester beginning. The Second IA test and the Third IA test will be conducted with a gap of one month.

#### Process of Conduction of Internal Assessment:

- The schedules of internal assessments are communicated to students and faculty at the beginning of the semester through the institute academic calendar.
  - Time Table & Circular for all three IA will be circulated to all classrooms & displayed on the department notice board.
- The syllabus for internal assessment will be communicated to students well in advance.
  - The internal assessment evaluation process is communicated to students by the respective faculty and also during an orientation program for first-year students.
  - Students are given general instructions regarding the evaluation methods of University answer scripts. The periodic instructions issued by the university are promptly communicated to the students. Such instructions are read in the classrooms and the copy of the same is displayed on the student's notice board.
  - Question papers are set based on Course outcomes and are approved by the department review committee.
  - Scheme and Solution are prepared by the faculty on completion of the assessment.

- The evaluation of blue books is based on a scheme prepared by the faculty. The blue books are given to students after the completion of the evaluation for verification of the marks.
- Remedial classes are conducted to improve the academic performance of slow learners.
- The Internal Assessment marks and attendance percentage obtained by the students are maintained by the Institution through PESITM|GEMS Software. The user-id & password is given for all the students & the students can view/ access the attendance percentage and their IA marks through Student login.

**Internship & Projects work assessment:** Both UG & PG students are expected to undertake Internship & Project work as a part of the University requirements. Projects are selected in line with Department Mission, Vision, PEO, PO, and PSO. Well defined internship and project reviews are part of internal assessment. Internal marks are awarded as per the defined rubrics.

Students are encouraged to display their projects in "National Level Project Expo" every year. Students are also encouraged to present their project ideas in conferences and also publish papers in Journals.

**Seminar Assessment:** UG students are expected to deliver a seminar in their final year. Students have to select a recent and innovative topic and present it in front of the seminar coordinator, department faculty, and their class students. The seminar presentations are assessed based on:

- Topic selection
- Presentation
- Report preparation

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

The college strictly follows the guidelines and rules issued by the affiliating university while conducting internals and semester-end examinations. The institute has an efficient mechanism to deal with examination related grievances of students. Grievances of students are resolved within a specified time limit.

The Internal Assessment schedule will be mentioned in the Calendar of Events published by the college at least 15 days before the commencement of the semester. Each department has an Internal Assessment Coordinator and he/she will prepare the timetable well in advance by considering the student's chosen for the mapping of the subject and the assessment date. The course instructor will mention the syllabus for the assessment and the time table along with the syllabus is displayed on the notice board at least 4 days before the internal assessment.

After each IA test, the respective teacher displays the scheme of evaluation on the notice board. The teacher distributes evaluated Blue books to students within 4-5 days and any clarifications or grievances by the students are addressed by the teacher. If any divergence like mistakes in the question paper, mark allocation, correction is noticed by the students, the concerned teacher will resolve the divergence by making necessary corrections. If a student is not satisfied with the marks awarded, then he may represent the same to the HOD concerned. All such representations are taken positively and are reassessed by another teacher if necessary.

If any student feels his/her grievances are not resolved even after the intervention from HOD, he/she may register a grievance at the WECARE section available on the college website. All such grievances will be handled by Institute's Grievance Redressal Cell.

Parents are informed about their ward's performance through progress reports. Students are counseled by the faculty mentor, and remedial classes are conducted for poor performance students. Improvement internal assessments are conducted for students who remain absent for internal exams due to genuine reasons.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

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

### Response:

PES Institute of Technology and Management is affiliated to Visvesvaraya Technological University (VTU), Belagavi and hence the syllabus/curriculum prescribed by the university is followed. VTU curriculum contains the core and elective courses. The curriculum is formulated and reviewed by the Board of Studies (BOS) of the University.

PESITM follows Outcome-based education through which desired outcomes are achieved in terms of knowledge, skills, attitudes and behavior at the end of a program. Teaching with this consciousness and following the associated effort constitutes outcome-based education. Program Outcomes (POs) are statements that describe what students are able to do after graduating from the respective program. These

relate to the skills, knowledge, analytical ability, attitude, and behavior that students acquire through the program. In line with Washington Accord, International accreditation agreement, National Board for Accreditation (NBA) India, defined 12 POs for Engineering graduates focused on following Graduate attributes.

- Engineering Knowledge
- Problem Analysis
- Design/Development of Solutions
- Conduct Investigations of Complex Problems
- Modern Tool Usage
- The Engineer and Society
- Environment and Sustainability
- Ethics
- Individual and Team Work
- Communication
- Project Management and Finance
- Life-long Learning.

Also, the MBA program has POs as suggested by AICTE/VTU.

Program Specific Outcomes (PSOs) are a statement that describes what students are expected to know and be able to do in a specialized area of Engineering/MBA after graduation from a program. PSOs are framed for each program offered in the Institution.

Course Outcomes (COs) of a course are the statements describing what the student would be able to do after studying a course. PESITM is affiliated to VTU and the syllabus is framed and disseminated by the university. The syllabus provided by the university specifies the Course objective and course outcomes for each course. If the COs specified in the syllabus does not cover the essential Bloom's taxonomy levels, the course instructor modifies the CO's.

Awareness of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) among faculties and students in the Institute are done by

- POs and PSOs boards are displayed in the corridor of each department.
- POs and PSOs for each program are disseminated to the students by respective Department HODs

during Induction Program arranged by the institute for newly joined students.

- POs and PSOs for each program are made available to the students on the college website [www.pesttrust.edu.in/pesitm](http://www.pesttrust.edu.in/pesitm)
- Students are made aware of POs, PSOs, and COs through the handbooks circulated among the students.
- The course instructor describes the relevance of POs, PSOs and COs to students during the beginning of each course.
- Students are encouraged to write POs, PSOs, and Course Outcomes in assignments given by the Course Instructors.
- Students are made aware of the COs of each Course by mentioning COs in the Internal Assessment question papers.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Past link for Additional information	<a href="#">View Document</a>

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

#### Response:

The assessment methods and processes used for the attainment measure of each of the Program Outcomes and Program Specific Outcomes are as follows

#### Assessment of POs / PSOs

- For each course, the course instructor will identify 5 to 6-course outcomes (CO) & these COs are mapped with relevant Program Outcome (PO) as high, medium & low.
- The consolidated matrix of CO-PO mapping is done for each program & the same for the CO-PSO mapping.
- CO attainment for each course is calculated by considering the marks scored by the student in internal & external examination.
- The Program Outcomes and the Program Specific Outcomes are assessed with the support of course

outcomes of the relevant courses through direct and indirect methods.

- Direct methods are provided by Internal and External examinations against course outcomes.
- Average attainment of the direct method will be evaluated based on University Examination, Internal assessment, and Assignment
- Indirect assessment strategies are implemented by embedding them in the Student Exit Survey, Employer Survey, and Alumni Survey.
- The function which is used to calculate the average attainment of PO
- PO Attainment (%) = (weightage: 80%) x (Average attainment (direct method)) + (weightage: 20%) x (Average attainment (indirect method))
- The attainment of CO for each course is recorded & maintained in an excel sheet.
- By considering CO-PO mapping for each course, final PO attainment is recorded & the data is maintained.

**The methods which are used to assess the PO/PSO are given below.**

- At the end of the semester, the university will conduct examinations & based on the results of the university COs and POs are measured. For each course, assignments are given to students and they are part of Continuous Internal Evaluation (CIE). The performance of students in 3 IA tests is considered to evaluate whether COs are achieved or not.
- An alumni survey is done to find out the level of relevance of the curriculum with the expected skills of the industries.
- Employer surveys are conducted for finding out whether the knowledge, skill, and attitude acquired from the institution is adequately satisfying their expectation or not.
- Student Exit survey is done to understand the impact of classroom learning, various value added courses offered, pre-placement training imparted to them on their overall development.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional information	<a href="#">View Document</a>

**2.6.3 Average pass percentage of Students during last five years****Response:** 96.24**2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
538	527	568	505	374

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

2019-20	2018-19	2017-18	2016-17	2015-16
555	533	590	532	397

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.46

File Description	Document
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 9.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
8.39	0.115	0.23	0.18	0.28

File Description	Document
List of endowments / projects with details of grants	<a href="#">View Document</a>
e-copies of the grant award letters for sponsored research projects / endowments	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 20.18

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

**Response:** 23

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 48.57

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

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

### 3.1.3.2 Number of departments offering academic programmes

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

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Paste link to funding agency website	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

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

#### Response:

**Entrepreneurship Development Cell**-Entrepreneurship Development Cell inspires the budding engineers to float their own business/venture through various seminars and workshops. Eminent industrialists and budding entrepreneurs are often invited to motivate young students. The successful alumni of PESITM pursuing the entrepreneurial route also encourage our students through frequent interactions. The college also has as active MoU's with the best of the Industries in all branches who support students technically by conducting regular training programs and competitions. To name IMTMA, CMS, Vijay Technocrats, Shanthala, Pragathi Steels, MSM Consultancy, Department of PG Studies and Research studies in Mathematics, Kuvempu University, Shivamogga, Shrichid Technologies are the Industries we are in association with currently.

**IMTMA** has played a leading role in the development of the machine tool industry, which is the backbone for industrial growth in India. IMTMA also conducts training programs throughout the year, with skill development as its motto. Through various long term and short term training programs the Association bridges the gap between the academics and the industry requirement and upskill the working professionals for the benefit of the machine tool industry.

**Research Centres** in the Mechanical, Computer Science, Electronics & Communication Engineering and

Civil engineering branch provide incubation support to budding researchers and entrepreneurs. The Institution provides mentoring support, office space, and testing facilities to the start-ups to take their creative ideas to the market. VTU Competitive Research Grants amounting to Rs. 4 lakh has been granted to carry out outstanding research activities. AICTE grant worth Rs. 3,55,000 for conducting STTP in Mechanical Engineering research activities. VGST Research Grants worth Rs. 27 Lakhs has been awarded for conducting research and FDP in the Computer Science and Electrical Engineering departments.

**Encouraging students to participate in Hackathons/Club Activities** - Every department has pulsating participation in International Professional Clubs ( IEEE) which encourages the students to participate in International and National Hackathons, Makeathons, Codeathons, Robotics, and Vehicle fabrication contests. Dedicated mentors work towards enabling students to participate in MyGov challenges, Anveshana, and various challenges posed by Government and Private agencies. Two mentored teams have won prizes in the state Government organized Anveshana innovative Project Contest consecutively in 2018 and 2019. CSE department has been identified as a Nodal Centre for Virtual Labs NITK SURATHKAL, SPOC of SWAYAM NPTEL Local Chapter has been identified in the department of CSE from our college.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 110

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

2019-20	2018-19	2017-18	2016-17	2015-16
39	48	7	11	5

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

**3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years****Response:** 0.83**3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years**

Response: 19

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

Response: 23

<b>File Description</b>	<b>Document</b>
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL to the research page on HEI website	<a href="#">View Document</a>

**3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response:** 1.76**3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
87	39	41	24	13

<b>File Description</b>	<b>Document</b>
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 1.72**3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
80	32	50	28	10

File Description	Document
List books and chapters edited volumes/ books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:

For the holistic development of students, various extension activities are undertaken in the institute. Many of these extension activities are carried out in the neighborhood community so as to sensitize students about current social issues. Ideally, it is expected from Engineering and Management students to offer technological / management solutions to hard pressing societal issues by undertaking socially relevant project works, research studies, etc. Students should be able to understand and respond to the needs of the local community and institutes should extend all possible support.

Some of the extension activities carried out in the recent past is briefed below:

- The institute is registered under Unnat Bharat Abhiyan (AISHE CODE: C-1358), which is a national program initiated by The Ministry of Human Resource Development (MHRD), Government of India. Under this UBA program, a household survey was undertaken in five nearby villages viz. Snathe Kadur (on 7th June 2019), Kadekal (on 4th October 2019), Bidare (on 17th October 2019), Gajanur (on 7th November 2019), and Harnahalli (on 9th November 2019). Students were involved in these surveys. The data collected will be used to taking some key decisions and implementing development projects.
- Digitalization Awareness Campaign was held in a few nearby rural schools on 6th November 2019. A team of faculty members and students sensitized rural students about the basics of computers, the internet, IoT, etc. A mobile awareness program was also conducted for govt., School students on this day.
- Awareness campaign on (a) Skill Development Program for PU Students and (b) Prevention and Protective Measures of Endemic and Epidemic Diseases was arranged on 4th Jan 2020 at Ayanur and Harnahalli Village for school children. Awareness about Life Skills and measures to safeguard against Endemic and Epidemic diseases were covered during this campaign
- An awareness campaign on vermicomposting, rainwater harvesting, the cashless transaction was

held in 5 villages and six schools as part of fifteen days Swachhata Pakkawada program.

- Awareness program on 'Biofuels' & 'Renewable Energy Sources' was conducted in various sister institutions.

In all such programs, students have been participating actively. Due to these activities students are exposed to social issues and it significantly impacts their overall persona. Further, many students are undertaking project works having an impact on society / rural development.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response: 2**

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 23**

#### 3.4.3.1 Number of extension and outreach Programmes conducted in collaboration with industry,

**community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
8	6	3	2	4

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	<a href="#">View Document</a>

**3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years****Response:** 51.45**3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1900	963	900	444	1208

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>

**3.5 Collaboration****3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 313**3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
172	126	07	07	01

File Description	Document
e-copies of related Document	<a href="#">View Document</a>
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 15

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	1	2	1	0

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**

**Response:**

PES Institute of Technology and Management Shivamogga was established in the year 2007. The institute is affiliated to Visvesvaraya Technological University, Belagavi, Karnataka, India. The vision of the institution is 'To be the most preferred institution for Engineering & Management education, Research, and Entrepreneurship by creating professionally superior and ethically strong global manpower'.

Any educational institution is incomplete without good infrastructure. The college has spacious classrooms, well-equipped laboratories, libraries, and other infrastructure, which facilitate the easy and smooth functioning of the teaching-learning process.

Institute is built on a campus area of 8 acres 7 guntas, and it has a built-up area of 20312 m<sup>2</sup>. The lush green campus welcomes the knowledge mongers with a stately building structure comprising 37 well-illuminated classrooms, out of which 35 are facilitated with LCD projectors for better teaching and learning process.

Each department has an adequate number of laboratories which are used throughout the year as per the time table to meet the curriculum requirements. The academic courses which have practical work are scheduled in these laboratories every week. Each laboratory is equipped with the required experimental setups. Each lab has a good lighting system, along with the natural light in every corner of the rooms. Cupboards/Pigeon-hole racks are available in labs for students to place their belongings. Each Lab is equipped with a separate instruction room with a white/blackboard. To support learning and practice in the technological area, every department is equipped with the latest high-end, branded computer systems that are used for conducting computer-based experiments, on-line examinations, aptitude tests, project development, and competitions by students of all departments.

In PESITM, 742 computers are connected to the internet with 23 wifi routers to span the internet connectivity to each corner of the campus. 62 LCD Projectors, 43 Printers, and 12 Xerox machines are in use on the campus. Faculty are provided with Computers and internet connection, which they can access using captive portal login. Thus, the teachers have the opportunity to widen their knowledge through this facility. In addition, an excellent library is available on the campus.

The college library is automated and stacked with books of more than 55,117 volumes and 3543 titles. Library & Information Centre is housed in a spacious hall of carpet area of 1171.65 m<sup>2</sup>. The digital library with internet facility is being utilized by faculty as well as students to enhance knowledge. The facility includes accessing 1,113 E-journals and 23629 E-books.

To facilitate Co-academic activities, the institute has in its portals a) fully furnished Five Seminar halls of 120 seater capacity b) fully furnished 350 seaters main seminar hall and c) a state-of-the-art 3000 seater auditorium, Prerana Convention Hall.

To tackle any possible fire disaster, fire extinguishers and other fire fighting mechanisms are ensured as per norms.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

##### Response:

The institution believes in the holistic development of the students. In order to achieve this goal, the institutions give importance to strengthen not only the academic excellence of students but also their physical and mental well being. Sports and games play a vital role which enables the youth with physical and mental health by inculcating the life skills to face the challenges of the real world. To ensure students are not limited to bookish knowledge alone and to promote students' interests in sports and games, the institute has created excellent indoor and outdoor games /sports facilities.

The institute has an excellent Cricket Stadium and also the following sports courts are available on the campus

- Football field
- Synthetic Tennis Court
- Basket Ball
- Throw Ball
- Kho-Kho
- Kabaddi

Furthermore, indoor games like carom, chess, and table tennis are also given equal importance to proper facilities.

The detail description of the sports utilities are,

S No	Description	Area
1	Cricket Turf Ground	14756 Sq.mtr (3 Acre 25

		Guntas)
2	Track and Field/ Football Turf Ground	19405 Sq.mtr ( 4 Acre 32 Guntas)
3	Sports Office/Pavilion	277 Sq.mtrs
4	Volleyball ( 2 Courts)	
5	Throw Ball ( 1 Court)	11035 Sq.mtrs ( 2 Acre 22 Guntas)
6	Kho-Kho (1 Court)	
7	Kabaddi (1 Court)	
8	Synthetic Tennis (1 Court)	
9	Synthetic Basket Ball (1 Court)	
10	Handball (1 Court)	

By effectively utilizing the facilities, the students of our college have been participating in different competitions and getting laurels at University & National Levels

Air-conditioned multi Gymnasium built in an area of 430.67 m<sup>2</sup> equipped with cardio workout & other equipment available to students. Individual stations and Aerobics training imparted to students with the guidance of a trained instructor.

Co-curricular activities (Cultural) are an important part of holistic education, and the students are encouraged to take part in different cultural & co-curricular activities. To facilitate Co-curricular activities, the institute has in its portals a) an open-air theatre which can accommodate 1000+ audience b) fully furnished Five Seminar halls of 120 seater capacity, c) fully furnished 350 seaters main seminar hall, and c) a state-of-the-art 3000+ seater multipurpose auditorium, Prerana Convention Hall.

'Yoga Day' is celebrated every year with great enthusiasm to educate the young generation to embrace yoga as a way of life to manage the stress levels and to have a harmony of mind and body. The students are advised to practice yoga as it strengthens the mind and body.

Ethnic Days are conducted at the college level in which students represent the cultures of various regions. The students actively arrange and participate in the celebration of various festivals. The college is hosting College Day 'PRERANA' every year. Competitions are conducted every year, and the winners are awarded prizes and certificates during PRERANA. Talent day organized at the beginning of every academic year identifies talents of newcomers. Apart from that, students have been actively participating in the various college cultural events and represent the college at the VTU Youth festival and have been winning prizes.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**LMS, etc. (Data for the latest completed academic year)****Response:** 92.11**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

Response: 35

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)****Response:** 25.17**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
213.17	75.46	168.21	76.20	36.07

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

**4.2 Library as a Learning Resource****4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

The institute has a state-of-the-art Central Library housed in an area of 1171.65 sq. Mtrs and seating capacity of 120. The Library offers excellent study space and caters to all informational needs of students, staff, and research scholars. The primary philosophy of the institute's library is to provide "Anytime, Anywhere, Access" to information. The library has effectively adapted to the changing needs of the

academic community and offering desired services.

The library has around 54,641 books in print form and around 23,629 books in electronic form. Also, it has around 73 print journals and 1,113 electronic journals. Suitable technology is being used to ensure the information resources are accessible conveniently. The library is automated since 2008 using a highly effective Library Automation Software called **Libsoft** (12.0 version)

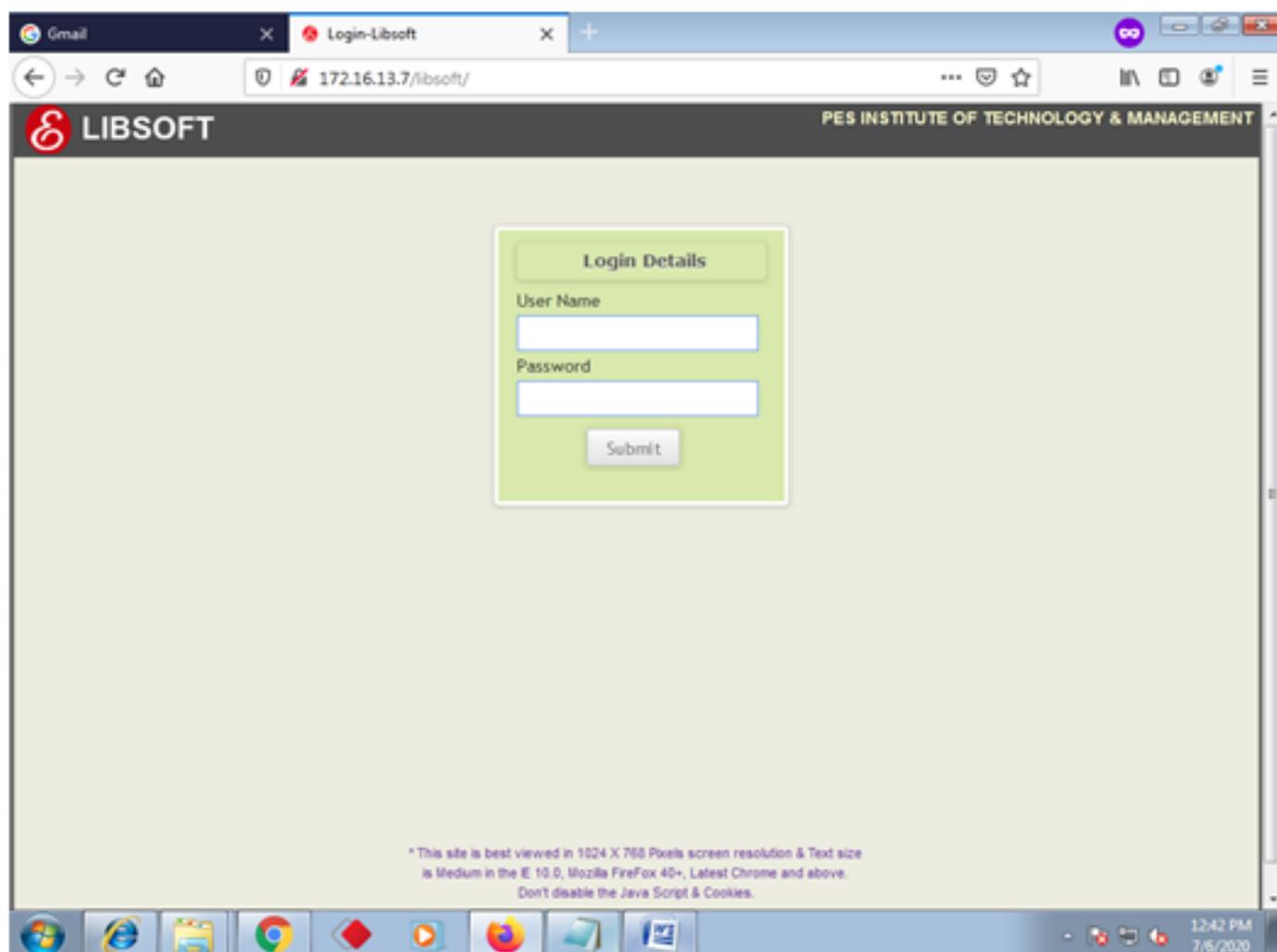
This automated library management system not only helps in searching the database but also for borrowing books and making reservations online. This computerized catalog search service is through the Online Public Access Catalogue (OPAC). Digital materials downloading can be done from within and outside the campus.

All the books in the library are barcoded. Faculty and Students are issued Barcoded Library Membership Card. Issue/Return of books is being done using library software. A fully equipped digital library with 18 desktops, high-end scanners has been set up in the Library Information Centre. Question papers, Newspaper clippings, full-text articles, Photos, CD-ROMs, Powerpoint presentations are hosted in the digital library

The entire library collections are made available online through the Institute's network. Users can access the online databases and also find out the real-time availability of library materials from their own terminals.

In addition to these resources, the faculty members dynamically upload their lecture and research notes on the PESITM intranet. These are available to the students with the simple keying in of a password.

Serials control has been completely automated.



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

#### 4.2.2 The institution has subscription for the following e-resources

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

**Response:** A. Any 4 or more of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	<a href="#">View Document</a>

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

**Response:** 24.96

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

2019-20	2018-19	2017-18	2016-17	2015-16
25.66	26.76	26.81	21.43	24.13

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

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

**Response:** 4.96

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

**Response:** 108

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

*The institution has the well-developed IT infrastructure facilities with the following features:*

- We have 742 computers having a wired and wireless connection. Departments have separate copier machines and printers also.
- Currently, we are using a 1:1 Internet Leased Line connection of 100 MBPS from Touchous Communications Pvt Ltd., and 5 MBPS from BSNL, Shivamogga.
- 24X7 Wi-Fi facilities on the college campus for the student and faculty members to avail of the internet connection at any place in the college & hostel.
- The Institute has the Cyberoam firewall which prevents the DoS, DDoS, and IP Spoofing attacks, which gives the Identity-based security.
- Cyberoam network security appliances include multiple features like Firewall – VPN (SSL VPN & IPSec), Gateway AntiVirus, Anti-Spyware & Anti-Spam, Intrusion Prevention System (IPS), Content & Application Filtering, Web Application Firewall, Application Visibility & Control, Bandwidth Management, Multiple Link Management for Load Balancing and Gateway Failover, over a single platform. Cyberoam offers visibility and control over 2000+ key applications.
- Institute has the CCTV surveillance system, which is regularly monitored.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 3:1

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student – computer ratio	<a href="#">View Document</a>

### 4.3.3 Bandwidth of internet connection in the Institution

**Response:** A. 750 MBPS

File Description	Document
Upload any additional Information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 39.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
150.28	197.49	197.37	151.26	108.73

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

**Response:**

*PESITM is committed to giving greater importance to the maintenance of physical, academic, and support facilities for the effective functioning of the teaching and learning process based on the requirements as per the standard Processes described below.*

##### **Infrastructure Maintenance**

Infrastructure Management Process of PESITM has a procedure for maintenance activities to maintain Hostel and Guest-house facilities, Water and Electric Equipments, to ensure the availability of Electricity, to ensure timely availability of Medical Facilities and First Aid Kit and to maintain Fire Extinguishers.

## **1) Maintenance of Buildings & Hostels (Boys and Girls) & Guest House**

The process ensures that the Buildings, Guest House, and Hostels premises are maintained clean, neat, and hygienic. The procedure ensures that they are periodically painted and whitewashed, and problems, if any, are attended promptly. The process ensures that furniture & other accessories like Black Boards, White Boards, are periodically maintained, by polishing and repairing.

## **2) Maintenance Of Electricity:**

Electric supply is ensured through sub-station with feeders for institutions and campuses. DG sets are of “Autostart” in nature, which runs and shut down based on the non-availability /resumption of MESCOM supply, and connected to essential loads identified. Each department is backed by UPS.

## **3) Maintenance Of Water Supply:**

The campus gets the water supply from Borewells and open wells. And once in three months, the quality of water is checked. The water supply is automated. Spare pumps are maintained for any casualty. Open wells covered and direct access is restricted. As per the plan, maintenance is carried out and chlorination made on a need basis.

## **4) Maintenance Of Medical Facilities:**

The Campus Health Service is made available to the students with a physician visiting the campus thrice a week to provide the medical services including primary health checkups and first aid. The First aid kit is made available on all floors/areas/departments. List of Medicines available in First aid kit with expiry date and other necessary details is periodically checked and maintained. The Emergency contact numbers are displayed on every notice board. The ambulance facility is available on campus for any emergency.

## **5) IT Maintenance**

Maintenance of computers, printers, CC cameras, Telephones, Fax Machines, Photocopiers are the responsibility of the IT cell, which will arrange for outsourcing on a need basis. Periodical maintenance and auditing carried out in all departments.

Planned Maintenance:

Computers, printers, servers, and all electronic gadgets are maintained in the IT department. Annual maintenance is driven by the IT in-charge. Based on the plan, maintenance carried out.

Breakdown Maintenance:

A register to record breakdowns is maintained. Complaints are registered through “email/calls” and attended as per the arrival sequence. Sometimes, based on priority and importance complaints will be attended. After closing the issues entries are made in the register.

## **6) Classrooms & laboratories Maintenance**

Classrooms cleaned daily by the housekeeping staff to keep the classroom environment hygienic and tidy.

Projectors and computers in the classrooms are maintained by the IT department periodically and as and when required.

All the laboratories are spacious and well lit. Do's and Don'ts are displayed in each laboratory. Periodically, the institution takes up calibration and other servicing measures for the equipment/instruments through suppliers and service personnel. The departments maintain the complete records of such services. The laboratory equipment is maintained by technical supporting staff. In case of any repair, services are hired from outside agencies.

### 7) Library maintenance

The PESITM Library has vast collections of books and journals. Access to the Library materials is OPEN ACCESS, and the books are classified and shelved as per Dewey decimal classification system 20th edition, and the books are accordingly arranged on the shelves.

The books lent following regular checks like verifying the identity, getting signature, and providing exit pass. Renewal allowed for not in-demand books. At the time of getting back, books are checked for their health conditions. Overdue fines collected for late returns from the students as per the college norms.

The library stock verification is done by authorized persons annually and the verification report is sent to the higher authority. The library ensures a minimum number of books per annum to be written off after getting remarks written by the Principal and approval by the management. Naphthalene balls are used in the bookshelves to protect the books. Damaged/mutilated/soiled books are withdrawn from stock and transferred to the archive section after entering in the Withdrawal Register.

### 8) Sports facility maintenance

The physical education department maintains all sports facilities on the campus. In-charge staff maintains Inventory and purchases made based on requirements after due approval. The sports items are issued to students after getting an ID card and the same is registered. Stock verification of the sports items conducted once in a year. Playgrounds are maintained under the supervision of the Physical Education Director (PED) and faculty sports coordinators

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 58.79

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

2019-20	2018-19	2017-18	2016-17	2015-16
1014	1325	1283	1921	790

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

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

**Response:** 1.26

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

2019-20	2018-19	2017-18	2016-17	2015-16
33	37	15	30	19

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View Document</a>

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

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

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

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

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

**Response:** 11.74

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

2019-20	2018-19	2017-18	2016-17	2015-16
151	245	259	319	282

File Description	Document
Number of students benefitted by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

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

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 50.59

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

2019-20	2018-19	2017-18	2016-17	2015-16
151	245	259	319	282

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years (Data Template)	<a href="#">View Document</a>

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

**Response:** 13.39

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

**Response:** 66

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 20.33

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	11	8	10	5

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

2019-20	2018-19	2017-18	2016-17	2015-16
40	44	36	38	32

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

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

**Response: 20**

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

2019-20	2018-19	2017-18	2016-17	2015-16
10	4	3	2	1

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

The Institute creates a platform for the active participation of the students in the various academic and administrative bodies. It empowers the students to gain leadership qualities, understanding rules & regulations, and developing execution skills. Student Councils are actively participating and organizing various activities related to academics, co-curricular and extra-curricular activities, with the guidance of faculty. They are providing support to college-related academic/administrative work with the help of other students. They are actively involved in motivating the other students to participate in various activities conducted by the college. Students are encouraged to participate in co-curricular and extra-curricular activities in inter-college, inter-university, and National level competitions.

Institute has constituted various other committees to involve students in different academic and administrative activities on campus apart from the Student Council. The college is very keen on encouraging students to participate in various academic and administrative committees, hence improves the academic and administrative capabilities of students.

The various student councils and students representative committees are:

- Students have been representing in the following Professional Societies Student Chapters

1. Indian Society for Technical Education (ISTE)

2. Institution of Engineers (IE)

3. Institution of Electronics and Telecommunication Engineers (IETE)

4. Computer Society of India (CSI)

- Students have been actively associating with Institute's NSS Unit.
- Students have been representing and actively engaging in various club activities. In these clubs, many students carry out the responsibilities as In-Charge Facilitator and Assistant In-Charge Facilitator during different co-curricular and extracurricular activities
- Institute's Alumni Committee includes representation from students.
- Institute's Anti-Ragging Committee includes representation from students.
- Institute's IQAC cell has student representation as members.
- Also, in many Mini and Major Projects are undertaken in the campus students are actively involved. In these projects, few students work as Team Leaders.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 23

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

2019-20	2018-19	2017-18	2016-17	2015-16
25	10	28	32	20

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

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

#### Response:

The role of alumni in the development of any institute is well known. Many institutes across the globe have developed due to significant contributions from their alumni. Institutes are expected to be continually connected with their alumni and involve them in their growth journey. Many alumni are keen to contribute to their Alma Matter and extend all possible support.

The institute immensely values the importance of alumni and as such a registered Alumni Association was established in the year 2017. Efforts are being made to strengthen this association and suggestions/feedbacks are being solicited from alumni. Since its formation, two Alumni Meets were hosted in which a good number of alumni belonging to different departments participated. In these meets, after the formal program, departmental level meetings were conducted to brainstorm and identify ways and means of taking objectives of the association forward.

Many alumni have been supporting the institute in various ways. Alumni are involved in training final year students with Industry Specific Skills. Alumni working in companies like Global Edge, Hindustan Coca Cola Ltd, Evive Health, Betsol, Srichid, Robosoft, SLK Ltd, SUBEX, etc., are playing a significant role in arranging campus hiring from their respective company. Alumni have been delivering invited talks, conduct viva exams, participate in workshops/conferences/seminars as resource persons, etc. Also, in many cultural fests and intercollegiate competitions alumni are extending their support.

The institute is promoting start-ups from alumni interested in entrepreneurial careers. The institute is ready to offer space and facilities for such start-ups.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.4.2 Alumni contribution during the last five years (INR in lakhs)****Response:** A. ? 5 Lakhs

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

NVAAC

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

The institute has a transparent & robust governance system that is predominantly driven by following the Vision and Mission of the institution.

**VISION:** To be the most preferred Institution for Engineering and Management Education, Research and Entrepreneurship by creating professionally superior and ethically strong global manpower.

**MISSION:** To prepare students for professional accomplishments and responsible global citizenship while fostering continuous learning and to provide state-of-the-art education through the committed and highly skilled faculty by partnering and collaborating with industry and R&D institutes.

The institute believes in providing quality technical education in the field of engineering and Management ensuring students have strong fundamentals along with adequate practical exposure. Continuous efforts are made to nurture students to excel in their respective field of study and become a better citizen.

**Nature of Governance:** The Governance and Leadership of the Institution ensure that its Higher Education operations are functioning well by nurturing the decentralization and participative decision-making process as the key factors. The governing body provides guidelines through the College council to maintain high standards in imparting education by setting objectives relevant to policy, hiring quality professionals, rewarding the achievers, provide infrastructure, facilities, and encouraging the best utilization of the resources. The principal along with overall administration motivates faculty, supporting staff, and students to maintain a competitive and conducive academic environment.

**Perspective Plans:** The Institution focuses its Perspective Plans for the upcoming academic years based on areas of improvement from the previous academic years. Accordingly, the decision-making process and quality planning are articulated keeping because of Vision and Mission. The College Council prepares the calendar of events and the top management monitors its implementation providing the best possible support

**Participation of Teachers:** Teachers play a major role in the process of decision-making, planning, implementation of various endeavors. They perform the academic and administrative functions in various committees of the Institution. IQAC collects inputs of faculty from these committees while making strategic academic planning as the teacher is the key executor of it. Teachers also hold responsibility for examining and assessing the students in a highly transparent way and adhere to the regulation set by the institution and governing bodies.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

#### Response:

The institute always tries to promote a culture of participative management by involving the Governing Council, Principal, Heads of the departments, and Faculty to arrive at the best possible solution in providing quality education for the students and fulfilling the norms set by statutory bodies.

For the smooth and effective functioning of the institute, various committees have been constituted. All committees have operational autonomy for its effective functioning. The institute has an Internal Quality Assurance Cell, which includes members from various stakeholders. IQAC meets at regular intervals and plays an important role in the implementation of its plans and policies.

The following case study reflects decentralization and participative management in the institution.

#### Case Study:

At the beginning of the academic year 2019-20, it was felt important to create a platform to discuss and deliberate on Higher Education in India. The institute was aware that the educational landscape in India would dramatically change once New National Education Policy is introduced and it is imperative on the part of every institute to align with this new education order. After a series of discussions in College Council meetings, it was decided to host a National Conference on “Higher Education in India – Challenges & Opportunities” on 15th November 2019. Institute felt this conference would allow all stakeholders of Higher Education in India to express their views and perspectives.

The management of the institute not only approved the hosting of this conference but also assured all possible support. Various cross-functional teams were formed to drive different committee set-up for smooth conduct of the event. These committees were given full freedom both in terms of decision making and implementation.

Suggestions were solicited from all Department HODs and senior faculty members. Based on inputs gathered thereof, the technical committee finalized the following tracks for the conference.

- Governance & Leadership
- Academic Quality & Excellence
- Research, Innovation & Entrepreneurship
- Skilling & Employment

- Information resources & Physical Education

As students form the most critical stakeholder in higher education, an exclusive track for students with the above themes was arranged.

Each committee had a clear role to be played and as such, every member of the committee knew what was expected from him/her. The relationship between different committees was highly synergetic and cordial.

Due to operational autonomy, clarity in roles, and effective leadership wonderful harmony was seen during the implementation of the program. Principal, HODs, faculty members, and other staff of the institute worked in unison and as one team.

There was a good number of papers in each track and delegates came from different parts of the country. It was heartening to see alumni and existing students taking part actively in this conference. The entire conference was a grand success and every delegate of the conference expressed happiness for creating this opportunity.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

One of the short term plans for the duration 2017-20 was applying and getting accreditation by the NBA. The plan was initiated in the year 2017 and successfully submitted the Self-Assessment Report of the NBA process in the month of March 2020.

The strategic plan and execution to implement this activity were as follows:

- The initial college council meeting regarding applying for NBA was conducted on 14th February 2017 and the council decided to start the NBA process and the Principal nominated Dr. Jagadeesha S. N as a coordinator for the process and discussed the procedure to apply for accreditation and the preparation for the same in the college council meeting held on 1st April 2017.
- In a span of one year all groundworks including awareness about Bloom's taxonomy; framing of Vision, Mission, PEOs, PSOs; mapping of COs and POs; formations of different committees, etc. were completed.

- The two days' workshop on "Refresh on NBA" was organized for all faculty members from 28th to 29th January 2019. Dr. Prabhanjan S, Dr. Harsha, and Dr. Harshavardhan of BITES, Bangalore were the resource persons for the workshop.
- From April 2019 to July 2019 multiple reviews of required documents were made.
- Each department prepared the draft copy of the Self-Assessment Report (SAR) and submitted it to the Principal and NBA coordinator on 25th September 2019.
- Dr. Prabhu Kumar G.P, member of the Governing Council visited on 26th and 27th September 2019 to review the progress on the NBA process.
- To review the NBA progress, Mrs. Umadevi S.Y, GC member and Trustee of PES Trust, conducted the meeting of all HOD's and department NBA coordinators on 20th November 2019 and appreciated the work done by each department.
- Two internal audits (1st - 23rd to 28th of December, 2019 & 2nd - 20th to 24th of January, 2020) were made to ascertain the status of the NBA work
- The external audit was conducted on 3rd February 2020. Dr. Raju G.T and Dr. Gonsalves of RNSIT, Bangalore were the auditors for the audit on NBA preparation. The respective HOD's gave the presentation about the department and the auditors verified all the NBA related documents. The department updated all the suggestions given by the auditors.
- The final Pre qualifier was submitted on 18th February 2020
- The college council meeting was held on 25th February to finalize the date for uploading the final SAR of five programs namely CSE, ISE, ECE, Mechanical, and Civil Engineering.
- The final SAR was uploaded on 7th March 2020 on the NBA portal and the Institute is waiting for the committee visit.

Since the first date of the external NBA team visit was 24th April, all the department maintained all the required files by 15th April 2020

File Description	Document
Upload any additional information	<a href="#">View Document</a>
strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:**

The Governing Council of the Institute is constituted as per the norms of AICTE, New Delhi; Affiliating University & Govt. of Karnataka and it is the supreme administrative body. The Governing Council of the institute has a robust framework for governance and it works towards meeting the interests of all stakeholders. The Governing Council meets twice a year or whenever needed and has the following responsibilities.

- To uphold the legal stature of the college because of AICTE, UGC, State Government, and affiliating University (VTU) or any other body or agency.
- To take decisions regarding the intake and addition or discontinuation of any program accordingly recommending the Principal to take formal steps with the affiliating body to put this into action.
- Fix the fee structure and any charges applied by the recommendation of administrative bodies and the prescribed fee structure of the affiliating university.
- Extension, Renovation, or Procurement plans recommended by the Core Committee.
- Decide the promotions or penalties as recommended by the Academic Committee.
- Approve the budget and recommend necessary corrections. Nominate and constitute other central committees for smooth discharge of responsibilities

The principal of the institution, by default, is the Member Secretary of the Governing Council. He executes the decisions taken in the Governing Council on behalf of the Governing Council.

The diagram as shown in figure 6.2.2 gives the structure of the organization.

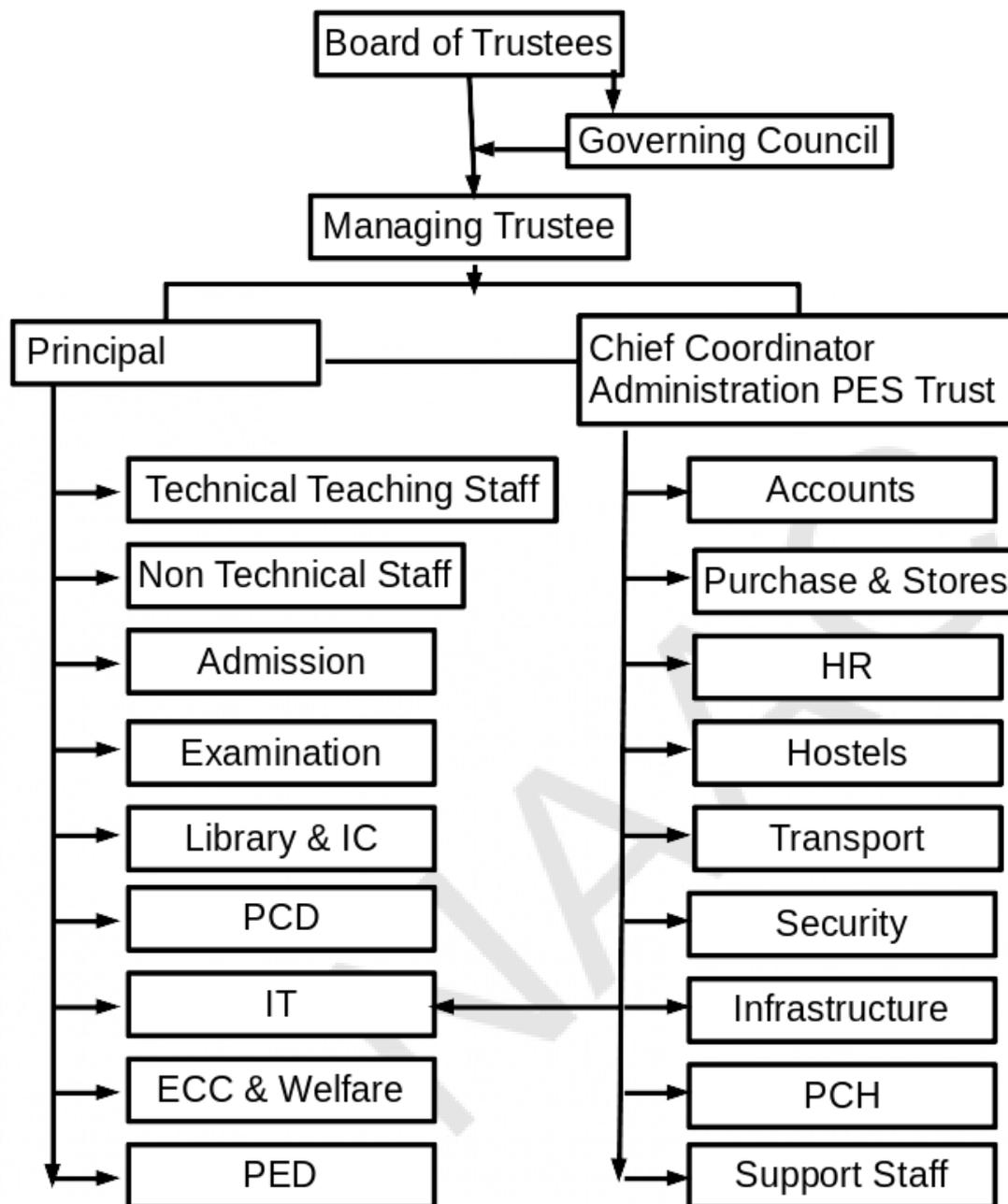


Figure 6.2.2: Structure of the organization

Principal functions as the Head of the Institution and is the Member Secretary of the GC. He is responsible for the overall development of the Institution. The vice-Principal discharges the routine duty of the Principal in his absence and also heads the Internal Quality Assurance cell.

Heads of Department are the administrative head of the concerned department and ensure the smooth running of the concerned department by laying goals and milestones of the department. They are responsible for Timetables of each section/semester, Upkeep and maintain records of the department, maintain laboratories and assets, assign duties and monitor faculty performance, verify faculty appraisal, benchmark the growth parameters, monitor mentoring of students by the mentors (faculty team), identify and execute an action on departmental needs, develop the team towards audits and compliance, monitor R&D and project activities of the department, ensure up keeping of departmental library, lead the team towards publications and IP, seek MOUs from related industries.

Various committees are constituted as per the guidelines from AICTE/VTU & Governing Council to

ensure all stakeholders' needs are effectively catered. The following are the committees operate in the institute.

- Academic Monitoring Committee (AMC)
- Time Table Committee
- Discipline Committee
- Anti-Ragging Committee
- Co-curricular and Extra-Curricular Activities Committee
- Sports Committee
- NSS Committee
- Grievance Redressal Committee
- Anti-Sexual harassment Committee
- Entrepreneur Development Cell (EDC)
- Training & Placement Cell
- Purchase Committee
- Budget Committee
- Student Welfare Committee

The institute has detailed service rules which guide the management of employees.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

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

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

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation, Administration etc	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

**Response:**

The Institution has a welfare mechanism in place for both teaching as well as non-teaching staff

Welfare measures for teaching Staff:

- Service, Conduct, and Leave Rules are made available on the institute website
- Extending the EPF Scheme is implemented to all eligible members (as per PF Rules)
- Extending the ESI facility is implemented for all eligible members (as per Govt. Norms)
- Group insurance is provided to all the staff members who don't fall under ESI
- Free transportation for all staff
- Six-month maternity leave
- 6 days paternity leave
- Periodic health check-ups
- SBM bank and ATM facility within the campus
- Sanction of SCL, OD for Conferences, Workshops, FDPs, STTPs, and other university-related work
- Financial assistance to attend Conferences, Workshops, FDPs, STTPs
- Staff quarter facility for faculty
- One month salary as loan in advance is given without interest and the same will be recovered in 10 installments
- Uniform is provided for supporting staff
- A faculty can avail 8 books from the library for a period of one semester
- 4 Days leave in case of death of parent/spouse/child

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 20.08

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

2019-20	2018-19	2017-18	2016-17	2015-16
19	26	28	23	21

File Description	Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	<a href="#">View Document</a>

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

**Response:** 5

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	9	4	2	2

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	<a href="#">View Document</a>

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

**Response:** 54.74

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

2019-20	2018-19	2017-18	2016-17	2015-16
119	61	46	45	46

File Description	Document
Upload any additional information	<a href="#">View Document</a>
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development programmes during the last five years	<a href="#">View Document</a>

**6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff****Response:**

Faculty Performance Assessment is done considering the following:

- Faculty Self-Appraisal
- Student feedback
- Appraisal by Head of the Department

Self-Appraisal is adopted once in a year for an academic year. Student feedback is collected and assessed once in a semester. Feedback is collected online through the GEMS portal after 1st CIE every semester. Every faculty self-appraisal is evaluated by HODs and with remarks, the same is forwarded to the Principal.

Performance Appraisal System is a platform where institutions and their stakeholders grow horizontally and vertically. It's a kind of motivation and encouragement to the faculty members to contribute towards the growth of the institution by updating themselves in all dimensions. The institution has a unique way of measurement of faculty performance. As soon as the academic year starts the faculty appraisal format is shared by the HOD to all the teaching and non-teaching staff of the department so that faculty members are well aware of the appraisal measurement criteria. Faculty are asked to indicate the predicted percentage of pass results in their handling subjects before they proceed with the teaching and learning process. The same is sent to the Human Resource (HR) department. During the month of September, the actual process begins where faculty members are asked to submit their self-appraisal report to the HOD in a standard form which is common across the departments. The HOD will evaluate the report based on the criteria. The same report is submitted to the principal for further processing for needful recommendations. Based on the appraisal and recommendations faculty members shall get salary hike/promotions/appreciation letter etc.

Implementation and effectiveness:

Evaluation of each and every staff member's appraisal report is based on the following criteria.

- Qualifications
- Experience
- Students feedback
- VTU exam results
- Research papers published(National/International/Journals)
- Patents filed/obtained
- Projects work/dissertation and Ph.D. guided
- BE projects guided
- Research projects applied/funded
- FDPs conducted/attended
- International/ National Conferences/ Seminars/ Workshops Conducted/ Attended
- Pedagogy methods adopted/followed Details
- Administrative responsibilities
- Responsibilities for students co-curricular activities
- University duties/responsibilities

The process of performance evaluation is as follows:

- The Faculty fills the self-appraisal format and submits with necessary supporting documents to the HOD
- The HOD evaluates and submits to the establishment section /HR department for further action
- The establishment section/HR department consolidates and submits it to the Principal
- The principal in consultation with HOD makes recommendations to the higher authority
- The recommendations would be advising/encouraging, the faculty to participate in FDPs/workshops/seminars/conferences, submit a proposal to funding agencies, etc.,

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

The financial resources of the Institution are sufficient. Department heads prepare the budget proposal based on their requirements and submit the same to the Principal every year. Governing Council reviews the budget proposals and approves accordingly. The purchase will be made strictly according to the given budget proposal. If any expenditure not mentioned in the budget is needed, the concerned HOD has to address the issue and give justification so that, subsequently the same will be approved. Therefore, unnecessary purchases are avoided and the available funds are effectively utilized.

The institution has constituted mechanisms for internal and external audits.

The internal audit is carried out by the accounts department at the first level to monitor the proper utilization of the resources.

Next, an agency of certified Chartered Accountants is appointed by the management to perform the audit. The audit is conducted and completed every financial year.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

#### Response: 0

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

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

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

#### Response:

PESITM, Shivamogga is being run with self sufficient funds by generating the cash inflow from tuition fee from students. The institute has a well-defined financial policy to ensure effective and optimal utilization of finances for academic, administrative, and developmental activities which help to implement the institute's vision and mission.

The resources of funds are:

- Tuition Fee collections from the students
- Fee collections for the other services rendered to the students. Example- Bus fee
- Collections for workshops and skill enhancement activities
- Grants from ISRO/AICTE/TEQIP/KSCST/IUCSEE/IICHE/IETE/DRDO

The financial planning is prepared well in advance for the organization with efficient Budgeting that involves the Academic and Administrative Sections of the Institute. The budget is prepared every year which involves projected revenue and general expenditure and capital expenditure so that we can manage the funds effectively and plan well in advance. The same will be presented for the approval from the finance committee. The budget will be prepared by taking the requirements from each department that also include the budget needed to conduct the co-curricular and extracurricular activities. After reviewing the budget by the Principal, the final consolidated budget is forwarded to the Management for approval.

In case of a shortage of funds during the expansion or renovation of buildings, the management always supports by providing required finance and ensures the amount is paid back in a certain period based on mutual understanding.

We have different purchase committees in place which ensures that the funds are monitored and utilized in an effective manner. Every purchase is made through proper tender notification.

We have the following institute level committees for the mobilization of funds and the optimal utilization of resources:

- Admin Committee
- Academic Committee
- Repair and Maintenance Committee
- Infrastructure Procurement Committee
- Scrap Committee
- Transport Committee
- Electrical Maintenance & Disaster Management Committee

The short term deposits will be used for the monthly salaries of staff, campus maintenance, lab consumables, AMC charges for maintenance of Lifts, Air conditioners, etc., library books purchases, expenses for workshops, events, club activities, Faculty Development, and student skill development programs, admission process, staff welfare, college promotional expenses, etc.

Long term deposits will be used for any infrastructure construction or development at the campus.

#### **Funds utilization strategies:**

- The budget approved for the requirements from each department will be allocated annually and this will be periodically monitored by the finance committee to ensure optimal utilization of the resources according to the plan.
- Monitoring the establishment of the infrastructure, purchase of equipment for various labs, and educational technology aids.
- An independent committee is constituted to take care of additional constructional work.
- Periodic monitoring of the utilization of the funds allocated to the departments. Ensure optimal utilization of the resources according to the plan.

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

## **6.5 Internal Quality Assurance System**

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

**Response:****Practice 1: IQAC**

The institute has an Internal Quality Assurance Cell (IQAC) which is driven by a competent team constituting Principal, Senior Professors, Alumni, Industry Experts, and also students. IQAC of the Institute makes concerted efforts in promoting academic excellence. Also, it strives towards quality enhancement through the internalization of quality culture and institutionalization of best practices.

The first meeting of the IQAC was scheduled for 29.12.2008. During this meeting benefits and functions of IQAC were outlined by the IQAC Chairman. Also, discussions on teaching-learning, research, infrastructure, learning resources, etc., were made in this meeting. Action plans for improvement were proposed by committee members.

Following two initiatives from IQAC has contributed significantly to institutionalizing the quality assurance strategies and processes.

**Practice 2: Academic Monitoring Committee (AMC)**

AMC is a centralized (Institute level) committee responsible for regulating and implementing different academic activities in PESITM, Shivamogga. It is meant for smooth and uniform conduction of academics throughout the Institute. It is constituted on 6th July 2016. AMC is headed by the academic head along with department coordinators. All coordinators are included in the monitoring process. Class teachers and Teacher Guardians (Mentors) are pillars of AMC.

**Key functions of the AMC are.**

1. The progress of the coverage of the Syllabus of each class.
2. The overall attendance of the student of each class
3. Result analysis at the end of each semester.
4. Ensuring the adherence to the dates mentioned in the academic calendar for conducting various activities by each department.
5. The monitoring of the students of each class.
6. Compliance with previous meeting remarks.

**Roles and Responsibilities**

1. The AMC thoroughly works on designing the educational process.
2. It continuously reviews and monitors the process keeping in view of emerging needs and expectations of the industry.

- 3.The AMC along with the strength of the faculty member continuously works on updating and restructuring the innovative skillsets for promoting academic excellence.
- 4.To do departmental faculty-academic pre-preparation and generate verification reports.
- 5.To conduct monthly audits of course delivery monitoring and submit reports to HOD.
- 6.To conduct midterm academic monitoring and submit a report to HOD.
- 7.To conduct end term academic monitoring and submit a report to HOD.
- 8.To maintain the departmental academic files.
- 9.To prepare a departmental academic calendar

### Practice 3: ISO 9001:2015

PESITM has chosen ISO 9001-2015 standard to be implemented in the Institution as it aims to have a Quality Management System in place to demonstrate the capability to meet the needs of all stakeholders. PESITM also aims to improve the satisfaction of customers through the effective implementation of its system and processes and assuring the identified internal and external customers of conforming products and services.

PESITM maintains a QMS which comprises of many processes, which take inputs and convert them into value-added outputs that satisfy customer's needs and expectations. Every process is aligned to deliver the Goals of the Institute and is linked to measurements / Key Performance Indicators that are used to monitor the achievements.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:**

**Initiative 1:**

PESITM is promoting MOOCs / Online courses amongst students and staff. Considerable efforts are being made to ensure students and staff register for these courses and acquire the required skills. Today, government, industry, universities, and regulatory bodies are valuing such courses. Universities are contemplating to consider such courses for giving credits to students. Also, the industry is looking for such credentials during fresher hiring.

Some of the initiatives in this direction are given below

1. SWAYAM / NPTEL Local Chapter: Swayam / NPTEL Local Chapter was started in our institute on 7th Jan 2018 and the institute is engaged in a fruitful relationship. Through this chapter students and staff get entire NPTEL content on LAN using a 10TB hard disk. Dr. Sunitha B S, Associate Professor, Dept. of CSE is a single point of contact (SPOC). Dr. Sunitha has been encouraging students for enrolling in the respective courses and also monitors course work, submission of assignments, etc., week-wise. A good number of students have successfully completed various NPTEL courses.
2. Off late, the institute through the CSE department is connected with the COURSERA team for offering free online courses to PESITM students. Good numbers of students have used this benefit and as such have completed certification courses in various cutting-edge technologies.
3. Other than the above two initiatives students are also encouraged to obtain certifications by registering for online courses of Data Camp, Solo Learn, IVM, Microsoft, CISCO, Udemy, etc.
4. PESITM is associated with NIT-K, Suratkal's Virtual Lab Nodal Center. Through this virtual lab, NIT-K has been providing training to PESITM students to perform experiments using the internet. The virtual lab program presents a unique opportunity to boost the quality of engineering education, make a stronger understanding, and provide the necessary practical skills to young engineers through cost-effective outreach and distance learning activities.

#### **Initiative 2:**

Another initiative of the institute to augment classroom teaching-learning is setting up of student chapter of IEEE. Being the world's largest technical professional organization, IEEE is committed to promoting technology for the benefit of mankind. Today, association with IEEE itself is a matter of pride and privilege.

IEEE has its presence through local sections within different geographic regions. PESITM is tied-up to the IEEE Mangalore sub-section. IEEE Mangalore sub-section was formed on 19th April 2014. Engineering colleges under Udupi, Karwar, Shivamogga, Chikmagalur, and Kodagu district comes under this sub-section.

Since its beginning in 2018 PESITM IEEE Chapter has been very vibrant. In a short span of two years, various activities were conducted under the aegis of the Institute's IEEE Chapter. During the year 2019-20 PESITM IEEE Student Branch was conferred with 'STUDENT BRANCH AWARD' for its performance and betterment of the student community.

Along with the IEEE student branch, the ISTE chapter is also operating in the institute catering to the needs of the students and staff.

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

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

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

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

File Description	Document
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Upload details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

##### Response:

PES Institute of Technology and Management, Shivamogga nurtures students not just to be technically competent but also ensures students are aware of social and civil responsibilities. The institute is highly sensitive to gender issues and with regard to sexual harassment, it has zero-tolerance. Women's safety and security are some of the priority areas for the institute.

##### Gender equity & sensitization in curricular and co-curricular activities:

One of the important objectives of PESITM, Shivamogga is to provide education to students considering the requirements of various sections of the society with a special focus on gender sensitivity and gender equality. In PESITM students of both the gender have equal opportunities to develop to their optimum potential. Some of the efforts made by the institute to promote women empowerment are highlighted below:

- The institute arranges special programs, especially during International Women's Day, wherein female students and staff of PESITM take part in large numbers. During these programs experts are invited to sensitize female students and staff about various relevant issues concerning women. Sessions on (i) 'Personal Hygiene & Cleanliness among female students' by Dr. Subratha K S (ii) "Education about Cervical Cancer & Breast Cancer" by Dr. Pradeep Kumar etc. were organized in recent past. Also, during COVID Lockdown, Counselling Cell, PES Trust in association with PESIAMS, Shivamogga organized three day online FDP "Women's Health & Well-being" exclusively for the female faculty members and Students.
- The counselling cell of the institute has recently initiated an awareness campaign series titled 'Jaagruthi' for all female hostellers in the campus. The primary aim of these awareness campaigns is to promote overall wellbeing of female students residing in the hostel. These campaigns focus on both physical and mental well-being of students.
- The institute encourages female students to actively participate in all the co-curricular and extra-curricular activities arranged within and outside the campus. Every year large number of female students take part in college Cultural Fest 'Prerana' and also in VTU Youth Fest organized by one of the affiliating institutes of VTU, Belagavi. Also, female students actively participate in inter-department /& intercollegiate sports competitions arranged by the institute / University.

##### Facilities for women on campus

- **Safety & Security:** Safety and security of students, particularly female students, are of prime

importance to PESITM. The institute has adequate security personnel who are vigilant 24x7 in the campus. The entire PESITM campus is under the surveillance of CCTV camera which records the movements of everyone and thus ensures safety of girl students within the campus.

- **Common Rooms:** PESITM has ladies common rooms with facilities like cot, bed, table, chair etc. In girls hostel common room sanitary napkin vending machine has been installed.
- **Counselling:** PESITM has faculty mentoring system, through which all students are mentored continuously by their respective faculty mentor. Also, personalized counselling is provided to students through centralized counselling cell in the campus.
- **Redressal of grievance related to sexual harassment:** The institute has anti-sexual harassment committee which resolves any issues related to sexual harassment within the campus.

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

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

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

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

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

- Solid waste management
- Liquid waste management
- Biomedical waste management

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

**Response:**

- Solid waste
- Liquid waste
- Biomedical waste
- E-waste
- Waste recycling system
- Hazardous chemicals

Management of degradable and non-degradable waste is one of the important agenda's before Central and State Governments in India. In our nation small percentage of waste is processed and treated. Segregation of waste at the source is being enforced so as to channelize the waste for useful purpose through recovery, reuse and recycle. Waste management in India got the desired momentum through 'Swachh Bharat' initiative by GOI.

PESITM has systems and practices for managing both degradable and non-degradable waste. The institute has taken various initiatives for disposal of different types of waste and ensure environment in and around the campus is environment friendly.

**Solid Waste Management**

Being an institute with residential facility, considerable quantity of wet (food/ organic) waste is generated in the premises. Daily around 275-300 kg wet waste and 40-50 kg dry waste is generated in PESITM campus. Biodegradable wet waste is mostly generated from hostel kitchens. Food waste generated in these kitchens is sent to pig farm where it is processed and used as food for pigs. In classrooms, mostly paper waste and plastic wrappers are generated. Dustbins are provided on each floor, in staff rooms, laboratories, washrooms, cafeteria and kitchens in campus area. Hostel dining room areas has signage for creating awareness on minimizing food wastage. Sanitary napkin vending machine and disposal facility (Incinerator) has been installed in ladies hostel during June 2018. This is provided by "Nature Care Solutions".

**Liquid waste management and waste recycling system**

Wastewater is mainly generated from toilet flushing and hostel kitchens. Academic block has 102 wash rooms, boys hostel has 140 bathrooms and 140 toilets, girls hostel has 59 bathrooms and 72 toilets and staff quarters has 48 bathrooms and 48 toilets. Sewage which is generated from the academic block as well as hostel block is conveyed through the underground sewers to the sewage treatment plant of capacity 250 KLD which is situated inside the campus. Recycled water is used for gardening.

**Biomedical waste management:**

PESITM is not engaged in any type of clinical experiments directly and hence no biomedical waste is generated.

**E-Waste Management**

Being a technical higher education institute with 4 circuit branches, E-waste are indeed generated in the campus. Managing these E-waste is one of the priorities of PESITM. Students are sensitized about managing E-waste in various forums. PES Trust has signed a MoU with 'Sogo Synergy Pvt Ltd. (PCB/WMC/2864/E WASTE/2018-2019) on 1st January 2020 for e-waste collection, transportation and destruction. E-waste generated in PESITM from labs, digital library, staff rooms and other places are properly collected and given to Sogo Synergy for disposal.

**Hazardous chemicals and radioactive waste management:**

The institute has adequate safety norms in the laboratory to manage hazardous chemicals. Such chemicals are kept in the secured custody of lab in charges which is away from the reach of students. Students are made aware of all safety aspects while handling hazardous chemicals in the laboratory. All labs are spacious and well ventilated.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Link for Geotagged photographs of the facilities	<a href="#">View Document</a>

**7.1.4 Water conservation facilities available in the Institution:**

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

**Response:** A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.5 Green campus initiatives include:**

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

**Response:** Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>

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

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

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

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>

**7.1.7 The Institution has disabled-friendly, barrier free environment**

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

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

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:**

The institute is in Shivamogga which lies in the Malnad region of State of Karnataka. The local language is Kannada. However, as this town is a major tourist spot, local people understand Hindi and English. Apart from Kannada, Tamil and Urdu are other major spoken languages in Shivamogga. Sanskrit is the regional language of people of Mattur, a village in the Shivamogga district. People from various religions reside in Shivamogga.

Being located in such a culturally vibrant town, which has highly diverse population, tolerance and harmony are embedded in the DNA of the institute. Students, faculty members and other staff who comes from different cultural background uphold and promote an inclusive environment in the campus.

The annual cultural fest of the institute 'Prerana Fest' is celebrated with pomp and show. The entire campus adorns a festive look on this day. Various inter department competitions are arranged during this day. In fact the preparations and preliminary competitive events start much before Prerana Fest. Music, dance, literary, theatre and fine arts events are part of these competitions. Students irrespective of their religion and cultural background drive this fest.

Ethnic Day is also one of the much awaited events by the students in the institute. During this day students not only display the ethnicity of local region, but also reflect the cultural diversity of entire nation. Students wear traditional dresses representing different states of India. The spirit of 'Unity in Diversity' is clearly evident during this ethnic day.

Students and staff of respective departments perform Saraswathi Pooja & Ayudha Pooja in their laboratories during Navarathri Festival and invoke the blessings of almighty. Also, students and staff send their wishes during Sankranthi, Ramzan, Christmas and other festivals to concerned friends and colleagues. The entire campus welcomes New Year with joy and hope. SahyadriUtsav / festival are arranged in Shivamogga town every year. Inter-collegiate competitions are arranged during this festival. Student teams from the institute actively participate in these competitions and show their solidarity towards the cultural fabric of the region.

Another platform initiated by the institute to promote harmony amongst students along with individual holistic development is 'Life@PESITM – Students Clubs. Outdoor activities are carried out through club 'Xplore', literary activities are arranged through club 'Xpress', theatrical events are arranged through club 'Symphony' and paintings & photography events are organized by club 'Eyesee'. Students across all branches and semesters work together as teams and carry out the club activities. Students contribute paintings, drawings, pencil sketch, poetry, short stories etc., to their respective department e- newsletters. These contributions not only highlight their individual talent but also promote the idea of diverse cultures.

Through NSS activities students get the rural connect and they develop empathy towards economically weaker sections of the society. Students are encouraged to provide technological solutions to hard pressing problems of rural society by undertaking meaningful project works. Such tasks build desired value systems amongst student community.

All above activities and platforms develops the sense of oneness and promote inclusive environment in campus.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

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

##### **Response:**

Through the course ‘Constitution of India, Professional Ethics and Cyber Law’ offered in III & IV Semester B.E Programs, UG students are sensitized about fundamental rights, directive principles, and duties of citizens. Important outcomes of this course are to ensure students have constitutional knowledge and they understand the responsibilities of engineers.

Apart from working towards academic excellence, the institute strives to develop students as responsible citizens of this country. Through various programs and practices, students & employees are sensitized about various constitutional obligations. Faculty members & students enthusiastically involve in all the programs arranged for driving these obligations. Every year ‘Independence Day’ and ‘Republic Day’ is celebrated with great vigor. During these celebrations, rights, duties, and responsibilities of citizens are stressed by invited guests. NSS unit of the institute arranges health camps, blood donation camps, Swachatha Abhiyan, literacy drives, social responsibilities awareness rallies, national integration, and social harmony rallies, etc. In all these activities students involve as volunteers and display their duties and responsibilities towards society.

Given below are a few specific programs initiated/arranged by the institute in recent past:

- **Rural connect through Unnat Bharat Abhiyan:**

Institute is registered under the Ministry of Human Resource Development (MHRD) initiated program Unnat Bharat Abhiyan on 26th September 2018 with AISHE CODE: C-1358. Under the UBA program, PESITM has adopted five villages: Santhe Kadur, Kadekal, Bidare, Gajanur, and Harnahalli. Various grass-root studies are undertaken in these villages under the guidance of Dr. C M Sharanaprabhu, professor, Mechanical Engineering Department.

- **Digitalisation Awareness Program**

A team of PESITM staff and students from the CSE stream visited few rural schools in Shivamogga district on 6th November 2019 and held Digitalisation Awareness Campaigns. Apart from sensitizing students about the basics of computers, how to use the internet, the advantage of computers, its hardware, and even information on IoT was covered during the campaign.

- **Awareness Campaign on Skilling and Health**

A team of PESITM staff and students from the MBA stream held the following awareness campaign on 4th Jan 2020 at Ayanur and HarnaHalli Village.

1. Skill Development Program for PU Students
2. Prevention and Protective Measures of Endemic and Epidemic Diseases.

Awareness about Life Skills and measures to safeguard against Endemic and Epidemic diseases were covered during this campaign.

Many students of the institute involve on an individual basis in various social activities and display their sense of constitutional duties and responsibility. The contribution of one of the PESITM students during the COVID-19 lockdown is worth mentioning. Mr. Sunil from ECE Stream through a Club named ARMY actively engaged in the distribution of essential food kit for all needy households affected due to COVID-19 Lockdown.

Prerana Educational & Social Trust, which runs the institute, has always been at the forefront with regard to social responsibility. The benevolence of this trust is clearly reflected in donations paid for various purposes in the past five years. From April 2015 to date, the total donations made by the trust is to the tune of Rs.89,162,939.00

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct

**3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff****4. Annual awareness programmes on Code of Conduct are organized**

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

File Description	Document
Code of ethics policy document	<a href="#">View Document</a>

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

Every year institute celebrates national and international commemorative days like Republic Day (26th January), Science Day (28th February), International Women's Day (8th March), International Science Day (21st March), International Day of Yoga (21st June), Independence Day (15th August), Teachers Day (5th September), Engineers' Day (15th September), National Consumer Rights Day (24th Dec), etc.

Apart from the above institute celebrates important festivals on the campus and promotes desired harmony amongst students and staff. Few selected events organized/celebrated in the recent past are highlighted below:

**International Day of Yoga & World Music Day – 21st June 2020**

Under the aegis of 'Life @PESITM' platform, an online talent show named "Art N' Expression" was organized for students of PESITM on 21st June 2020. Using any of the art forms they are good at, students in this event were expected to express their views or give a message about (a) International Yoga Day and/or (b) World Music Day. Due to the COVID-19 pandemic, this event was organized through online mode and a good number of students actively took part in this event. Apart from the above event, faculty members of PESITM participated in 'International Day of Yoga' and 'World Music Day' celebrations arranged in one of the sister institutes. In this offline event, few important yoga postures were demonstrated while teachers were singing songs. Both music and yoga were blended and presented. Also, Yoga Dance was presented during this event.

**Republic Day Celebrations – 21st Jan 2020**

Principal, HODs, teaching & non-teaching staff & students of the institute participated in 71st Republic Day Celebrations arranged through PES Trust on the campus. Trustee of Prerana Education & Social Trust, Shivamogga Smt. Arunadevi S.Y was the Chief Guest of the function. After hoisting the National Flag, Smt. Arunadevi S.Y addressed all the gathering. In her address Smt. Arunadevi S.Y said Republic Day is our country's pride. She appealed to everyone to shed hatred and irrespective of our caste, creed, and color contribute to nation-building.

**National Consumer Day – 24th Dec 2019**

Institute's MBA Department celebrated 'National Consumer Day' on 24th Dec 2019. The Chief

Coordinator –Administration (CCA) of PES Trust Dr. Nagaraja.R was the Chief Guest of the inaugural function. As a part of this program an awareness session on New Consumer Protection Bill, Consumer Projects, and Digital Consumerism were arranged. These sessions were handled by in-house MBA faculty members. A good number of UG & PG students from Commerce and Management Streams participated in this event.

File Description	Document
Link for Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>
Link for Geotagged photographs of some of the events	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 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:**

### 1. Title of the Practice

1. Imparting systematic Employability Skills Training to students by Industry experts.
2. Implementation of exclusive Online Assessment Portal (OAP) for Placement Assistance

### 2. Objectives / intended outcomes:

#### a) Imparting systematic Employability Skills Training to students by Industry experts.

To ensure every Graduate is equipped with the necessary General/Technical Aptitude as well as the right attitude to match the skill set desired by Employers. Experts from the Industry are provided pre-structured time slots within the academic curriculum to deliver Industry-specific training towards campus hiring. The Training is spread across the entire course duration starting right from the very first semester and ends just prior to the commencement of Campus Recruitments during the final year. Periodic Employability Assessment Tests (EAT) are staged within every semester to analyze the improvement and track the performance of every student. Emphases are placed on average & below students and efforts are made to enhance their performance.

#### b) Implementation of exclusive Online Assessment Portal (OAP) for Placement Assistance

OAP provides every Graduate with an opportunity to access exclusive Industry Specific Tests to assess their individual competency prior to every campus recruitment drive. Also, it enables every Graduate with an exclusive online portal to maintain their skill profile as per the eligibility criteria and also to prepare in advance for all forthcoming campus recruitment opportunities. Individual OAP access is provided to every

student with login ids at the start of the course. Skill assessment Tests are administered to map their Skill Quotient at the initial stage. Once each student and the mentoring faculty have an awareness of the skill level, the road map for their improvement is indicated in their profiles on OAP. The concerned Faculty/HODs/Principal/TPO is provided with a dashboard to check on the performance status of each student across all the years of the course duration from start to finish. It is an exclusive Placement Suite purely designed for the Institution to map and record the Placement Performance of every batch. The relevant documentation necessary to maintain records as per NBA/NAAC is integrated within the software and it automatically generates the records once the performance figures are updated.

### **3. The Context**

The major contextual requirement was towards enabling every Graduate to grasp the skills with the relevant self-empowering qualities like CURIOSITY, INSPIRATION & MOTIVATION. Since the Placement Training curriculum does not reflect as their academic scores, seeking an optimal level of involvement & participation has been the biggest challenge. Students tend to neglect & ignore the training curriculum as they appear unimportant to them in comparison to the academic curriculum. But the fact of the matter is realized only when they start to miss out on on-campus placement opportunities. Though they are still provided with all resources to succeed even in their final most year yet majority of them remain unplaced and inadvertently end up investing an additional year or two outside the campus towards securing a job opportunity.

At the implementation level, it was always a difficult process to bring about a CONNECT between the academic CONTENT Vs the Industry/Life CONTEXT. Most of the time students fail to grasp the application end of the conceptual knowledge that is taught.

For eg: Though an ECE student has Microprocessors as a subject, practically they are unable to GRASP the hands-on skills required to troubleshoot.

At the root level, the problem especially with an Institution belonging to the socio-economic demography of TIER – 3 cities like ours have predominantly been with the level of CONFIDENCE inherent to every aspiring Graduate. The Employability Training Platform had to be designed and customized to articulate a CAREER ROADMAP to an average student ranging from an urban affluent School to a Semi-Urban/Rural Schooling background. The Career Development Center has been fairly successful in this regard by providing holistic training that can enable even UNDER PERFORMERS to become STAR PERFORMERS by not just having confidence but CLARITY necessary to achieve career goals.

### **4. The Practice**

The methods that were employed to set the right training CONTEXT to digest the academic CONTENT were primarily learning's that were derived by analyzing training experiments from every batch of Graduates over the last one decade. The foremost learning was the fact that EMPLOYABILITY TRAINING isn't something that has to be imparted only during the final most year of Graduation just prior to Campus Recruitment. Rather the TRAINING has to be a part of the entire duration of the Graduation Process. Therefore as a practice, the Training Process starts right from the first semester and is spread across the entire duration of the course.

The uniqueness of the Training imparted is the fact that the quality of the Training is assessed by a third party who conducts Pre & Post Training Tests that determine the skill level of the Trainees BEFORE &

AFTER every Training Session. This method provides clarity in terms of articulating the curriculum for the Training and also determines the efficiency of the Training Company.

The foremost constraints that are being faced are primarily in structuring the Training Curriculum within the Academic Framework. Since the academic content is extensive and has to be completed within the allotted duration of the semester, providing the necessary time slots for Training has always been a challenge. Integrating the Training hours within the academic curriculum is always at the cost of time allotted for academics. Structuring Training during vacations has always resulted in poor participation and never yielded the intended performance. As a result, the ideal time for delivering placement training is something that is still in the improvisation process.

Other limitations have been mostly about the mindset of students who are not motivated enough to enhance their skills. Putting it simply, the necessary WILL to learn the SKILL is missing amongst the student community.

## **5. Evidence of Success**

The targets for Placement from every output since inception as per University guidelines were set as Placing all eligible students having 60% aggregate throughout their academic history. But it was soon understood that those students who are not falling under this eligible bracket were also getting placed. Thereafter it was agreed we would aim at placing 80% of the total output. But even then it was soon realized that though 80% of job offers were achieved it did not necessarily mean that 80% of the students got placed. Only 30 – 40% of the total output has so far been able to achieve job offers on-campus and almost all the times a placed student ended up having more than one job offers.

This indicates that only about 30 – 40% of students are having the necessary awareness and understanding about the importance of getting placements on campus. Upon review, it was clear that the remaining 60 – 70% of unplaced students have not demonstrated the necessary will or focus as they had frequently missed all the Training sessions. Those of who were consistent with their training participation were the ones who almost all the times got placed on campus.

Evidence: Provided overleaf

## **6. Problems Encountered and Resources Required**

The problems encountered during the process of imparting Employability Training and also automating the Placement Process were mostly centered around invoking the right level of involvement in the process both by Students as well as Faculty. It has been a challenge to motivate the current generation of students to focus on their career goals. Also at times, driving the training program with the right leadership at the Faculty level has also been difficult to achieve.

Though OAP and ACRP can be accessed by every student/faculty yet the information remains unaccessed and underutilized. At the Department level, the numbers of students who can be monitored are less and it is possible to manage the process effectively. In spite of it, some Departments have been unable to demonstrate the necessary involvement.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for Best practices in the Institutional web site	<a href="#">View Document</a>

## 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:

#### Mentoring System

In recent years, the Mentoring System has emerged as a strong response to the plight of students at-risk. PESITM offers a highly-efficient Mentoring system through which a group of students is assigned to a faculty member at the commencement of the program. Mentors meet their students and guide them with their studies and extra-curricular activities. They also provide advice relating to career guidance and personal problems. The mentors act as guides to the students during the course of stay in the institute.

The mentoring system of PESITM ensures that the students adapt to the dynamic learning environment and lead their ways into highly successful careers.

#### Objectives

- To provide guidance to the students on the various options available in the course of their stream.
- To identify study & to help students solve their personal, educational Problems.
- To develop student abilities and interest & to develop a positive attitude.
- To create awareness among the students for their career avenues & psychological problems.
- To provide information to the students on the scope and relevance of all areas within and behavior toward the challenges of life.
- To recognize their strength weakness.
- To prevent psychological issues such as stress, depression, and anxiety.

The institute has an integrated mentoring system where the faculty acts as a link between the students and the institution and performs the following functions-

- Mentors are assigned to monitor and guide students all through the four years.
- Mentors coordinate with the parents regarding the progress of the students.
- Mentors also keep track of the mentees' performance during the IA and SEE.
- Mentors communicate with fellow faculty and promote mentees at the time of difficulty/opportunity to help them develop further in their areas of interest.

The HODs (Head of the Department) of various Departments also act as a mentor and monitor different activities of the assigned mentors and the students. The HODs will –

- Meet all mentors of his/her department at least once a month for the reviewing of proper implementation of the system.
- Suggest and advise mentors whenever necessary.
- Initiate administrative action on a student (when necessary).
- Give a detailed report of the mentoring system to the Head of the Institute from time to time.

The Academic Committee of the Institute discusses the mentoring related issues at least twice in a semester and revises or upgrade the system if necessary.

#### Benefits of a Mentoring System:

- Enhances the students' confidence and challenges them by setting higher goals, taking risks, and ultimately guiding them to achieve higher levels.
- Individual recognition and encouragement.
- Psychosocial support at the time of need.
- Routine advice on balancing academic and professional responsibilities.
- Mentors act as role models and facilitate leadership by developing interpersonal skills and helping students thrive in competitive environments.
- Students get access to a support system (Mentors) during the crucial stages of their academic, professional, and intellectual development.
- Students get an insider's perspective on navigating your career in the right channel.
- Students get exposure to diverse academic and professional perspectives, and experiences in various fields.
- The mentees get direct access to powerful resources within your major or profession.
- The mentors lay the foundation for the students to reach greater heights in their professional lives- Thereby contributing to lasting personal and professional relationships.

The College has a Counseling center to help the students out of their problems, personal, psychological, financial, and so on. At times psychological problems arise as a result of academic strain and stress, which required considerate and understanding consultation and counseling. This is provided by a team of efficient staff counselors under a convener. To get the services of the counseling Centre, the students can directly contact the convener or any member of the staff, anytime, anywhere. The Centre, therefore, provides a nurturing environment where each student empowered to face life challenges and move ahead to achieve their academic goals. The counseling is done by an efficient counselor; the students may contact the counseling center directly or through their Staff advisors. Parents can also contact the counselor with regard to any concern they may have about their ward Mentoring and counseling Services. Every teaching staff is attached with 20 Plus students and take care of the academic-related counseling and also monitor the attendance and academic progress of the students. They also maintain contact with the parents of the students. In general, students suffer from mental stress resulting in depression, anxiety, adjust mental disorder, personality disorder, difficulty in handling relationships (with peers, family members), and substance abuse. In such cases, students are referred or directed to professional counselors who are available on the campus. Counselors help to resolve and avoid potential problems and also help students to make constructive changes.

Counseling is a process wherein the aim is to help clients, mainly outside medical settings. The counselor's repertoire of skills includes forming an understanding relationship as well as interventions focused on helping clients change specific aspects of their feelings thinking and acting for effective living and personal responsibility. On the contrary, people who do come for counseling are showing a willingness to

deal with their problems rather than running away from them. A counselor is a helping professional Counseling is effective when the recipient is willing and agrees to seek help.

Some areas of counseling are:

- Nurturing and Healing
- Problem management
- Decision Making
- Crisis management
- Support and life skills training Confidentiality
- The information shared and records maintained are kept safe and confidential, unless such disclosure is necessary to protect another person.

File Description	Document
Link for appropriate web in the Institutional website	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Though the institute is located in tier-II town, the management has ensured it provides the best academic environment possible on par with any premier institutes in cities. The institute has excellent infrastructure and all the required amenities within the campus. Probably, few facilities like Gymnasium, Prerana Convention Hall, Cricket Stadium, etc., are best in the region.

Given the highly competitive higher education sector in India, the institute is striving hard to leverage all its strength and overcome its weakness. The fact that the institute is ISO certified reflects the commitment of the institute to deliver quality education. Further, to benchmark itself with higher standards the institute is making efforts to get accredited. The Institute strongly believes in continuous improvement and as such it has set short-term and long-term goals.

The institute is currently focusing on a few important areas critical for its growth. Key external linkages are being explored to supplement internal efforts. These efforts are slowly paying rich dividends. Externally funded research activities in the institute are slowly gaining the desired momentum and new research & innovation culture is being developed in the institute.

The institute is continuously making efforts to have a harmonious relationship with all its stakeholders. Parents of students are apprised of their wards' academic progress through IA performance reports and parent meets. Also, the institute is ensuring alumni are an integral part of its growth journey. The contribution of alumni to the respective department and college is on the rise.

Another important development in the institute is its MoU with different industries. Through these MoUs exposure to staff and students is enhanced immensely.

The institute is fully equipped to confront new higher educational challenges and meet all the key deliverables.

### **Concluding Remarks :**

PES Institute of Technology & Management, Shivamogga started with the philosophy of 'Equal Education for Everyone', has grown by leaps and bounds in a short span of 13 years. Today, PESITM is one of the preferred destinations for Engineering and Management Education in the region. Being ISO 9001:2015 certified, the institute has well-defined systems and processes critical for necessary quality assurance.

Currently, the institute is offering 6 Engineering Programs in Computer Science, Information Science, Electronics & Communication, Electrical & Electronics, Civil, Mechanical, and 1 PG program i.e. MBA. Also, the institute has University recognized research centers offering PhD /MSc by research in E&C, Computer Science, EEE, Mechanical, Civil, Mathematics, Physics, Chemistry & Management.

The institute has a desired ecosystem for research & innovation. There are good numbers of faculty with a doctorate degrees from premier institutes. These faculty members have rich experience in their respective fields. Institute has capabilities and resources to undertake projects in varied emerging areas like Machine Learning, AI, Network Architecture, Cloud Computing, Cryptography, Fracture Mechanics, Nanocomposites,

Climatic Data Analysis, Signal Processing, etc. Faculty are encouraged to undertake funded projects and as such in past one year around 40 lakhs research grants have been received by the institute.

Adequate platforms have been created for the overall development of students & staff. The institute has MoU with several industries to impart desired knowledge & skills to students. The institute lays emphasis on giving exposure beyond the curriculum to students. Platforms like Unnat Bharat Abhiyan, NSS, Chapters of Professional Societies, Industry Labs, etc., ensure students are nurtured holistically. It is a matter of pride that the institute is bestowed with three University Ranks and also bagged 'Best IEEE Students Branch Award' for the year 2019-20.

The 'Career Development Centre-CDC' of the institute has been offering required mentoring, counseling, and placement support to students. With excellent industry linkage, PESITM has been successfully placing students in reputed companies through Campus Hiring.

With highly visionary leadership and a dedicated team of faculty & staff, the institute is striving to be an autonomous institute in near future and eventually become a Deemed University.