



# **SELF STUDY REPORT**

**FOR**

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

**C BYREGOWDA INSTITUTE OF TECHNOLOGY**

THORADEVANDAHALLI VILLAGE AND POST KOLAR SRINIVASAPURA  
ROAD KOLAR  
563101  
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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

C Byregowda Institute of Technology (CBIT), a premier institute established in the year 2009 by C Byregowda Education and Cultural Trust®, Kolar, Karnataka. CBIT offers quality education in the area of Engineering and Technology, which is affiliated to Visvesvaraya Technological University, Belagavi, Karnataka, recognized by All India Council of Technical Education, New Delhi and Government of Karnataka. CBIT offers six full time undergraduate courses - AIML, CV, CSE, CE, ECE, ME. CBIT has established Institute Innovation Council (IIC), and is an institutional member of ISTE. The academic excellence (teaching and learning process) of more than 908 students to meet the changing needs of the society by well experienced faculty and staffs.

CBIT is located in a pollution free environment surrounded by lush greenery in a sprawling 11 acres 33 guntas of land at Thoradevandahalli Village and Post, Kolar, Karnataka 563101. The campus is at a distance of 65km from Kempegowda International Airport, 07 km from Kolar Railway Station and Kolar Bus Stand. The campus houses state of laboratories, excellent infrastructure with all basic amenities including internet and Wi-Fi, well stacked central library with national, international journals, e-books through e-consortium, e-learning facility, separate hostels for boys and girls, mess, cafeteria, smart classrooms, seminar hall. The college bus flees connecting residential locality in Kolar, Mulbagal, Bangarpet, Srinivaspura, Chintamani and Bangalore. The sense of safety and security is provided by implementing CCTV surveillance.

Quality education is provided based on the institution Vision and Mission statements. The academic and administrative activities of the institution are taken care by experienced competent faculty members under the supervision of heads of the department, Principal and Management. Placements are taken care by Placement Officer in Career Counselling and Placement Cell. CBIT has MoUs with industry. Alumni association functions in accordance with its byelaws.

### **Vision**

To become a leading institute by imparting quality technical education, training and research with ethical values.

### **Mission**

- To establish a quality education system that reduces thinking professional having good technical capabilities with human values.
- To encourage rural and weaker section of the society in education and training to meet the professional challenges.
- To strength institute-industry interaction to promote internship and entrepreneurship,

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

### **Institutional Strength**

- Located in the pollution free area in the kolar.
- Institution provides engineering under graduate and research programmes. Admission process is transparent and complies with the regulatory guidelines.
- The continuous improvement in the teaching learning process is achieved through feedback system in all departments.
- The curriculum gap between Industry and Institute are enabled through orientation classes and bridge courses.
- Institution is equipped with state of art lecture halls, seminar hall, well-equipped laboratories and digital library.
- Wi-Fi-enabled campus with high-speed Internet. Scholarships are provided for meritorious students. Qualified and committed faculty.
- Value added information are catered by organizing seminars, workshops, webinars. Excellent facilities are provided for sports, cultural and co-curricular activities.
- Decentralized governance, Internal Quality Assurance Cell (IQAC) are established for quality improvement through feedback mechanism.

### **Institutional Weakness**

- Lack of autonomy to introduce new courses.
- Limited number of sponsored research projects, patents and consultancy.

### **Institutional Opportunity**

- Work towards accreditation and ranking.
- Autonomous status for better academic freedom and flexibility. Implementation of NEP 2020 policy.
- Increase number of skill development, training and certification programs for better placements. Collaborate with industries through MoUs.
- Encouraging faculty for major research-funded projects in emerging areas.
- Institutional Challenge

- To build a strong Alumni to provide internship, placements and peer-to-peer learning. Improve the communication skills of students since maximum students are from rural areas. Attraction towards deemed, state/private universities.

### **Institutional Challenge**

- Competition with Top Institutions
- Attracting High-Caliber Students
- Challenges in Recruiting and Retaining Faculty
- Limited Interest Among Talented Engineers in Research or Teaching Careers

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

CBIT being an affiliated Institute follows the curriculum designed and developed by Visveswaraya Technological University, Belgavi, Karnataka. The Academic committee, made up of the principal and heads of the departments, jointly plans the requirements, infrastructure, and facilities necessary for the effective delivery of curriculum and decides on the academic calendar.

The institution prepares action plans to ensure efficient implementation of the curriculum, and academics are given the highest priority. The institution consistently makes efforts to supplement the University curriculum by organizing activities that focus on integrating academic and general development of students. Each student is guided towards achieving their desired skill/CO/PO/SPO by the faculty members who carefully design and deliver their courses. The institution's teachers are involved in designing and developing curriculum, setting question papers, and evaluating processes. The Institution's programs are all governed by the Choice Based Credit System (CBCS). The institution strongly believes in integrating cross-cutting issues related to professional ethics, gender sensitization, human values, and environmental sustainability with a view to ensure holistic development of the students through experiential learning, fieldwork, internships, project work, etc., students' knowledge is enhanced.

A curriculum enrichment program offers students the chance to take value-added courses. The value-added courses are also made available to the students as a parts of curriculum enrichment program. The Subjects that are not taught in the syllabus are identified and each department is encouraged to conduct certification courses for the same. Many of the students have obtained certificates relating to value added courses like NPTEL. Using these value-added courses, the institution aims to bridge the gap in between industry and academia. Feedback of the curriculum is collected from various stakeholders like students, teachers, employer and alumni of the institution. Further the feedback has been analyzed and action has been taken. For the effectiveness of the curriculum delivered and suggestions.

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

CBIT admits eligible students according to regulatory body's guidelines. The Karnataka Examination Authority Conducts Common Entrance Tests and allows 45% of intake through counseling of students strictly following the reservation policy of the Government. COMED-K allots 30% of the intake,25% of the intake is the

management share. The management gives wide publicity about the courses offered, unique features of the institute, scholarship for meritorious students, economically backward class etc, through media, newspaper, institution website, prospectus, handouts etc, highlighting the objective of the trust "Quality Education at Affordable Cost". The meritorious students allotted from KEA, COMED-K belonging to various categories and geographical areas on admission become CBITians.

To bring oneness among students the college conducts induction programme, orientation classes and bridge courses. Sessions guiding the students about importance of CBCS grading system, internal continuous evaluation, University Examination, etc., are conducted for the students.

The teaching and learning process practiced across the departments are student-centric. The college has well qualified, committed and experienced Teaching and Non - Teaching Staff, contributing to the growth of the institute. The teaching methods employed are didactic lectures, practical classes, working with internet/Wi-Fi, experimental and participative learning. Usage of e-learning resources like NPTEL, EDUSAT and workshops/seminar/industrial visit/internship/mini project/project etc, enriches the learning experience. The experienced dedicated mentors, guides, evaluate and encourage the students in their holistic development. The overall development and progress of the student is monitored by an effective mentoring system and on average, for every 15 students, one faculty is allotted as a mentor.

Institute has a centralized internal assessment conduction process. The students are aware of the internal assessment system and is transparent. CBIT puts its best efforts to have transparency in the internal assessment marks and same is displayed to the students. The examination and evaluation system with a mechanism to address the academic growth with well-defined course/ programme objectives immensely contributes to the effective delivery of the course and attain best teaching practices. The Program and Coarse outcomes are disseminated to students through college website. The Institute has team of senior faculty members along with teaching and non-teaching staff members to handle SEE.

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

C Byregowda Institute of Technology promotes Research, Innovation and Extension activities among faculty members and students of the institution. Six departments of the institution are recognized as research centers' and affiliated to Visvesvaraya Technological University, Belagavi. Faculties are motivated and supported to submit their research proposals and approach funding agencies for mobilizing resources. Three professors of the institution are recognized as research guides by Visvesvaraya Technological University, Belagavi and Currently Research Scholars are pursuing their Ph.D's and 03 have been awarded doctoral degree.

The institution strongly promotes faculty to write book chapters, publications, & articles. The institution also encourages staffs to organize seminars, conferences & workshops. Faculties of CBIT have published research papers and book chapters published by repeated publishers.

Various clubs provide opportunities/platforms for students to extend to extend their activities to sensitize them about social issues and contexts imparting useful knowledge and also to serve the community along with NSS unit of the institution. The institution has active functional MOUs with various organizations to support student projects internship and employability industrial visits.

## **Infrastructure and Learning Resources**

C Byregowda Institute of Technology (CBIT) is notable by its infrastructure, meticulously designed to cultivate an effective teaching-learning setting aligned with AICTE norms. The institution's physical setup encompasses well-ventilated classrooms, state-of-the-art laboratories, a seminar hall, and an auditorium, complemented by academic and administrative spaces. Modern educational technology is seamlessly integrated, with E-classrooms featuring ICT facilities and computer laboratories housing a blend of licensed and open-source software, ensuring compliance with AICTE guidelines.

The institution's library, spanning an impressive **18554** square meters, employs an Integrated Library Management System since 2009, offering high-tech services and a comprehensive collection of physical and E-resources. The library's digital hub facilitates online access to e-resources, VTU-NDL-NPTEL projects, and memberships with major publishers and technology platforms. CBIT places a strong emphasis on resource-rich learning, offering extensive library facilities and encouraging the use of online e-resources.

CBIT's dedication to Information Technology (IT) facilities is evident through the integration of advanced resources into the teaching-learning environment. The robust IT infrastructure, featuring Intel i3, i5 and i7 processor configurations, high-speed internet connectivity, and hands-on training workshops, exemplifies CBIT's commitment to empowering both faculty and students. Security and surveillance measures, including strategically placed CCTV cameras, underscore CBIT's dedication to providing a safe and secure learning environment. In essence, CBIT stands as a beacon of excellence, committed to academic, research, and holistic development within a technologically advanced and secure campus.

The institution's commitment to environmental sustainability is reflected in its lush campus adorned with trees, energy-efficient LED lights, Solar Street Lamps and a focus on carbon neutrality.

The sports arena at CBIT is comprehensive, catering to various indoor and outdoor games, emphasizing holistic development. Cultural activities, including the annual fest SAMARPAN and participation in technical competitions, showcase CBIT's commitment to fostering diverse talents.

CBIT extends its commitment to transportation services with a dedicated fleet of 11 vehicles, including buses, cars, and electric Scooter. Maintenance facilities covering civil, electrical, water, gardening, and housekeeping ensure the seamless functioning of the campus, coupled with 24-hour power supply.

## **Student Support and Progression**

The scholarship section of the institution guides and helps economically, socially backward students to obtain scholarships from various government, non-government and institutional scholarship. The Career Counselling and Placement Cell (CCPC) conducts pre-placement training in soft skills, communication skills, personality development and technical skills for the students.

The CCPC conducts seminars, webinars to bring awareness of higher studies from professional agencies. Students are placed through on-campus, off-campus, pool campus and by references. Few of the students have opted for higher studies. The institution has well established grievance redressal committee, anti-ragging committee and squad, college internal complaint committee. These committee addresses various problems of

the students. The institutional adequate infrastructure encourages active participation of the students in social, cultural and sports activities. Annual College fest SAMPARAN and sports meet-were conducted. The students are encouraged to participate in various cultural and sports activities, conducted in the institution and national level competition. CBIT has a registered Alumni association that renders support to the institution. The institution nurtures the alumni association to facilitate them to contribute significantly to the development of the institution.

### **Governance, Leadership and Management**

CBIT has a transparent governance system that follows the Vision and Mission of the institution. The management of JES have given full autonomy to the Governing Council of CBIT. The Governing Council comprises of nominated trust members, expert members representing all the stakeholders, faculty representatives, academicians and Principal of the institution as Member Secretary, headed by the Chairman CBIT. The Governing Council, sets the policies and goals for the smooth functioning of academic and administrative activities of the institution. The governing council has empowered the principal with fair financial autonomy, complete academic and administrative autonomy. Further, the Principal, Associate Professors, Heads of the Department collectively participate in the decision-making process to achieve the Vision, Mission and Goals of the institution. It also takes decision in building the organizational culture, arranging formal/informal activities, coordinating the academic and administrative planning and its implementation.

The approval is taken for starting of new courses, expansion of infrastructure, financial budget, increments for both teaching and nonteaching are taken in the GC meeting. The policies of the institution are provided in the service rules. The management has given financial dissemination of power for individual like Principal, Professor, Associate Professor and Assistant Professor.

Principal heads various committees and plans human resources including recruitment, performance appraisal, professional development programmes, obtaining appropriate feedback, make analysis of responses and ensure that they form the basis for future planning, arranges for improvement of the professional competence of the staff, evaluates the regular performance appraisal of staff and faculty, manages the budget, utilization and mobilization of finance plans and allocates the financial resources, arranges for regular internal and external audit. The IQAC head takes the responsibility of continuous improvement of quality and strives to achieve academic excellence.

### **Institutional Values and Best Practices**

In this criterion, C Byregowda Institute of Technology is organized several gender equity programmes in terms of economic, social, health, cultural and political developments. CBIT shows gender sensitivity through various initiatives and actions for creating safe, secure and healthy atmosphere in the campus. Specific initiatives with respect to gender sensitization are as follows. 1. Safety and Security 2 Common rooms 3. CCTV surveillance 4. Medical facility 5. Anti-sexual harassment committee 6. Antiragging committee.

CBIT has taken the measures for the alternative sources of energy and energy conservation by installing solar water heating panels in the Boys and Girls hostels. The institution is regularly replacing tube lights with LED bulbs. Institution has rain water harvesting system technology that collects and stores rainwater for human use. The stored water is used for gardening and raw use. Institution has bore well and open well to collect and

storage the rainwater for reuse on-site rather than allowing it as run off. In order to treat the domestic and other waste water. CBIT has always taken a green agenda for developing a lush green campus and shown remarkable awareness in maintaining an ecofriendly campus and green environment conducive for teaching- learning process. Following are the institutional initiatives for green campus.

1. Restricted entry for automobiles 2. Battery powered vehicles 3. Pedestrian friendly pathways 4. Landscaping with trees and plants and this initiative is confirmed through the green/environment/energy audits.

**CBIT has adopted the best practice system in the campus.**

1. Mentor System Mechanism (MSM): MSM helps in the overall development of the student during his/her stay in the college. The system also aims to keep the Parents/Guardians informed about the academic progress of their ward.

2. Green Campus – This system is to streamline observing extra carbon dioxide from the atmosphere, Carbon sequestration prevents the occurrence of climate change, which centers around the institution and features, as well as its beautiful surroundings, showcase the institution's individuality.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	C BYREGOWDA INSTITUTE OF TECHNOLOGY
Address	THORADEVANDAHALLI VILLAGE AND POST KOLAR SRINIVASAPURA ROAD KOLAR
City	KOLAR
State	Karnataka
Pin	563101
Website	<a href="http://www.cbitkolar.edu.in">www.cbitkolar.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	S N CHAND RASHEKAR A	08152-282405	9738481799	08152-282404	cbitkolar@gmail.com
IQAC / CIQA coordinator	SHIVARAJU R	08152-282404	9986602652	08152-282404	cbitcivilhod@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

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		
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>	27-05-2024	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	THORADEVANDAHALLI VILLAGE AND POST KOLAR SRINIVASAPURA ROAD KOLAR	Rural	11.33	18554

## 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,Cse,Computer Science and Engineering	48	TWELTH PASS	English	180	153
UG	BE,Civil,Civil Engineering	48	TWELTH PASS	English	30	8
UG	BE,Ece,Electronics and Communication Engineering	48	TWELTH PASS	English	60	38
UG	BE,Mech,Mechanical Engineering	48	TWELTH PASS	English	30	2
UG	BE,Ai MI,Artificial Intelligence and Machine Learning	48	TWELTH PASS	English	120	53
UG	BE,Ce,Computer Engineering	48	TWELTH PASS	English	60	21

### **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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	6				5				38			
Recruited	5	1	0	6	3	2	0	5	17	21	0	38
Yet to Recruit	0				0				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				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				19
Recruited	15	4	0	19
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				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

**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>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	1	0	0	1	0	1	0	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	3	1	0	16	21	0	41
UG	0	0	0	0	0	0	0	0	0	0

<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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<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
UG	Male	127	0	0	0	127
	Female	148	0	0	0	148
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	19	15	3	36
	Female	17	18	3	29
	Others	0	0	0	0
ST	Male	5	4	3	8
	Female	6	1	1	4
	Others	0	0	0	0
OBC	Male	37	33	25	44
	Female	71	45	22	51
	Others	0	0	0	0
General	Male	40	27	3	25
	Female	71	40	9	35
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		266	183	69	232

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	As outlined in the National Education Policy (NEP) 2020, the goal is to establish an education system deeply rooted in Indian values, contributing to the sustainable transformation of India into an equitable
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	<p>and vibrant knowledge society. This system aims to provide high-quality education to all, positioning India as a global knowledge superpower. NEP 2020 is built upon five guiding pillars: Access, Equity, Quality, Affordability, and Accountability. These pillars ensure that young individuals are well-prepared to address the diverse challenges of both the domestic and international landscapes, both now and in the future. The Institute is affiliated with Visvesvaraya Technological University, Belagavi, and currently follows the 2021 and 2022 Regulations for students admitted to B.E. programs. Each undergraduate program offers a curriculum that includes a combination of theory and practical courses across various categories: Humanities, Social Sciences, and Management Courses: Includes subjects like Professional English and Communication Skills. Basic Sciences Courses: Includes Mathematics, Physics, Chemistry, Biology, and Environmental Science. Engineering Sciences Courses: Covers topics such as Engineering Practices, Engineering Graphics, and the basics of Civil, Mechanical, Electrical, Electronics, and Computer Engineering. Professional Core Courses: Focuses on the core subjects relevant to the chosen specialization or branch. Professional Elective Courses: Offers elective courses related to the chosen specialization or branch. Open Elective Courses: Provides courses offered by one branch to students from other branches, as specified in the respective B.E. program curriculum. Employability Enhancement Courses: Includes Project Work, Internships, Seminars, Professional Practices, Case Studies, and Industrial/Practical Training. Audit Courses (AC): Encompasses courses like the Constitution of India, Sangam Literature, etc. Students may also opt to take up to two online courses, equivalent to a maximum of six credits, with the approval of the Head of the Institution and the Centre for Academic Courses, in place of open elective or professional elective courses</p>
2. Academic bank of credits (ABC):	<p>Our institution is ready to implement the Academic Bank of Credits (ABC) in alignment with the guidelines set by our affiliated university, Visvesvaraya Technological University (VTU), Belagavi. All programs under VTU follow the choice-based credit system (CBCS). Once the necessary</p>



	<p>resolutions are approved by the relevant legislative bodies, VTU will officially register on the ABC portal. To support this initiative, the Institute is proposing the creation of a centralized academic database for college students. This database will digitally store academic credits for students who successfully complete their courses. With this system, students will be able to utilize the ABC for planning academic transitions and continuing their studies through alternative pathways, such as online courses offered by prestigious universities or institutions of excellence.</p>
<p>3. Skill development:</p>	<p>In line with the Government of Karnataka's policy, our institute has taken the initiative to offer skill development courses to students in collaboration with the Karnataka Skill Development Corporation. Under this initiative, approximately forty courses are available, with students required to select one course per semester. These courses provide hands-on practical training in various skills. Visvesvaraya Technological University (VTU), Belagavi, has also launched an experiential, project-based learning program aimed at enhancing students' professional and technical skills. This program is supported by the Karnataka Skill Development Corporation in partnership with the ICT Academy of Karnataka, NASSCOM, and IBM. As part of this initiative, all sixth-semester students in relevant programs must complete a course titled "Professional Readiness for Innovation, Employability, and Entrepreneurship." Our institute is committed to providing value-based education through courses such as Human Values, Society, Ethics, Unnat Bharat Abhiyan, and Personality Development through Life Enlightenment Skills. One of the courses offered as part of the Student Induction Program is "Universal Human Values." Furthermore, with the integration of ICT-enabled tools and infrastructure in many classrooms, students can enhance their learning experience through online meetings, conferences, workshops, and virtual lectures.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The curriculum of Visvesvaraya Technological University, Belagavi, includes courses such as Universal Human Values, Society, Ethics, Unnat Bharat Abhiyan, the Indian Constitution, and Yoga. Additionally, students are offered specialized Tamil courses, including Heritage of Kannada and</p>

	<p>Technology. The institute places a strong emphasis on preserving Indian language, culture, and traditions by celebrating various Indian festivals such as Kannada Rajyotsava, Saraswathi &amp; Ayudha Pooja, Holi, Krishna Jayanti, Navaratri, Ugadi, Mahaveer Jayanti, Onam, Christmas, Ramzan, and other national festivals. Additionally, students at our institute are encouraged to uphold moral values by engaging in community service through participation in organizations like NSS.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Program Outcomes (POs) for all programs are globally recognized graduate attributes recommended by the Washington Accord, along with additional Program Specific Outcomes (PSOs) tailored to each program to ensure high-quality engineering education. Each course in the program is structured around Course Outcomes (COs) at various levels, in alignment with Bloom's Taxonomy. The syllabus is developed based on the intended course objectives, and these course outcomes are mapped to program outcomes and program-specific outcomes through a course articulation matrix. All approved programs and their respective courses, along with quality indicators, are listed on the website. Internal assessment exam question papers are designed by integrating COs and Bloom's Taxonomy. The current VTU syllabus follows the Choice-Based Credit System (CBCS) scheme.</p>
<p>6. Distance education/online education:</p>	<p>earning is accessible anytime and anywhere, thanks to the advanced e-learning tools and digital learning platforms available at the institute. A program that integrates the latest industry trends into digital learning ensures comprehensive development for students. Over 80% of the institute's classrooms, along with its conference rooms and seminar halls, are equipped with ICT-enabled tools and infrastructure. This setup facilitates regular classes, meetings, special lectures, online sessions, workshops, conferences, symposiums, and various student activities. The institute is fully equipped with ICT resources, including internet browsing and remote, as well as campus-wide access to e-resources. The institution was well-prepared for online learning, as demonstrated during the COVID-19 pandemic, when platforms like Zoom, Google Meet, and Google Classroom were extensively used for teaching and learning.</p>

Additionally, WiFi is available throughout the entire campus. Faculty members and students are encouraged to enroll in online learning portals such as SWAYAM and NPTEL.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. The Electoral Literacy Club (ELC) has been setup in the year of 2023</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The College has appointed Students Co- Ordinator , Co - Ordinator, and faculty members for the Electoral Literacy Club. its under functional.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>These activities may include voluntary student participation in electoral processes, such as voter registration drives for students and their home communities, assisting district election administrators with polling duties, conducting voter awareness campaigns, promoting ethical voting, and increasing participation among underprivileged groups, including transgender individuals, commercial sex workers, persons with disabilities, and senior citizens. The institution has undertaken several initiatives to support district election administrators: A voter registration camp was organized on campus for all eligible students. Voter awareness programs were conducted for both the general public and students. Faculty members and student volunteers participated in state and parliamentary elections. Sensitization programs on voter awareness were provided to all students.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The "Voter-ID enrolment", drive for all the college students were conducted. • Poster presentation competitions on importance of voting were conducted in house. • Rally was organized to create the awareness in the public about the significance of ethical voting</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The proportion of students over 18 years of age who have not yet registered as voters in the electoral roll, along with the efforts by Electoral Literacy Clubs (ELCs) and the college to establish processes for registering eligible students as voters. Special voter registration drives were conducted at the college with</p>

the assistance of local experts to address this issue

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
896	838	729	731	944

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

### 2 Teachers

#### 2.1

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

Response: 102

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

#### 2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
49	56	52	63	74

### 3 Institution

#### 3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
406.19	421.22	258.67	137.59	299.17

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 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 planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

**Academic Calendar:** The academic calendar at the Institute plays a crucial role in organizing the academic year and ensuring that both teaching and learning activities are well-coordinated. At the start of each academic year, a comprehensive academic calendar is developed by the Head of the Institute, Heads of various Departments. This calendar includes key dates for internal assessments and other important academic events. The academic calendar is made available to all staff and students before classes begin. It is also prominently displayed on departmental notice boards. Each department uses the academic calendar as a foundation to create a detailed plan for dates and schedules for various internal evaluations. The institution strictly follows the academic calendar to ensure smooth and organized conduct of all academic and related activities.

**Teaching Plans:** At the beginning of each semester, the Heads of Departments (HODs) are responsible for preparing the course allotment for their respective departments. This is done by collecting the subject options from the faculty. Once the course allotments are finalized, they are communicated to the faculty members. This outlines which courses they will be teaching and the number of teaching hours allocated based on the course credits. Faculty members develop 'Lesson Plans' based on the Course Plan provided by Visvesvaraya Technological University (VTU). In addition to theoretical courses, laboratory courses at the Institute are meticulously planned and managed to ensure a hands-on and practical learning experience. For each laboratory course, detailed Lesson Plans are created. The total number of experiments that will be conducted during the semester and specific dates for performing each experiment will be indicated. Laboratory Manuals are prepared in advance which provide detailed descriptions of each experiment, including objectives, procedures, required materials etc. Students are required to maintain a Laboratory Record. This record includes detailed notes and results from each experiment, observations made during experiments and any analytical work or conclusions drawn. Teachers evaluate students based on their performance in each experiment and grades are awarded for each experiment, which contribute to the student's overall grade in the course. This evaluation is part of the continuous internal assessment process.

Apart from these, a variety of activities and projects are integrated into the curriculum to enhance students' learning experiences and foster their overall development. Mini-projects are carried out by students that help them to consolidate and apply their conceptual understanding of subjects learned throughout their coursework. Students are required to present their mini-projects, which helps them practice and improve their presentation skills, and gain confidence in communicating their ideas. Seminars are organized to further develop students' presentation skills. By preparing and presenting on various topics, students refine their ability to convey information clearly and effectively. In the final year, students undertake significant project work or internships. This experience allows them to Develop

technical writing skills and present their findings through detailed reports, Gain experience in working collaboratively, managing projects, and understanding the dynamics of teamwork. Students are encouraged to undertake internships in industry settings, providing practical exposure and real-world insights into their field of study. Beyond academics, students are involved in various co-curricular and extra-curricular activities aimed at holistic personality development. These activities include participation in clubs, cultural events, and literary activities.

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

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response:** 36

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### Other Upload Files

1

[View Document](#)

### 1.2.2

***Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years***



**Response:** 61.96

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
347	568	529	374	746

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<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 in transacting the Curriculum*

**Response:**

Visvesvaraya Technological University (VTU), Belagavi is one of the largest Technological Universities in India with 24 years of Tradition of excellence in Engineering & Technical Education, Research and Innovations. It came into existence in the year 1998 to cater the needs of Indian industries for trained technical manpower with practical experience and sound theoretical knowledge. University has very successfully achieved the tremendous task of bringing various colleges affiliated earlier to different Universities, with different syllabi, different to its students, equipping them to address current and emerging socio-economic demands.

Our institution is deeply committed to shaping well-rounded, ethical professionals who are mindful of their broader responsibilities. Integrating values such as competence, gender sensitivity, environmental consciousness, and social responsibility into the curriculum and campus life is a powerful approach to fostering holistic development.

To support and enhance this goal, consider the strategies like Curriculum Integration, Practical Applications, Workshops and Seminars, Role Modeling, Code of Conduct, Feedback and Reflection, Collaborative Initiatives.

It dedicated to fostering strong ethical principles and human values among your students and approach to integrating these principles through various courses is commendable and helps students see the real-world relevance of their ethical decisions.

In our curriculum, students not only learn about theoretical aspects of ethics and human values but also get to apply these principles practically. This hands-on approach can make the lessons more impactful and memorable, reinforcing the importance of making the "harder right" decisions.

VTU University is deeply committed to fostering an environment of gender equality and ethical behavior. The integration of human values into the curriculum is a strong step toward ensuring that students not only excel academically but also develop a deep understanding of social responsibility and ethical conduct.

At the institutional level, the students are enrolled for a common course like in environmental studies , Human Values and Ethics, CIP, Human Ethics and disaster management etc which provides a holistic understanding of environmental issues and the urgency for eco-friendly living.

### 1. Human Values and Ethics

#### Focus Areas:

- **Ethical Theories:** Examination of major ethical theories such as deontology, utilitarianism, virtue ethics, and relativism.
- **Personal and Professional Ethics:** Application of ethical principles in personal behavior and professional conduct.

#### Significance:

- **Personal Growth:** Helps individuals develop a strong moral compass and make ethically sound decisions.
- **Professional Integrity:** Encourages ethical practices in the workplace and promotes honesty, fairness, and responsibility.

### 2. Corporate Social Responsibility (CSR)

#### Focus Areas:

- **CSR Frameworks:** Study of various CSR models and standards, such as ISO 26000 and the Global Reporting Initiative (GRI).
- **Ethical Business Practices:** Examination of ethical issues in business operations, including labor practices, environmental impact, and community engagement.

#### Significance:

- **Reputation Management:** Enhances corporate reputation and builds trust with stakeholders.
- **Sustainable Practices:** Encourages businesses to adopt sustainable and ethical practices that benefit society and the environment.

### 3. Human Ethics

#### Focus Areas:

- **Human Rights:** Study of fundamental rights and freedoms that belong to all individuals.
- **Ethical Decision-Making:** Frameworks and tools for making ethical choices in complex situations.

**Significance:**

- **Informed Citizenship:** Fosters understanding of ethical issues in society and encourages responsible behavior.
- **Conflict Resolution:** Provides tools for addressing and resolving ethical conflicts and dilemmas in various contexts.

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

**1.3.2**

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

**Response:** 66.96

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

Response: 600

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

**1.4 Feedback System****1.4.1**

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 43.04

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2023-24	2022-23	2021-22	2020-21	2019-20
275	266	183	72	237

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

2023-24	2022-23	2021-22	2020-21	2019-20
480	480	480	480	480

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

**Response:** 56.25

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2023-24	2022-23	2021-22	2020-21	2019-20
174	156	116	57	172

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

2023-24	2022-23	2021-22	2020-21	2019-20
240	240	240	240	240

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 18.29

## 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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:****1. DESCRIPTION ABOUT CENTRIC METHODS**

In addition to integrating student-centric approaches like experiential learning, participatory learning and problem-solving methodologies with ICT (information and communication technology) tools, CBIT offers a variety of experimental and virtual learning methods in individual laboratories to analyse the theoretical concepts of subjects through software programs and Hardware interface in individual department, such as CAD, ANSYS, DSP, HDL, VLSI, Solid Works, Python program, PLC and Embedded program. These methods will greatly enhance the learning experiences. Each of these strategies can be applied with ICT in the following ways:

1. **Experiential Learning:** Every classroom has a smart classroom system installed to show advanced technological films, PowerPoint presentations and online instruction pertaining to the semester's pertinent themes. Through immersive experiences that mimic real-world situations, ICT tools can help students learn by doing. Simulations, augmented reality (AR), virtual reality (VR) and interactive multimedia can all be used to build environments in which students can experiment, explore and gain knowledge from their experiences. The departments host a number of guest lectures by professionals from academia and industry to provide in-depth understanding of the syllabus, to link the curriculum with industry needs and to provide knowledge beyond the subject that is in line with industry needs for better placement.
2. **Participatory Learning:** Students can collaborate and engage easily with ICT tools. Students can participate in meaningful debates, exchange ideas and work together on projects regardless of where they are physically located thanks to online discussion forums, collaborative documents, video conferencing and social networking platforms. This encourages group learning and a sense of community. Students learn beyond what is covered in the syllabus as the breadth of learning increases. To showcase their talents, students are encouraged to plan and take part in intercollegiate events such symposiums, project exhibitions, national and international conferences and industrial tours. A national conference is organized by faculty and students

Apart from conventional pedagogical approaches, the Institute offers inventive student-focused learning strategies such

(1) Hackathons (2) Workshops (3) Virtual Labs (4) Examine online resources (5) Activity-based learning (6) Videos (7) Demonstrations (8) Flipped Classroom (9) Think-Pair-Share (10) Industry Visits (11) Talk by a guest (12) School of professional practice (13) GD/debates (14) Google Classroom (15) Real-time case studies (16) Project-based learning (17) PPT (18) Internship (19) Model prototype (20) Poster Presentation

**Problem-Solving Techniques:** By granting access to a wealth of data and resources, ICT tools facilitate problem-based learning. Students can obtain information, assess issues and come up with answers with the aid of software tools, instructional websites, applications and online research resources. Additionally, students can practice problem-solving techniques with the help of platforms like digital math manipulative or online coding environments. To further prepare them for the workforce, all college students attend classes in communication, logical reasoning and general aptitude. Dynamic, tailored learning opportunities that support a variety of teaching approaches, encourage creativity and critical thinking and provide students the freedom to direct their own education.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100

**2.4.1.1 Number of sanctioned posts year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
49	56	52	63	74

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.2

***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)***

**Response:** 13.27

**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
11	10	7	6	5



File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

CBIT is affiliated to Visvesvaraya Technological University, Belagavi, Karnataka. The University regulates the guidelines for the internal and external assessment. Through induction activities and the first-year students are made aware of the evaluation process. The university permits 20% for internal marks and 80% for end-of-semester exams depending on the schemes as per the university's evaluation timetable, the internal assessment results are periodically uploaded to the university website.

**At Institution Level:**

Every semester, three internal assessment tests (IAT) are given. The Academic Calendar for every semester includes information about the dates of the Internal assessment tests. One week before the Internal Assessment Test starts, the schedule for the same is made public. Even for internal assessment exams, the sitting arrangement and table markings are adhered as per main exams. Faculty members are instructed to set their own course questions, and four days before each exam, all question papers that have been properly signed by the Department head and Principal are returned the internal test coordinator for conduction of test. Parents receive progress report with the internal marks of their wards when the internal assessment test is successfully completed. Any discrepancies in the student's internal assessment test are rectified by the internal test Coordinator and Head of the department.

**Challenge Evaluation:**

If the re-evaluation results are not satisfactory, a student can apply for challenge evaluation within a week after the announcement of the results. This evaluation process is carried out by an expert appointed by the University.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### Response:

Programme Outcomes and Course Outcomes are essential elements of educational frameworks. POs provide a broad overview of the skills and knowledge students should acquire by the end of their program, while COs offer specific targets for individual courses, ensuring that each component of the program contributes to the overarching educational objectives. Together, they ensure a coherent and comprehensive learning experience that prepares students for professional success and personal growth. They are designed to reflect the overall goals of the program and ensure that graduates are equipped with competencies that align with professional standards and societal needs. POs emphasize the importance of comprehensive knowledge in a specific discipline. This includes understanding fundamental concepts, theories, and principles related to the field of study. It involves analytical thinking, creativity, and the use of appropriate methodologies to address real-world challenges. It provides an ability to use specific tools, technologies, or techniques relevant to the field. POs include an understanding of professional and ethical standards. The ability to work effectively in teams is often emphasized. It provides continual learning and self-improvement.

Course Outcomes are specific to individual courses. Courses aim to develop specific skills related to the subject matter. COs describe the expected proficiency in assessments, including exams, projects, and practical assignments. COs might encourage students to reflect on their learning process and outcomes.

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

### 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

#### Response:

Overall, evaluating the attainment of POs and COs helps ensure that educational programs are aligned with their goals and that students are gaining the necessary skills and knowledge for their future careers. Program Outcomes they often include skills and knowledge necessary for professional success, such as problem-solving, communication, and ethical reasoning. Course Outcomes (COs) They are more focused and related to the content and skills taught in that course. Results are compiled into reports that may be used for internal review, accreditation purposes, or continuous improvement plans. Assessment in Direct involves evaluating student performance through exams, projects, assignments, and practical work. These assessments are directly tied to the outcomes and provide measurable data on how well students are achieving them. Indirect Assessment includes surveys, self-assessments, and feedback from students and alumni. These methods provide insight into students' perceptions of their learning and the effectiveness of the program.

Institutions evaluate whether the POs and COs are being met based on the analysis. This helps in identifying areas where students are performing well and areas needing improvement. Results are compiled into reports that may be used for internal review, or continuous improvement plans.

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

### 2.6.3

#### Pass percentage of Students during last five years (excluding backlog students)

**Response:** 94.24

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

2023-24	2022-23	2021-22	2020-21	2019-20
76	215	174	194	258

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

2023-24	2022-23	2021-22	2020-21	2019-20
82	241	175	204	271

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response:** 3.72

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<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 in the institution during the last five years (INR in Lakhs)*

**Response:** 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

Entrepreneurship Development & IPR Cell aims to mentor and support aspiring entrepreneurs in transforming their ideas into viable market products. The Cell plays a crucial role in equipping students with the necessary skills to become successful entrepreneurs, helping them refine and focus their ambitions. Its primary objectives include fostering an entrepreneurial mindset among young individuals and establishing a thriving entrepreneurial ecosystem within the institution.

**Key Features of CBIT-ED & IPR Cell:**

- Entrepreneurship Awareness Camps for students
- Seminars on Innovation and IPR
- National Technical Symposiums
- Student Projects

- Interaction sessions with successful entrepreneurs

In collaboration with the Institution's Innovation Council (IIC), the ED & IPR Cell organizes various events, such as:

- Entrepreneurship Awareness Camps, Workshops, Seminars, and Webinars on Intellectual Property Rights (IPR)
- Programs to enhance entrepreneurship outreach through awareness initiatives
- Industrial visits and field trips to implement new ideas
- Innovation contests for students
- Promotion of research and student projects using novel technologies
- Workshops, seminars, and training sessions on IPR
- Training for students and faculty on the patent filing process for future endeavors

**Roles and Responsibilities:**

- Cultivating an entrepreneurial mindset among staff, faculty, and students
- Organizing seminars, workshops, and events to promote entrepreneurship awareness
- Establishing and managing an incubator to support budding entrepreneurs
- Providing infrastructure, physical space, and mentoring for aspiring business owners
- Offering entrepreneurship-related training courses and workshops for skill development
- Guiding financial management, market research, and business planning
- Facilitating industry gatherings, mentoring programs, and networking events for potential entrepreneurs
- Assisting students in securing funding and financial resources for their ventures
- Creating connections between entrepreneurs and government funding programs, venture capitalists, and potential investors
- Collaborating with industry partners to offer internships, practical experience, and mentoring for potential entrepreneurs
- Promoting entrepreneurship as a means to foster socioeconomic development and engaging with the community
- Organizing and planning conferences and symposium related to entrepreneurship.

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

**3.2.2**

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

**Response:** 31

**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on**

**Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
11	06	07	0	07

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

**3.3 Research Publications and Awards****3.3.1**

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

**Response:** 0.25

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

2023-24	2022-23	2021-22	2020-21	2019-20
05	09	05	06	01

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.3.2**

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

**Response:** 0.07

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	2	1	1	1

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4 Extension Activities****3.4.1**

**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

The National Service Scheme (NSS) is a flagship initiative by the Government of India, launched in 1969, with the goal of fostering community service and social responsibility among students. Implemented across various educational institutions in the country, the NSS operates under the guiding motto, "Not Me, But You," which highlights the importance of selflessness and prioritizing the needs of others. Our institution proudly hosts an active NSS unit that has been consistently involved in a range of activities throughout the year. At CBIT, we are committed to extending our impact beyond the campus through various community engagement efforts. The NSS unit at CBIT organizes several outreach programs annually, focusing on villages surrounding the college. Additionally, awareness programs are conducted to educate the public on social issues, aiming to impart knowledge, skills, and values to the community while providing our students with practical experience and opportunities for meaningful



engagement. The objectives of the college's NSS unit include helping students understand social realities and developing a sense of social responsibility, providing opportunities for community service and skill development, fostering community and social cohesion, and promoting the values of nationalism. Key activities of the NSS unit include tree plantation, cleaning drives, blood donation camps, health awareness initiatives, skill development programs, and community outreach efforts. These activities have successfully instilled a sense of social responsibility among students, enhanced knowledge and skills within the community, strengthened community engagement, and fostered teamwork and leadership among students through hands-on experience. However, challenges such as limited resources and funding, difficulty in mobilizing community participation, and language barriers in certain areas remain. Looking ahead, the NSS unit plans to expand its activities to more villages and communities, increase student participation and engagement, collaborate with more organizations and stakeholders, and develop sustainable projects and initiatives.

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

### 3.4.2

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

##### **Response:**

The National Service Scheme (NSS) Unit of CBIT has distinguished itself through a wide array of initiatives focused on community welfare, health improvement, and environmental sustainability. This dedication is reflected in the numerous Certificates of Appreciation awarded to the unit, highlighting the college's significant contributions to societal betterment. Among its key initiatives, the organization of Voluntary Blood Donation Camps stands out, not only replenishing local blood supplies but also fostering a culture of voluntary service among students and the broader community. The Unit's commitment to health and wellness is further exemplified by its regular Yoga Classes, conducted in nearby communities and various other locations, promoting both physical and mental well-being. Additionally, the NSS Unit has organized Blood Donation Camps and Health Camps, providing essential services.

Environmental stewardship has also been a cornerstone of the Unit's activities, with initiatives such as Plantation Programs and School Campus Hygiene drives aimed at instilling a sense of responsibility towards the environment and community cleanliness. These efforts not only enhance the local environment but also impart valuable lessons in conservation and hygiene to students and community members alike. Beyond health and environmental efforts, the NSS Unit has been recognized for its contributions to social causes, including the empowerment of individuals with visual challenges in the last academic year. This recognition underscores the Unit's broad engagement with various community needs and challenges.

The successful organization of awareness programs on No plastic and Drug awareness programs further exemplifies the Unit's proactive approach to community health education and its commitment to public welfare. Each Certificate of Appreciation received by the NSS Unit is a testament to the dedication and hard work of its members. These accolades serve not only as recognition of their impactful work but also as a reminder of the positive influence that educational institutions can have on their communities.

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

### 3.4.3

*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

**Response:** 29

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

2023-24	2022-23	2021-22	2020-21	2019-20
18	10	01	00	00

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 3.5 Collaboration

### 3.5.1

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

**Response:** 15

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for,**

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

**Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)**

#### **Response:**

The Institution has established complete systems and procedures to maintain and utilize its physical, academic and supporting facilities effectively. CBIT has sufficient facilities for teaching & learning. i.e. classrooms, laboratories, work out tools, etc. and it is prominent in providing quality education for rural students. CBIT has a developed campus of 11.33 acres. It is operational with required amenities and learning resources to achieve academic value according to its idea and planned objectives.

#### **Central Library**

The library at the Institution is a vital academic support facility, offering a vast collection of books, journals and digital resources. The library is accessible to students and staff during extended hours. An automated library management system tracks the borrowing and return of materials, ensuring efficient resource utilization.

#### **Miscellaneous Facilities**

The Institution has a well-maintained garden, a health center, a temple, first aid supplies, fire extinguishers. The campus is equipped with a generator, RO water purifier and CCTV surveillance at key places. Clean and tidy well-maintained canteen. Students receive regular encouragement and assistance for their personal growth from the training and placement cell. The institution infrastructures expands further than class rooms and laboratories. The college has seminar halls, auditorium and conference rooms utilized for academic conferences, seminars, workshops and cultural events.

#### **Recreation Facilities**

For mental and physical fitness, the institution offers extensive entertaining facilities such as Sports grounds, Yoga Centre, Indoor games and encourage students in physical activities.

The institution promotes physical well-being by providing extensive sports and recreational facilities, including a sports complex, gymnasium and outdoor fields. These facilities are maintained regularly and scheduled to accommodate various sports events and fitness programs. Policies are in place to ensure equitable access for all students and staff.

## INFRASTRUCTRE FACILITIES

CBIT has sufficient facilities for teaching & learning. i.e. classrooms, laboratories, work out tools and it is prominent in providing quality education for rural students.

CBIT has a developed campus of 18 acres. It is operational with required amenities and learning resources to achieve academic value according to its idea and planned objectives.

Infrastructure facilities and learning resources are categorized as under:

- Class rooms- are spacious well-ventilated and endow with effective learning environment.
- Laboratories – are equipped with standard and latest equipment to provide students
- with intellectual and professional development. The labs are periodically updated and maintained as per requirement and emerging technologies.
- Library -play a vital role in providing students with reliable content. They encourage and promote the process of learning and grasping knowledge. The library is planned with sufficient reading space with Wi-Fi connectivity to progress the students’ learning capabilities and knowledge
- IT Infrastructure - The Institution has computing facilities with up-to-date hardware and software. The computer labs are equipped with high-speed internet and essential software to support various academic programs.
- Other facilities – The institution infrastructures expands further than class rooms and laboratories. The college has seminar halls, auditorium and conference rooms utilized for academic conferences, seminars, workshops and cultural events.
- Recreational Facilities - For mental and physical fitness, the institution offers extensive entertaining facilities such as Sports grounds, Yoga Centre, indoor games and encourages students in physical activities.
- Hostel facilities – The institution provides comprehensive hostel facilities for out station students. The hostels are equipped with all necessary amenities including Wi – Fi, dining facilities and recreational spaces, ensuring a comfortable living environment.

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

### 4.1.2

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 39.63

#### 4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise

**during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
167.11	208.97	101.33	49.88	76.22

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**4.2 Library as a Learning Resource****4.2.1**

*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*

**Response:**

The CBIT library has fully embraced with Integrated Library Management System, leveraging software Libsoft version 12 since 2009. This advanced system offers high-tech services, including automated and bar-coded book transactions, online book reservations and the maintenance of WEBOPAC by the librarian for the benefit of students and staff. The library not only caters to traditional resources but also integrates e-resources such as NPTEL, EDUSAT, E-Learning, etc.

Encompassing an expansive 650 square meters built-up area, CBIT's library offers a pleasant and comfortable ambiance, accommodating up to 175 individuals. The facility includes dedicated spaces for newspapers, magazines, digital library, reference section, book circulation area and reprographic centre.

Internet services are readily available for both students and staff. The library managed by qualified personnel ensure secure and enriching environment. Robust security measures, including CC cameras and fire extinguishers, are in place to safeguard the valuable resources and maintain a conducive learning atmosphere, emphasizing CBIT's dedication to providing a comprehensive and secure library experience for its academic community.

At CBIT, the library is a robust knowledge repository with 12,477 volumes spanning 2,693 titles. Tailored for competitive exam preparation, it grants access to resources, including GATE materials. Embracing the digital era, the library facilitates online e-resource access for VTU E-Consortium members, enabling CBIT faculty and students to download over 100 articles daily, augmenting their academic endeavours with up-to-date and relevant content.

The library is a hub for VTU-NDL-NPTEL projects, housing 5TB of offline video lectures, along with 750 CDs and DVDs. With 5,000 e-books and 6155 e-journals covering diverse engineering, science and technology fields. Additionally, individual department libraries enhance immediate reference, contributing to CBIT's commitment to fostering a well-defined academic experience.

Furthermore, the library holds membership with the National Digital Library of India (NDL) from 2021, providing access to extensive e-resources. Internet facilities are available for accessing e-resources, VTU,

NPTEL lecture videos and PDFs within the campus. CBIT is an esteemed member of the VTU e-resource Consortia, offering e-books and e-journals from major publishers such as Elsevier, IEEE Proceedings Order Plan (POP), Springer, Taylor and Francis, Emerald (management), ProQuest, McGraw Hill, New Age International, Packet and technology platforms like Knimbus, Drill bit, and NetAnalytiks.

At CBIT, the library is a meticulously curated hub of knowledge, documenting offline book accession data from students and staff in the stack room and reference section, complemented by online usage records. Recognizing the diverse needs of its community, the reading room extends its services beyond regular hours, from 4:30 pm to 5:30 pm, especially catering to hostel students.

Ensuring inclusivity, the library is equipped with a ramp at the entrance for physically challenged students, facilitating ease of access. Beyond its academic role, the library actively contributes to the institution's vibrant culture through special events, including the Annual Library Day. These events not only celebrate the wealth of resources available but also foster a sense of community, enriching the academic experience at CBIT.

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

### 4.3 IT Infrastructure

#### 4.3.1

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

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

Institution continuously strives to provide state-of-the-art technologies and update its ICT facilities to ensure efficient functioning. Extensive infrastructure has been setup during the last five years. Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection. Institution has provided Paramount importance to IT infrastructure development and its timely upgradation as the institution envisions that adequate IT infrastructure is essential to offer quality education. To have information at finger tips, institute has provided internet facility through LAN cables and Wi-Fi with 200 Mbps bandwidth. Institute's perseverance towards establishing ICT enabled classrooms has enhanced the teaching-learning activity and uses computers as the integral part of academic and administrative activities. Bills of computers purchased during last five years (2019-2024) are available and the same is mentioned below.

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

**4.3.2**

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

**Response:** 2.27

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

Response: 394

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure**

**4.4.1**

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities*



*excluding salary component, during the last five years (INR in Lakhs)*

**Response:** 29.89

**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)**

2023-24	2022-23	2021-22	2020-21	2019-20
163.23	126.21	59.28	19.79	86.74

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 70.71

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
755	680	478	460	553

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

*Following capacity development and skills enhancement activities are organised for improving students' capability*

- 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
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.1.3

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

**Response:** 42.9

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

2023-24	2022-23	2021-22	2020-21	2019-20
573	602	200	0	400

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

### 5.1.4

***The institution adopts the following for 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
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

**Response:** 54.68

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

2023-24	2022-23	2021-22	2020-21	2019-20
75	90	92	142	133

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

2023-24	2022-23	2021-22	2020-21	2019-20
82	241	175	204	271

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

*Percentage of students qualifying in state/national/ international level examinations during the last five years*

**Response:** 0.68

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	0	1	1

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 14

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	3	3	1	4

**File Description****Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

**5.3.2**

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

**Response:** 14.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
30	21	7	0	13

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<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 Institute has an active Alumni Association aims to link the alumni to the institution, develop synergistic plans to support the institution and achieve its vision, and to enable the institute to add value to all its stakeholders. C.B YREGOWDA Institute of Technology Alumni Association (CBIT-AA) is registered under Karnataka Societies Registration Act 21 of 1960, Dated 20/06/2024 with Registration No. DRKL/SOR/32/2024-25 . The 2nd Saturday of March is earmarked as CBIT Alumni Day called GET TOGETHER. This is an all-day meet creating an opportunity for alumni, current students and faculty to interact and bond. This day is celebrated with a mixture of cultural events and talks by alumni, students and faculty. Discussion on industry trends, opportunities and Institute development initiatives form the crux of the talk. It is also a day for alumni to relive their days at the Institute and share memories and experiences during their stay at the college and post their graduation. This Alumni Association brings all these outstanding people together on a single platform. Alumni of the CBIT are contributing in the overall development of the students of college which would ensure better professional future for the students.

The main objectives of the CBIT Alumni Association are:

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

education offered and enhance students' employability.

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

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

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



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

#### **Response:**

The Governance Cell of *C.Byregowda Institute of Technology* (CBIT), is a reflection of successful leadership in tune with the vision and mission of the institution as it includes all the stakeholders. CBIT strongly believes in transparency, quality, participative leadership and a trend toward a decentralized governance system. Decentralization and participatory management are used at various levels in the institute. All the staffs are encouraged to develop their leadership qualities by allocating them to various academic, co-curricular, and extracurricular activities. The Management and the Institute are committed to impart the quality and value-based education and intend to produce quality professionals by inculcating human values, ethics, and compassion through quality education.

The Governing Council meets regularly twice in a year. All the activities of CBIT, the performance of students, academic matters, research progress and strategic plans for the overall development will be presented by the Principal recommended by various committees. All the matters will be reviewed and suitable suggestions for improvement will be sought from the members of the Governing Council. Minutes of the Governing Council meeting will be circulated to all the members after taking approval from Chairman of Governing Council.

The Strategic Plan of CBIT is prepared, and evaluation of attainment will be carried out by Internal Quality Assurance Cell. The IQAC has collected feedback from various members of faculty and departmental committees, HOD'S. Recommendations from all these initiatives have been incorporated in the strategic plan. With thorough analysis of outcomes and based on IQAC report, the above will recommend the corrective actions, need of further processes and deployment of resources. All these reports will be forwarded for further discussions and implementation by the Board of Trustees. While preparing the strategic plan, the IQAC has considered following:

- 1) Recommendations from various committees/cells
- 2) Vision and Mission Statement of the Institute
- 3) Quality Policy
- 4) Inputs from the stakeholders
- 5) Based on the deliberations of SWOC analysis
- 6) Core Values: Promoting the Use of Technology & Teaching – Learning Process

For administrative convenience a number of committees have been constituted by CBIT-IQAC to look into various aspects of the college academic, administration, development and student & staff affairs. The list of committees is mentioned here under:

1. Institutional Development Committee
2. Budget and Purchase Committee
3. Academic council Committee
4. SC/ST/OBC/Minority cell
5. Controller of Examination Committee
6. Research and Development Cell
7. Student Grievance Redressal Committee
8. Anti Ragging & Anti drugs Committee
9. Placement Training and Career Guidance Cell
10. Entrepreneurship Development Cell
11. Internal Complaint Cell
12. Disciplinary Committee
13. Student welfare Committee
14. Timetable Committee
15. Library Advisory Committee
16. Student Counseling Committee
17. Cultural & Sports Committee
18. National Service Scheme (NSS)
19. Alumni Cell
20. Women Empowerment Cell
21. Transport committee
22. Internet and Website Committee
23. Canteen Committee
24. Institutional Infrastructure Development Committee

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

## 6.2 Strategy Development and Deployment

### 6.2.1

*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

#### Response:

CBIT is established in the year 2009. Governing Council of CBIT consisting of the President, Secretary

and Members, constituted as per UGC provisions. GC consists of Chairman, Nominees of Management and Members representing Academia, Industry, faculty and the Principal as the Member Secretary. Management makes all significant decisions. The Governing Council will discuss this proposal at its regularly scheduled meeting, approve its implementation and provide the Principal instructions on how to proceed. The Principal will discuss the potential for external cooperation and collaboration with the concerned user party. Execution will occur if feasible. A budgetary provision was thought over and the same will be submitted to the Management for approval. The Principal will develop an action plan for the implementation of the initiative under the direction of Management.

The institution has various functional committees to continuously monitor different academic and non-academic activities. The committees comprise of stakeholders represented from faculty, industry, employer, alumni, parents and students. These functional committee's meetings and activities are recorded. The Program Assessment Committee at department level is responsible for formulating and updating the learning outcomes of the courses, calculation of attainment of course outcomes and program outcomes. Department Advisory Board consisting of senior faculties and representations from industry, academic and research review. The Program Assessment Committee proceedings and give suggestions for the improvement of the outcome of program. At the classroom level, one of the teaching faculty members is designated as a class teacher. The class teacher is responsible for monitoring the academic needs of the students in the class. The Institution has a mentoring system wherein each faculty member is assigned around twenty students for mentoring. These mentors interact periodically with the students and parents to address all the academic and personal needs required for overall development of students. In order to have continuous improvement in the teaching learning process, course end feedback is collected during the semester end from students. The feedback is communicated to the faculty concerned through HOD for improvements as desired. The Institution has identified various committees and is empowered to take appropriate decisions to ensure over all functioning of the institution are smooth. The committee in general consists of faculty members, Industry Representatives, Alumni's and Student Representatives.

Appointments are done through the process of selection decided by the Management. The general composition of the selection committee would be Head of the Institute, Head of the Department, One

Senior faculty of the department, one external invited expert and a University nominee. No appointee shall be taken on rolls without verifying: proof of date of birth, eligibility for the post in original, statutory requirements and antecedents, in case of doubt.

Various committees include: Placement Cell, Anti-Ragging, NSS, Women Empowerment Cell, Student Grievance Redressal committee, Internal Complaint and Sexual Harassment Committee etc. Administrative Manual includes employee's duties, responsibilities, leave and conduct rules, recruitment process, etc. Surveillance cameras have been installed inside and outside the campus for the safety of the students, faculty and for monitoring the conduct of examinations. The institutional perspective plan has been clearly articulated and implemented through various decentralized committees.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.2.2

#### *Institution implements e-governance in its operations*

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

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

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

The role of faculty has become truly multi-dimensional in the present-day Higher Education System. Apart from innovative teaching activities, every faculty member is expected to engage in student support activities like mentoring and counseling, active research, publish research findings, work on funded projects, undertake consultancy works, participate constructively in the administrative activities of the

department and institute. With this objective, institute has implemented Faculty Performance Appraisal (FPA) System, covering annual performance review and the subsequent rating of a faculty, for the grant of annual increments and career advancement opportunities.

**Teaching staff:** The Institution has a well-defined faculty performance appraisal and development system. Each staff member submits annually in detail capturing all his/her activities in a prescribed format to the head of the department. At institution level Academic council Committee will evaluate the academic performance of every faculty member.

**Implementation and effectiveness:** Overall performance of every faculty member is evaluated once in a year based on the following parameters.

1. Student feedback
2. Results in the respective subject handled
3. Additional duties performed in that particular semester
4. Participation in Training Programs / FDPs / Workshops / Seminars / text book publishing
5. University Examination related work
6. Publication in conferences and journals

In order to improve the qualification, update their knowledge/skill sets faculty members are given academic Special Leave to attend FDPs, Workshops /Seminars /Conferences/ Industrial training programs/ Industrial visits organized by premier institutions/Industries. Registration fee/ travel grant is paid by the institute to the faculty to attend to these programs. In addition, the following are the welfare measures that exist for teaching and non-teaching staff of CBIT.

- College Transport facility
- Indoor/outdoor games facility for the staff to relax and to refresh physically and mentally
- Laptops issued to HODs for better connectivity and networking
- Incentive in the form of salary hike for the staff of the self-financed stream for completing their Ph. D degree

Internal Complaint Committee/Women's grievance redressal cell to address the issues related to women employees/Girl students

- Casual Leave, Special CL, Vacation Leave, Permission Leave, Leave Without Pay (LWP) and Examination Leave as per their eligibility
- Maternity Leave in case of female employees
- Sports and Cultural activities to staff at the time of annual day celebrations
- Canteen facility serves variety of meals with subsidy price
- Skill development programs/ FDPs for teaching and non-teaching staff
- ESCI, Group Insurance, EPF contribution by management to all the eligible staff members
- Need based financial assistance through employee loan to the staff

- Celebrating Lord KRISHNA pooja on every Friday with whole CBIT family
- Celebrating Teacher's day with full zeal in CBIT every year for honoring teachers who strives whole of the year for shaping the future of the students
- Dussehra Festival celebration and gift distribution to all staff
- Yearly get together and celebration by organizing one day picnic with whole CBIT family

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

### 6.3.2

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

**Response:** 15.99

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
19	28	0	0	0

<b>File Description</b>	<b>Document</b>
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3.3**

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

**Response:** 82.53

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

2023-24	2022-23	2021-22	2020-21	2019-20
81	57	59	59	70

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

2023-24	2022-23	2021-22	2020-21	2019-20
38	14	16	16	17

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### Response:

CBIT is a self-financed institution that effectively manages its developmental activities through various funding sources. The primary income comes from tuition fees, which are determined based on past expenditures and anticipated inflation. Additional revenue is generated from grants for research projects, FDPs, and conferences from agencies like AICTE, VGST, KSCST, and VTU. The Governing Cell oversees the optimal utilization of these funds, ensuring smooth operations, including financial support for seminars, workshops, and student extracurricular activities. Scholarships are provided for economically disadvantaged students, and revenue is also generated from sports, cultural, and technical events. The institution has a robust mechanism for monitoring resource use, with funds allocated to salaries, infrastructure, library resources, and academic activities. It also supports staff development and encourages resource sharing through guest lectures and specialized training. Financial accountability is maintained through periodic internal and external audits, ensuring that all expenditures are properly sanctioned and transparent, with no audit objections due to stringent internal controls and computerized procedures.

#### Internal Audit:

All expenses are incurred with proper approval or sanction by the Head of the institution which is accounted for. Seed money distributed, registration amount generated, expenses incurred and disbursed in each activity say the national conference, the annual fest, Department fest, open house celebrations, FDPs, workshops, internship activities, purchase of consumables, servicing of equipment, etc. are some of the activities undergoing regular internal audit. Every financial transaction is recorded, scrutinized and audited. The accounts and procedures of internal control of finance are carried out by the principal and



office accounts on a day to day basis.

External Audit:

An annual audit is done by the authorized statutory auditor. The audit of accounts and submission of income tax returns are being carried out regularly each year. There are no audit objections since the institution follows a good system of internal controls like calling quotations, comparison of rates, preparation of purchase order, etc. and approvals at every stage of such implementation and due verification of goods and services that are obtained after delivery or completion of works. The procedures are computerized and all payments are through drafts, cheques and a high degree of transparency is exhibited.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

**Response:**

The NAAC - National Assessment and Accreditation Council advocated the establishment of Internal Quality assurance Cell (IQAC) by all the Higher Education Institutions. IQAC in C Byregowda Institute of Technology, Kolar was established in the year 2021.

C Byregowda Institute of Technology [CBIT] was promoted by C Byregowda Educational and Cultural Trust ® in the memory of great visionary the late Sri C Byregowda, Ex-Agriculture Minister, Govt. of Karnataka, in the year 2009. The institution is one of the reputed Institutions in rural Karnataka known for imparting good quality Technical education.

The college has been approved by All India Council of Technical Education [AICTE], New Delhi, Affiliated to Visvesvaraya Technological University [VTU], Belgaum and Recognized by Government of Karnataka.

IQAC in CBIT has developed the perspective plan to ensure the quality in tune with the vision and mission of the institute. The IQAC meetings are held regularly. The various committees like Grievance redressal, Disciplinary, Anti-ragging, Examination, Placement & Training, Institute-infrastructure are functional to ensure the value addition and holistic development of the students. Class representatives'

meetings are held twice in a semester to brief the students on important decisions of the council and consider their suggestions to address the grievances. HOD's meeting and faculty meetings are held regularly to discuss academic issues by taking everyone into confidence in all the important academic decisions.

The IQAC plans, guides and monitors Quality Assurance (QA) and Quality Enhancement (QE) activities of the Institution. The main task of the IQAC is to channelize the efforts and measures of the Institution towards maintaining academic excellence and strengthen internal governance.

### **Objective of IQAC**

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

### **Quality Policy**

C Byregowda Institute of Technology is committed to develop and encourage cultured and capable professionals by imparting quality education in the field of Engineering

### **Key Aspects**

- Enhancement in academic and administrative excellence
- Improvement in Student's Life skills
- Enrichment in professional growth of staff
- Promote the use of ICT
- Promote relationship among Industry, Staff and Student

### **The Main Activities of IQAC**

- Drafting, evaluating and implementation of academic and administrative quality policies.
- Acting as Data center to facilitate submission of the institute data to multiple agencies.
- Compiling Institutional report such as Annual Report, Annual-Quality Assurance Report (AQAR) etc.,
- Submitting proposals of workshops, seminars, conferences, minor/major projects to different funding agencies.
- Arranging Seminars, Workshops and Webinars etc in Departments under Quality Improvement Programs.

### **Composition of IQAC**

The composition of the IQAC is as recommended by NAAC:

1. Chairperson: Head of the Institution

2. Teaching Staff
3. Representative from the Management
4. One nominee each from local society and Alumni
5. One nominee each from Employers /Industrialists/Stakeholders
6. Senior teacher as the coordinator of the IQAC
7. One nominee from Parent

### SOP

1. Maintain database of all IQAC committee members, which will include their names, designations, contact information etc in softcopy and hardcopy.
2. IQAC will be convening biannual meetings of IQAC in every year or as and when required
3. IQAC will be reviewing the progress of different committees biannually
4. The committee will be working in coordination with different committees to prepare Action Taken Report of the interim period.

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

### 6.5.2

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

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

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

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

#### **Response:**

A Gender audit is process related to gender equity It is process of assessing policies, practices and procedures in an organization that especially address the issue related to woman.

#### **Importance of Gender Audit**

1. To understand the main gender biases
2. Gender equality state of art at an organization analysed
3. It would pay attention to different issues such as the status of the gender equality in the policy and design making structures, organizational culture and process
4. To understand the different issue towards the gender equality
5. To provide the picture of the present situation from a gender perspective.

The primary objective of a Gender Audit is to promote and advance gender equality in all aspects of life especially in the campus. This includes advocating for equal opportunities, treatment, and representation for people of all genders.

The Gender Audit and Survey Report presents an in-depth analysis of gender-related issues within the institution. The objective of this comprehensive study is to identify gender disparities, assess the impact of policies and practices on different genders, and suggest recommendations to foster gender equality and inclusivity.

Gender Audit report is a process for gender equality, gender awareness, gender sensitization. It will minimize the sexual harassment at work places definitely.

**Measures for the promotions of gender equity by college** include- Institutional measures for gender equity in curriculum activities, in co-curriculum activities, promotional activities and facilities for girl-woman on campus.

#### **Gender equity in curriculum ,Co-curricular activities and Events includes:**

1. **CBIT** has co-education type of curriculum delivery. It shows equal right of girl's students to get proper teaching - learning.
2. Co-Education while practical's underlines the gender equity.
3. Girls students are equally involved in Participating for all the activities.

4. Girls' students enthusiastically participated in Blood Donation camp for academic year. It is positive step towards gender equity.
5. Learning resource activities – Reading, learning, references to get innovative mind thought though it carried in library as learning resources. Girls students equally involved in these activities.
6. Sports activities - Girls students equally participate in sport activities.
7. Yoga activities- Girls students share & lead the Yoga activities platform.
8. Event management- Every event in college is executed by equal participation of boys and girls.
9. Tree plantation- Girls Students equally participate in Tree plantation Drive.
10. The Gender Equality Forum celebrated the International Women’s Day with a series of events and activities aimed at promoting gender equality. The day celebrates the role of women and girls who are leading the way in the development of transformational technology and digital education.
11. Facilities for woman in campus are,
12. Girl's Common room
13. Girl's Wash room
14. CCTV for surveillance
15. Security Guards for protection, discipline and environment
16. Girls counseling by lady teacher.
17. Girls Hostel.

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

**7.1.2**

**The Institution has facilities and initiatives for**

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

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

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**7.1.3**

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

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

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

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**7.1.4**

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of**

**students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

The institute is actively committed to fostering an inclusive environment, with initiatives aimed at promoting education, economic upliftment for the under privileged, and communal harmony.

To cultivate a generation of youth who are noble in character and morally responsible, the college organizes a variety of activities that nurture ethical, cultural, and spiritual values among students and staff. To enhance emotional and religious sentiments, the institution celebrates commemorative days on campus. These celebrations, supported by the management, are not just for recreation but also serve to foster a sense of unity and social harmony.

The institution upholds the belief in the equality of all cultures and traditions, as demonstrated by the diverse student body, which includes individuals from different castes, religions, and regions, all studying together without any discrimination. Despite the diverse socio-cultural backgrounds and languages represented, the institution maintains an atmosphere of tolerance and respect for all forms of diversity, whether cultural, regional, linguistic, communal, or socio-economic.

Teachers and students at the college jointly celebrate a variety of cultural and regional festivals, including Teacher's Day, Engineer's Day, Graduation Day, Farewell Programs, Freshers' Day, Ethnic Day, National Girl Child Day, Tree Plantation Activities, Women's Day, Yoga Day, as well as religious festivals such as Ayudha Pooja, Onam, and Krishna Janmashtami. These celebrations are a testament to the institute's commitment to providing an inclusive environment that embraces tolerance and harmony across all diversities.

Annual events like Freshers' and Farewell celebrations are conducted each year, and Graduation Day marks the completion of the course, reinforcing professional unity and a sense of harmony among graduates.

Ethnic Day is a highly anticipated event at the institute, where students showcase the ethnic diversity of the entire nation by wearing traditional attire representing different states of India. During the Navarathri Festival, students and staff perform Saraswathi Pooja and Ayudha Pooja in their respective departments, seeking blessings for success.

The institute also celebrates various cultural events, including Youth Day, Women's Day, and Yoga Day. National important days such as Independence Day, Republic Day, Kannada Rajyotsava and Gandhi Jayanthi are celebrated with great enthusiasm and it holds significant importance in fostering a sense of national unity and pride. These events serve as a reminder of the sacrifices made by freedom fighters and the importance of respecting their contributions. During these celebrations, invited guests and participants emphasize the importance of citizens' rights, duties, and responsibilities.

“Institutional Values and Best Practices.” emphasizes on the institution's role in promoting cultural and social values by celebrating linguistic, regional, and national festivals. This sub-criterion is crucial as it fosters cultural awareness, unity, and respect for diversity among students, faculty, and staff.

One of the primary intentions of this is to encourage institutions to actively celebrate the diverse cultural



fabric of India. By organizing and participating in various linguistic and regional festivals, in our institutions.

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

#### **Best Practices 1**

1.Title: Mentor System Mechanism (MSM)

##### **1.Objectives**

The objective of the mentor system is to implement a system that helps in the overall development of the student during his/her stay in the college. The system also aims to keep the parents/guardians informed about the academic progress of their children on a regular basis helping them to guide their wards in the right direction.

##### **3.The Context**

The mentor system requires continuous interaction of the student and the mentor. The mentor and student should meet at the beginning of the semester to discuss the goals for the semester and analyze the previous year performance. The meeting between the mentor and the student should happen before and after every internal assessment test to discuss his/her performance and any other issue he/she might be having during the semester.

1. Every teaching faculty in the department will be a mentor.
2. The teaching faculty has been assigned a group of 20 students as their mentor towards counseling.
3. To empower student decision making and self-confidence beyond educational transitions and the curriculum.

##### **4.The Practice**

A faculty member is assigned as a mentor to every student as soon as he/she enters the campus. The mentor's rule is to act as a guide, a mentor, a role model and a counselor for the student during his/her

stay in the campus. The mentor happens to be the first point of contact regarding the student for any issues within the college that he/she with respect to guidance and support. Numerous students from various parts of country enrolled at the college, forcing them to live away from home.. The mentor can help such student in settling down in the campus by acting as a counselor and guiding them in the right direction. The parents who are too anxious at the beginning regarding their wards being away from home can interact with the mentors to find out the performance and well-being of their children. Once the student settles in the college he/she will have numerous decisions to take, like choosing the right elective, choosing the correct company for the placements, attending various extracurricular activities, during the course for all of which the mentor can act as a guide.

#### 5.Evidence of Success

The mentors guide the students in the college, the feedback from the parents and students have clearly shown that the guidance obtained by students and by mentor system has helped them in completing the course successfully. The parents also have provided positive feedback on receiving regular updates about the performance of their children. The results of this approach includes more regular attendance, better discipline on campus, respectful relationship between teachers and students, 8–10% increase in students' academic achievement and a decrease in dropout rates. This approach has enhanced the student's employability and enrollment in higher education.

#### 6.Problems Encountered and Resources Required

MSM requires continuous updates of the activities of the students, their marks, attendance. Sometimes the students fail to communicate the problem. It takes lot of effort for the mentor to encourage and convince such students to open up and communicate. Still with all the efforts there are cases when the mentor system fails in its objectives and students either drop out of the college or fail in their examination. This clearly indicates that the system on the whole can be improved further to achieve greater results.

## Best Practice 2:

### 1. Title :Sustainable Green Practices

### 2.Objectives

- 1.To inculcate environment consciousness amongst the stakeholders such as faculty, students and non- teaching staff.
- 2.To create an environment conscious campus through eco-friendly practices
- 3.To develop and beautify college campus which will result in an increased biodiversity
- 4.To reduce the carbon foot prints by adopting renewable energy resources
- 5.To contribute in the mitigation of local environmental issues as responsible citizens

### 3.The Context

Having a campus in 11.3 acres, the college contributes in developing a sustainable and environmental friendly way of functioning. Eco-friendly premises of the college adds to the aesthetic beauty and serenity of the campus and are used for the conduct of various events. College has more than 40 species of plants in the campus. College has rich biodiversity of trees and birds. The college has installed Solar Lights, Rainwater Harvesting System, Dip water irrigation system for gardening and treated waste water for gardening purpose and Biogas for conservation of energy.

#### 4.The Practice

In our constant endeavor to make the environment green and sustainable we follow and implement the following practices:

- College has an environment and energy policy and also conducted green audit.
- C Byregowda Institute of Technology campus has solar street lights which are installed inside the campus. This is taken as part of green campus initiative. This initiative results in reduction of power.
- CBIT campus has adopted the usage of electric vehicles (EVs) in an effective manner
- To conserve rain water, a rainwater harvesting system has been constructed to collect, store and use water.
- The college takes immense pride in its green landscaping with many species of trees and plants. The gardens have Indian and ecological suited varieties of flora to preserve and maintain population of local small animal life
- CBIT organizes plantation drives, environmental awareness programs through poster making, Clean Campus drive, E waste collection drives etc.
- Energy efficient bulbs and tubes are in use in the college campus and students are constantly instructed to turn off lights and other electronic devices when not in use. There are notices in each classroom that instruct the students and staff to switch off lights and fans when the classes are over so as to save electricity.

##### 1.Evidence of Success

- Campus looks green, clean and fresh due to the mentioned efforts.
- College maintains a healthy biodiversity with many different species of birds, insects and small animals, despite being in a heavily populated Bangalore city
- College is able to use water which earlier used to be wasted as run-off.
- College has significantly reduced its coal-based electricity consumption due to the installed solar lights and Biogas plant.
- The students have learnt the concept of reuse, recycle and reduce.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Best practices as hosted on the Institutional website	<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:**

## 1. Upliftment of Girls Education: A Pathway to Empowerment

### Introduction

CBIT intensify the upliftment of girls - The upliftment of girls education is a critical global issue that directly impacts the social, economic and cultural development of nations. Educating girls is not just a matter of equity but also a powerful strategy for achieving broader developmental goals, including poverty reduction, gender equality and economic growth.

### Importance of Girls Education

- **Empowerment and Independence:** Education empowers girls by providing them with the knowledge and skills necessary to make informed decisions about their lives. It enhances their ability to participate fully in economic, social and political activities, fostering independence and self-reliance.
- **Economic Growth:** Educated women are more likely to participate in the labor force, contributing to national economies. They are also more likely to earn higher wages, which can reduce poverty levels. Studies show that every additional year of College for girls can increase their future earnings by 10-20%.
- **Health Benefits:** Educated girls are more likely to make informed health choices, leading to improved maternal and child health. They tend to marry when they are Major later, have few children and are better equipped to take care of their families, thereby reducing infant mortality rates and improving overall family health.
- **Social Benefits:** Education promotes gender equality and helps to break the cycle of poverty and discrimination.

### Challenges in Girls Education

Despite the recognized importance of girls education, several challenges persist:

- **Cultural Norms and Gender Bias:** In many societies, cultural norms favor boys education over girls, leading to lower enrollment and higher dropout rates for girls.
- **Economic Barriers:** Poverty often forces families to prioritize boys education, as girls are expected to contribute to household chores or marry early.
- **Safety Concerns:** In many regions, girls face safety risks on their way to College, including harassment and violence, which discourage them from attending College .

### Strategies for Uplifting Girls Education

- **Policy Interventions:** In CBIT we promote gender equality in education. This includes providing quality and compulsory education for all Girl students, with specific initiatives aimed at increasing girls enrollment.
- **Community Engagement:** Raising awareness about the importance of girls education within communities can help change cultural norms and attitudes. Community-based programs that involve parents and local leaders can be particularly effective.
- **Economic Support:** Scholarships, conditional cash transfers and other financial incentives can help alleviate the economic burdens that prevent girls from attending College.
- **Improving College Infrastructure:** Ensuring that College are safe and equipped with necessary

facilities, such as clean and private toilets for girls, can reduce dropout rates and improve attendance.

- **Role Models and Mentorship:** Providing girls with role models and mentorship programs can inspire them to pursue education and careers, breaking down barriers to their aspirations.

### Evidence of Success:

- To address the challenges in improving girls education and ensuring their safety, we have implemented CCTV surveillance across the bus and college campus.
- With the support of the Women Empowerment Cell, we regularly organize awareness programs focused on girls mental and physical health.
- As the Girls are encouraged in education the Ratio of Girls to boys studying in CBIT reaches 50%.

### 1. Enhancing Higher Education Opportunities for Economically Disadvantaged Sections in Nearby Rural Communities

The upliftment of economically disadvantaged sections in rural communities through enhanced higher education opportunities is a pressing need for fostering social equity and economic development. Addressing these challenges is crucial to ensuring that all students, regardless of their socio-economic background, have the opportunity to pursue higher education and contribute meaningfully to society.

#### Importance of Higher Education in Rural Communities

- **Economic Empowerment:** Higher education plays a vital role in breaking the cycle of poverty in rural communities. Educated individuals are more likely to secure better-paying jobs, which can uplift entire families and contribute to the economic development of their communities.
- **Social Mobility:** Providing access to higher education for economically disadvantaged sections promotes social mobility. It offers students from rural areas the chance to achieve their aspirations, improve their quality of life and reduce social inequalities.
- **Community Development:** Educated individuals are more likely to engage in community development activities, contributing to the overall growth and progress of their regions.

#### Challenges Faced by Rural Students

- **Financial Barriers:** The cost of higher education, including tuition, books and transportation, can be prohibitive for students from economically disadvantaged backgrounds. This often results in high dropout rates or the inability to pursue higher education altogether.
- **Limited Awareness and Guidance:** Many students in rural communities lack awareness of the opportunities available to them and do not receive adequate guidance in navigating the path to higher education, including information about scholarships, entrance exams and career options.

#### Strategies for Enhancing Higher Education Opportunities

- **Financial Support and Scholarships:** Providing scholarships, financial aid and affordable loans to students from economically disadvantaged backgrounds can help alleviate the financial burden

and encourage them to pursue higher education.

- **Infrastructure Development:** Investing in the development of educational infrastructure in rural areas, such as building well-equipped schools and providing internet access, can create an environment conducive to learning and higher education.
- **Awareness and Mentorship Programs:** Conducting awareness campaigns and mentorship programs can help students in rural communities understand the value of higher education and guide them through the process of applying to colleges, securing scholarships and choosing career paths.
- **Partnerships with Educational Institutions:** Establishing partnerships between urban educational institutions and rural schools can facilitate the exchange of resources, expertise and opportunities, helping bridge the gap between urban and rural education.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

C Byregowda Institute of Technology run by C Byregowda Educational and Cultural Trust ® provides Scholarship to academic and sports toppers financed by Dr Prabhakara Reddy and Er V Krishna Reddy. The faculties are provided with maternity Leave, gratuity, group insurance to staffs.

### **Concluding Remarks :**

CBIT, affiliated with Visvesvaraya Technological University, Belagavi, exemplifies holistic education and societal impact. The institute implements the CBCS (Choice Based Credit System) under the university, focusing on a student-centered approach across its seven undergraduate programs. The curriculum integrates essential topics such as professional ethics and gender equity through hands-on learning experiences, emphasizing the comprehensive development of students in academic, social, and emotional spheres.

The institute fosters a supportive atmosphere for both teaching and non-teaching staff. Prioritizing women's safety, the campus has established initiatives like an internal complaints committee, CCTV monitoring, napkin vending machines, incinerators, and complaint boxes. Additionally, CBIT provides financial support to faculty for participating in workshops, FDPs, and conferences, nurturing a robust research and innovation culture.

Equipped with advanced digital teaching tools, including smart classrooms, overhead projectors, internet access, and Wi-Fi, CBIT enhances its ICT-based teaching methodologies. The institution's strong governance, leadership, administration, and participatory decision-making significantly elevate the quality of education. CBIT's best practices and distinctive features further solidify its reputation, ensuring the holistic growth of students and faculty to meet societal needs.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :36</p> <p>Remark : DVV has considered the supporting document and made changes accordingly</p>																				
1.2.2	<p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>718</td> <td>646</td> <td>616</td> <td>525</td> <td>746</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>347</td> <td>568</td> <td>529</td> <td>374</td> <td>746</td> </tr> </tbody> </table> <p>Remark : DVV has considered the supporting document and made changes accordingly</p>	2023-24	2022-23	2021-22	2020-21	2019-20	718	646	616	525	746	2023-24	2022-23	2021-22	2020-21	2019-20	347	568	529	374	746
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1.4.1	<p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : DVV has made changes as per the report shared by the HEI</p>																				
3.1.1	<p><b><i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</i></b></p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20															
2023-24	2022-23	2021-22	2020-21	2019-20																	



0.05	0.23	0.38	0.12	20.565
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Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : DVV has made changes as per the report shared by the HEI

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
15	08	07	02	11

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
11	06	07	0	07

Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
13	9	6	9	14

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
05	09	05	06	01

Remark : DVV has considered the supporting document and made changes accordingly

**3.4.3** *Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
25	15	02	01	00

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
18	10	01	00	00

Remark : DVV has considered the supporting document and made changes accordingly

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

Answer before DVV Verification :

Answer After DVV Verification :15

Remark : DVV has considered the supporting document and made changes accordingly

**5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years**

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
2	1	1	3	2

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	0	1	1

Remark : DVV has considered the supporting document and made changes accordingly

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

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

***the last five years***

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
5	5	5	2	5

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
3	3	3	1	4

Remark : DVV has considered the supporting document and made changes accordingly

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
42	52	36	33	44

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
19	28	0	0	0

Remark : DVV has considered the supporting document and made changes accordingly and has taken into consideration only those students to whom assistance of 2000 or more has been provided.

**2.Extended Profile Deviations****Extended Profile Deviations**

No Deviations