



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

MAHAGURU INSTITUTE OF TECHNOLOGY

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mahaguru Institute of Technology is a new generation engineering college promoted by Sree Gurudeva Charitable and Educational Trust. The Trust comprises a group of entrepreneurs and philanthropists committed to social development through education of global standards follows ideology of Sree Narayanana Guru. The college has been approved by AICTE, affiliated to the University of Kerala (2014-2018 batch) and KTU (2015 admission onwards) and recognized by the Government of Kerala. The commitment of the College for academics and discipline has made this institution one of the best in the vicinity. The motto of the college is: ***Discipline, Dedication and Determination***. The college is located in Alappuzha district of Kerala. To be exact, the college is situated at Kattachira, Pallickal PO, Mavelikkara, which is just seven kilometers away from Kayamkulam Railway station. It is well connected through road transport too. MIT offers 7 Undergraduate(B.Tech) programmes namely Mechanical Engineering, Civil Engineering, Computer Science & Engineering, Computer Science & Engineering (Data Science), Artificial Intelligence and Machine Learning, Electrical & Electronics Engineering and Electronics & Communication Engineering and 3 Post graduate(M.Tech) programmes in Machine Design, Structural Engg and Constrction Management and Signal Processing. The institution is situated in a lush green campus with a state-of-the-art library, seminar halls, cafeteria, sports and fitness centers. Many ***of our faculty members hold/pursuing*** doctoral degree and we also foster research, development and entrepreneurship skills. Students are provided with ample opportunities to take part in various cultural activities, sports and games, seminars, workshops and symposia, helping them develop their interpersonal skills. The serene campus and lush green premises creates a perfect ambience for academics.

Vision

To become a globally recognized centre of excellence for Science, Technology & Engineering education, committed to Quality teaching, Learning and Research which will promote Leadership, Job creation, Social commitment and Service to nation building.

Mission

- To create and disseminate knowledge in recent technologies and drive economic development.
- To provide a world-class environment for faculty and students to prepare them for addressing the Engineering challenges and opportunities.
- Aims to transform the learners into efficient engineers and facilitate socially responsive Research, Innovation and Entrepreneurship.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Dedicated and qualified faculty members are the backbone of this institution.

- State of the art library facilities is what makes our institution more resourceful in terms of academics.
- We provide in house hostels facility for boys, girls and staff.
- 11.9 acre campus with state-of-the-art infrastructure is the key highlight of college.
- Well equipped labs with latest technology and timely up gradation helps in providing practical knowledge to students.
- We provide Wi-Fi campus.
- We have a serene campus that promotes good academic atmosphere.
- Language lab facility for improving communication.
- The college has meritorious students with University ranks.
- IEDC and IIC to promote creativity and entrepreneurship skills among students.
- Effective Placement Cell helps in placing students in reputed organizations.
- Transport facilities are provided to students and free for staff.
- The college's NSS unit has been highly active and enthusiastic volunteers in initiatives like donations of blood, environmental protection & conservation programs, awareness surveys, etc.
- Employee Welfare Measures and Support Mechanisms are creditable.
- An active NPTEL Chapter to promote e-learning.
- Actively functioning student chapters of professional associations like IEEE, CSI, ISTE, SAE etc. which support industry linkages and networking.
- Scope for all-round development with room for sports and cultural activities.
- Cordial relationship between staff and management establishing a good work culture.
- Effective mentor-mentee system.
- Attractive scholarships for meritorious students.
- Organizing International Conferences and FDPs periodically

Institutional Weakness

- College is located in a remote area.
- Many students lack proper communication skills particularly in English language.
- Low student's enrollment in few departments is a concern
- Less number of students preferring campus accommodation and commuting daily, causes difficulty in value added programs
- Lack of sponsored research projects and patents.

Institutional Opportunity

- The institution can look forward for tie ups with nearby industries for providing students with good placement opportunities.
- Alumni students pursuing successful careers can be approached for interactive sessions as well as for creating a link with the industries.
- Faculty and students can be encouraged to strengthen their publications and R&D activities.
- IEDC and IIC can encourage students to become entrepreneurs and more startups can be evolved.
- Collaborations with the industry to provide hands-on training to students and live projects.

Institutional Challenge

- Securing 100 % result.
- Enhancing the communication and employability skills of the student has become a major challenge in the present day industry requirement
- Sustaining the current geographical diversity of student population given the location of the institution in a rural region
- Balancing the need to serve the requirements of the local rural community with the need to train students to compete nationally and globally
- Students are declining to take admission in core branches of Engineering.
- Slow learners prefer college transfer to private universities

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

MIT is affiliated to Kerala Technological University and meticulously follows the curriculum designed by the university. The college ensures effective curriculum implementation through strategically thought out procedures and practices. The academic calendar is created in accordance with the university academic calendar serves as the foundation for curriculum preparation. The academic calendar lists all of the co-curricular and academic events for the year. The academic schedule of the college is well planned before the commencement of every semester taking in to consideration the possible number of working days and holidays including weekends, national and local. Continuous internal evaluation (CIE) at the college is to ensure that the programme is delivered effectively. Two internal exams as well as two assignments, seminar, project, and viva are part of the CIE process.

Learners have the privilege to select their electives as per their area of interest. Extra courses, Massive open online courses and add on-certificate courses that support learners' skills are promoted within the campus. Coordinators and mentors expert in the respective fields offer guidelines to them. Faculty members are meticulously assigned after considering their experience and expertise in the field for the learners to receive optimum results for the time they spent for their academics. Through NPTEL, MOOC, and Coursera, the students have several chances to study online courses. During the assessment period, NSS unit of the college are actively engaged in various community engagements during flood and COVID-19. The Institution has provided 31 Add on-Certificate Courses to students for developing skills to bridge the gaps in the syllabus About 70% of students participated in these Certificate courses.

The institution organizes numerous events in the cross-cutting topics related to professional ethics, gender, human values, environment, and sustainability into the curriculum. Learners are made autonomous by providing an enriching learning ambience. ICC of the institution facilitates the emancipation and protection for women, in turn burgeons the values of gender neutrality. The college has a well structured feedback system for the improvement of academic functionalities Effective feedback system helps to analyse and improvise the performance of the institution.

Teaching-learning and Evaluation

Student's enrollment process in the institute is as per prescribed norms. Also full time teacher norms are

followed regularly. Institute maintains the desired student teacher ratio. Our institution considers gender equity and admission opportunities are given to differentially – abled students. The institute focuses on the student-centric methods to enhance lifelong learning skills of students. Faculty members ensure that the learning activity is more interactive and interesting by adopting the various new teaching pedagogy like Experiential Learning, Participatory Learning, Problem-solving methods etc. Institution conducts bridge programs for the students after admission. Based on the marks obtained in the previous exams and participation in the learning process, the students are categorized into advanced and slow learners. The advanced learners are encouraged to participate in Hackathons/ Design/ Coding contests etc. As on date, no students from differently abled category registered in the Institution. All the faculty members use ICT for an effective teaching-learning process.

Class Committee meetings are conducted thrice during the semester. The chairperson of the committee communicates the rules and regulations of the department, examination procedure, discusses the syllabus completion and collects feedback on academic and administrative difficulties faced by the students. Based on the feedback, appropriate remedial measures are put into practice to improve the performance of the students. The major decisions/ improvements done based on the feedback received are communicated to the students. Performance of students evaluated using various assessment tools. After Examination and result declaration, in case of any grievance, students approach the institute's exam section for solution. Attainment of Programme Outcomes and Course Outcomes are evaluated by the institution and teaching pedagogy is modified as and when required. Interactive instructional techniques like group discussions, debates, projects, presentations, experiments, practicum, internship and application of ICT resources are inculcated to the students. Innovative techniques are used for betterment and carrier pursuit of the students.

Research, Innovations and Extension

Faculty members and UG/ PG students are provided with adequate resources to pursue research in their respective field of interest. Students are encouraged to take up research projects under the supervision of the faculty members. The faculty members pursuing research are encouraged by providing them the required equipments, books, leave for research work, financial assistance for conferences / journals, e-resources, computer facilities, Wi-Fi etc. Students submitted their project proposals to Centre for Engineering & Research Development (CERD) –Student project scheme of APJ Abdul Kalam Technological University (KTU). In addition, students are motivated to undertake industrial projects, product development, etc. IEDC and IIC stimulate the students to submit their project proposals for the idea pitching competitions, and students have won many prizes in these competitions. Through the various professional bodies of the institution, programs on entrepreneurship development and Intellectual Property Rights (IPR) are being organized. MoUs are signed with various organizations and industries to enable students and faculty to upgrade their skillset. Faculty members have published papers in reputed journals with SCI, SCIE, and Scopus indexing. Few faculty members have authored book chapters and published books related to the curriculum of the University, the latest trends in their discipline, and interdisciplinary and general textbooks. Students and faculty are enthused to publish patents. To serve society, MIT organizes various outreach programs and activities in association with the NSS unit of the college, Eco Club, nature club, etc. Days of national and international importance are celebrated by organizing various programs, including World AIDS day, Mother's Day, Women's Day, Environment Day, National Energy Conservation Day, World Laughter Day, etc.

Infrastructure and Learning Resources

MIT has adequate facilities to maintain the quality of academic and other programs on the campus. Learning resources like the library, laboratory facilities, smart classrooms, seminar halls, video conferencing facilities, and language labs are available to serve the student community. Our library collectively supports teaching-learning process with its vast collection of books, journals and its functions are automated on modern lines with all sophisticated devices. The college has developed a good IT infrastructure in order to promote a good teaching-learning atmosphere which includes the combination of hardware, software and network resources and services. The ICT facilities are adequately available in the institution for academic and administrative purposes. The college has sufficient number of computers with internet connections and the utility software's in different locations like office, laboratories, library, departments etc. The computer center in our college helps both the students and faculty members to utilize the internet facility as per their necessity and enrich their level of knowledge. The library is fully stocked with books and reference materials. It has access to online resources through DELNET, KNIMBUS and NDLI Club. LIMA is the ILMS used for library functions. Students are permitted to utilize the library beyond working hours and on Saturdays. Additional Skill Acquisition Programme (ASAP), an initiative of the Skill Development Ministry of Kerala, has sanctioned Rs. 30 Lakhs and sponsored a digital interactive hall to conduct student training classes. The IT infrastructure of our college helps to conduct online bank exams, GATE exams and other competitive exams. Our campus has multiple facilities to promote sports, games and cultural activities. Students can utilize the gymnasium, yoga facilities, etc., available inside the campus. All the infrastructure facilities and inventory stocks once procured and installed in the college are maintained in stock register kept in each department, lab and library. Thus all facilities are provided and measures are taken for the smooth functioning of the college. Good computing facilities are available, through which various government examinations such as NEET and JEE etc are being undertaken.

Student Support and Progression

MIT has always been a student-centric institution. The Institution offers scholarship and financial assistance to academically strong and economically weak students. The academic calendar proposed by the University is circulated among the students through various WhatsApp groups. Based on it, various departments plan their activities like association days, invited talks, technical events, etc. During these programs, students can interact with eminent professionals in several domains. The Training and Placement Cell of the college extends its service in the form of career guidance, resume building, soft skill training, technical training etc. It also supports campus recruitment in the form of pre-placement talk. Competitive exams are encouraged on campus. Library has materials for students who prepare for the competitive exams. Departments encourage students to participate in State, National and International level of curricular and co-curricular events.

The institution offers well - functioned language lab that facilitates students to practice the language via computer-based exercises and activities. The language lab software(English Cloud) provide a very different experience from the traditional system of teaching and learning English, offering more advanced features and functionalities. The various mechanisms like anti ragging cell, redressal committee, and prevention of sexual harassment cell and placement cell are put in place for student support. Girl students can address their grievances to the Women Grievance Cell (which also handles sexual harassment cases). Institution has an alumni association which meets every year. All the passed-out students are members of the alumni association. The institution promotes the participation of students in various sports and cultural events as it will help in the

upliftment of the overall student morale. The physical education department provides avenues for sports and games through gymnasiums, courts, and tracks. The NSS club of our institution motivate the students and staff to participate in the extension activities such as awareness rallies for Blood donation, Health camp and orphanage visits. Students actively participate in extension activities through NSS.

Governance, Leadership and Management

MIT is being run by a well-committed and organized management structure. Governing Body is the authority of the institution headed by the Chairman, assisted by Members of Gurudeva Charitable Trust, and Principal. The Management has constant touch with the Principal to maintain cordial rapport to discuss the infrastructural needs, development, institute perspective plans, administration and appointments. Management participates in the college functions viz., Graduation Day, College Day, Sports Day, Conferences etc. The Principal is the Academic and Administrative head of the college and responsible for the implementation of the Vision and Mission of the college. Heads of the various departments including office and library, assists the Principal in academic and non-academic activities and ensures smooth functioning of the institution. Various bodies/ cells/ committees are working effectively and regular meetings are called for the discussion and recorded. The administrative machinery is well-knit and decentralized to carry out the functions on its own. Institution has implemented e- governance in all the areas of administration. The examination cell is headed by the exam cell coordinator, who plans and executes the conduct of internal assessments, university end-semester examinations, etc. Institution has strategies for mobilization and optimal utilization of resources and funds.

At the department level, suggestions from the faculty are taken into account for academic and non-academic related aspects. Class and course committee meetings are conducted wherein student representatives can mark their suggestions for academic and non-academic matters. The Internal Quality Assurance Cell (IQAC) plays a proactive role in reviewing the current status and evolving the policies and suggestions to improve the quality of teaching and research. IQAC has been constituted as per the university's guidelines, and headed by Principal as the chairman. The institution accreditation processes, such as NAAC, NBA etc., lies under the perspective of IQAC. The Institution follows rigorous Quality Assurance processes that pave the way for ensuring academic excellence. The IQAC is responsible for the effective implementation of the Quality processes and also conducting quarterly meetings. IQAC conducts the Academic and Administrative Audit and based on the observation of the report, quality recommendation is given. IQAC has submitted the AQAR to the NAAC.

Institutional Values and Best Practices

To create awareness of gender equality, gender sensitization and awareness programmes have been conducted for the last 5 years. The institution has undertaken numerous safety and security measures in the campus. The Institution is under CCTV surveillance to ensure safety and security of the students. The Department has a faculty advisor system where 15-20 students are allocated to each faculty member for counseling and to improve the academic performance of the students. Institution has facilitated a solid, Liquid and e-waste management system to keep the campus green and hygienic. **Biogas plant** is installed on the campus as an alternative source of energy and LED bulbs are used as part of the energy conservation measures. For carbon neutrality, vehicle pooling is practiced. 90% of day-scholars are traveling by college buses. Paperless office and Plastic free campus is in practice. Institution has facilitated the differently abled students with ramps and rest-rooms. Institution has a handbook which contains the code of conduct for students, staff. These details are displayed on the website.

To maintain an eco-friendly campus, a thorough green audit has been conducted, overseen by an active Green Audit Committee. Student Induction Program are arranged to uphold and exemplify universal human values in students lives. Institution celebrates the national and religious festivals encouraging national integration and communal harmony respectively. Programs have been conducted to give awareness on fundamental duties and rights of Indian citizens. Human values and professional ethics are being taught to students as a course as per University curriculum. The NSS unit of the Institute endeavors to cultivate civic virtue among students, encouraging active participation in community service. To encourage technical skills and innovation, institute organizes HACKHATHON, where engineering undergraduates can showcase their talents and compete with others. The best practices of our college are -**Student Mentoring Programme and Student Counseling**. Over a period of time, due to such unique ways of functioning each institution develops distinct characteristic which becomes its recognizable attribute. The institutional distinctiveness is IEDC.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHAGURU INSTITUTE OF TECHNOLOGY
Address	KATTACHIRA, PALLICKAL P O,MAVELIKKARA, ALAPPUZHA
City	Mavelikkara
State	Kerala
Pin	690503
Website	www.mahagurutech.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	V. SURESH KUMAR	0479-2331392	9447673836	-	svnce@yahoo.in
Professor	MANJU J	0479-2331304	9995449854	-	viceprincipal@mah agurutech.ac.in

Status of the Institution	
Institution Status	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
Kerala	A.P.J. Abdul Kalam Technological University	View Document
Kerala	University of Kerala	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-06-2023	12	
AICTE	View Document	10-06-2023	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	KATTACHIRA, PALLICKAL P O,MAVELIKKARA, ALAPPUZHA	Rural	11.9	17570

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering,	48	HSC OR DIPLOMA	English	30	15
UG	BTech,Computer Science And Engineering,	48	HSC OR DIPLOMA	English	90	71
UG	BTech,Electrical And Electronics Engineering,	48	HSC OR DIPLOMA	English	30	0
UG	BTech,Electronics And Communication Engineering,	48	HSC OR DIPLOMA	English	30	8
UG	BTech,Mechanical Engineering,	48	HSC OR DIPLOMA	English	60	29
UG	BTech,Artificial Intelligence And Machine Learning,	48	HSC OR DIPLOMA	English	60	40
UG	BTech,Computer Science And Engineering Data Science,	48	HSC OR DIPLOMA	English	30	16
PG	Mtech,Civil Engineering, Structural Engineering And Construction Management	24	B.Tech	English	18	7
PG	Mtech,Electronics And Communication	24	B.Tech	English	9	1

	Engineering, Signal Processing					
PG	Mtech,Mech anical Engine ering,Machin e Design	24	B.Tech	English	9	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	5				7				0			
Recruited	3	1	0	4	2	3	0	5	17	37	0	54
Yet to Recruit	1				2				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						40
Recruited	13		27		0	40
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	9	3	0	12
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	1	0	2	3	0	0	0	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	17	37	0	54
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0		1		1

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	95	0	28	0	123
	Female	46	0	14	0	60
	Others	0	0	0	0	0
PG	Male	2	0	0	0	2
	Female	6	0	0	0	6
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		Year 1	Year 2	Year 3	Year 4	
SC	Male	0	3	2	3	
	Female	0	0	1	1	
	Others	0	0	0	0	
ST	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
OBC	Male	89	64	69	60	
	Female	51	31	27	31	
	Others	0	0	0	0	
General	Male	34	21	38	28	
	Female	12	16	12	11	
	Others	0	0	0	0	
Others	Male	2	1	1	3	
	Female	3	0	1	0	
	Others	0	0	0	0	
Total		191	136	151	137	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The vision of Mahaguru Institute of Technology (MIT), is to grow as a centre of learning and research, transforming students to professionals with interdisciplinary knowledge, to serve the society. MIT is affiliated to APJ Abdul Kalam Technological University, Thiruvananthapuram, and Kerala, where in academic programmes are redesigned to include Multidisciplinary/Interdisciplinary courses as electives and institute started offering these electives to students. For example, the students of EEE department are learning Soft computing, Computer organization and Materials systems. The curriculum itself contains Science and humanities courses like Engineering Communication, Professional ethics, Mathematics, Physics and Chemistry. The program also contains courses like Industrial economics. The institution offers flexible and innovative curricula as per the University curriculum and syllabus that includes credit-based courses and projects like “Sustainable development, Environmental Engineering, Human values” in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. As an affiliated institution of APJ Abdul Kalam Technological University, Honor and Minor programs are offered to equip students in multidisciplinary areas. Students are encouraged to do value added and add on courses on multidisciplinary/interdisciplinary areas. The institutional management always encourages Faculty members to plan and engage in more multidisciplinary research. The Institute is proactively working towards implementation of the suggestions given in the NEP Guidelines.</p>
2. Academic bank of credits (ABC):	<p>The University Grants Commission (UGC) recently announced the creation of an "Academic Bank of Credits" (ABC) in higher education as a new initiative resulting from the National Education Policy. Academic Bank of Credits is an integral part of National Education Policy. The ABC is a credit facility originally envisioned by the Government of India in the NEP 2020. The scheme has the provisions of creating a digital infrastructure that will store the academic credits earned by the students of various higher education institutions within the country. This policy is transforming India's</p>

	<p>education system by 2040. MIT is in the process of implementing the NEP and suitable action will follow. The college is affiliated with APJ Abdul Kalam Technological University, Thiruvananthapuram, and Kerala and follows curriculum stipulated by the university</p>
<p>3. Skill development:</p>	<p>MIT promotes skill development sessions and programmes as a capacity building measure.. Training in various disciplines of skill development includes soft skills, life skills, ICT skills, language skills, competitive training, and entrepreneurship, with the vision that the entire student community should be benefited. In order to achieve this, SDPK (Skill Development Platform Kerala) project, and Mahaguru Institute of Technology has partnered with KSITIL (Kerala IT Infrastructure Ltd.), which has installed a sophisticated laboratory with state-of-the-art communication and conferencing equipment from CISCO to pursue online skill development. This initiative assists a variety of government and non-government groups in delivering excellent online training. The initiative intends to improve the employability of the participants by raising their abilities to global standards, allowing them to pursue better opportunities in India and abroad. Furthermore, the college is part of the Additional Skill Acquisition Programme Kerala (ASAP), a government company dedicated to enhancing students' employability and assisting in their placement. ASAP acts as a bridge between industry and academia, providing demand-driven, industry-focused training. The college houses an Innovation and Entrepreneurship Development Centre (IEDC) and IIC (Institutions Innovation Cell) that encourages entrepreneurial ideas and project based learning, including collaborations with industry partners. The IEDC organizes seminars, workshops, and practical sessions across various disciplines to enhance students' skills. To bolster students' soft skills, the college offers classes in aptitude and communication skills as part of the regular curriculum. Additionally, seminars, webinars, and workshops on topics like computer programming, Artificial Intelligence, and the Internet of Things are conducted to improve employability. Students gain practical experience through internships, and they also take mandatory courses such as Life Skills, Professional Ethics, and the Constitution of India to</p>

	<p>instill values and positivity. The college maintains an active National Service Scheme (NSS) unit, allowing interested students to participate in social causes and earn activity points. Overall, these mechanisms ensure that students acquire both skills and values throughout their educational journey.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Integration of Indian knowledge systems, including Indian language and culture, is given importance in extracurricular domain. Events promoting Malayalam language are arranged annually. 'Kerala Piravi' Day is observed in the college. In order to promote /integrate the local language, art, and culture, it is the regular practice at MIT that all NSS activities conducted in nearby villages are compulsorily executed in local Malayalam language. A unique curriculum that offers credit-bearing courses like Environmental Engineering, Universal Human Values, Constitution of India, and Ethics is being offered to instill our Indian culture. MIT provides students with a great opportunity to showcase their talents in dance, music, art, elocution and mime. The fine arts group plans a variety of cultural events to help students unwind, have fun, and balance their free time. Women's Day is a significant day which is celebrated with cultural events. MIT observes all religious festivals with equal importance to promote national integrity and awareness of the national and regional languages and associated culture of India. To promote Indian culture, festivals such as Onam and Ethnic Day are celebrated in traditional ways. National memorial days like Constitution Day and Yoga Day are also observed. Teacher's day, Republic Day and Independence Day are few examples of celebrations where students are spoken to in their mother tongue.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>OBE emphasizes a student-centric teaching learning process in which course curriculum is structured to bring out the most tangible outcome. These outcomes are mapped to show whether all the courses attain the desired goals, aims, and objectives. MIT implementing OBE for all UG and PG programmes. Each course is designed with specific Course outcomes(COs).The Course Outcomes are assessed using variety of assessment methods such as, Continuous Evaluation Tests, End Semester Examination, Quiz, Assignment, Project, and Tutorials. Students are encouraged to carry out</p>

	<p>project work as interns in industry to meet NEP 2020. There shall be academic auditing at the stipulated intervals (minimum one per semester). The academic auditing shall be conducted jointly by an Internal Quality Assurance Cell (IQAC) within the MIT and external academic auditor(s) appointed by the University. Course Exit Surveys and Program Exit Surveys are conducted and used to evaluate the attainment of COs, POs, and PSOs. The Internal Quality Assurance Cell (IQAC) shall oversee and monitor all the academic activities including all internal evaluations and examinations to meet NEP 2020</p>
<p>6. Distance education/online education:</p>	<p>The college has successfully handled online classes ever since the Covid pandemic made it a necessity. Currently the offline classes are being augmented by online classes whenever the need arises. Extra classes and remedial classes are also provided to students in online mode. Students who do not have digital access are encouraged to use the college facility. In addition some faculty members are offering you tube video lectures on various relevant topics which can help students in getting more clarity on the topic. These videos are accessible by the general public also. As part of its initiative to implement an easily and universally accessible digital system for the staff and students, the college has collaborated with the APJ Technological University in offering access to the Knimbus digital library platform which is a powerful and user friendly digital library through which users can seamlessly access the digital resources anytime, anywhere and on any device. The college also provides an ICT enabled teaching/learning process where all class rooms are smart classes. MIT encourages the students and faculty members to register online courses offered by NPTEL and SWAYAM platforms which promotes the blended mode of learning and provide credit equivalence to the students and suitably recognize in the case of faculty members in their performance appraisal system. These efforts can be considered as the new normal, which is envisaged in New Education Policy as well.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. The college has an Electoral Literacy Club (ELC) functioning with active student participation. Activities are conducted to create awareness among the students on significance of becoming a registered voter and importance of voting</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 ELC has a staff coordinator and student Coordinators. All activities by the club are discussed and planned by the staff and student coordinators. The coordinators of ELCs have been appointed by the college, and they are; Student coordinators are: Mr. Ashwin R K and Ms. Poornima M P. Coordinating Faculty Member: Mr. Praveen Kumar P, Asst Professor, Department of Mechanical Engineering. The college is committed to the goal of transforming the students as responsible citizens of the nation who uphold social and ethical values and the ideals of integrity, fair play, equality and justice. To achieve this, the college has initiated various programmes that strengthen the culture of electoral participation among young and future voters. These activities are carried out in association with Young India Foundation, Nehru Yuva Kendra and National Service Scheme.</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>Awareness talks, programmes and competitions are organized. Students were encouraged to participate in Workshop on Voters enrollment organized by Young India Foundation. National Voters Day Pledge was taken by students of the college. The major activities of the Electoral Literacy Club are: Workshop on Voters Enrollment, District level Neighborhood youth Parliament, debates, quizzes, Voters Awareness class, Student Union Election. The College Union Elections are conducted as per the recommendations of the Kerala Technological University. The students get initiated into every stage of the election process as the voters of these elections. The exercise gives the students a firm grounding in the democratic values that free and fair elections engender.</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</p>	<p>Electoral Literacy awareness classes, Mock election processes, Mock Parliament sessions and Competitions, were conducted by the college during the period of Election. Awareness created through social media pages on significance of casting the</p>

<p>electoral processes, etc.</p>	<p>vote. The Electoral Literacy Club coordinates with the Local Self Government Department (LGSD) to create awareness on duty of a citizen to cast their votes. The NSS Volunteers of the institution have acted as electoral officers at the mock elections held for Kerala Legislative Assembly, Lok Sabha and Panchayath election. The ELC of the College gave awareness classes on elections and the electoral process. A demonstration of an electronic voting machine was used to explain the electoral process to the students.</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>Forty-one percentages of students above 18 years are yet to be enrolled as voters in the electoral roll. As a part of its mandate, the Electoral Literacy Club (ELC) in our college has been actively working to create awareness among students about the election process and its importance. The coordinators and members of the club have been conducting various events, workshops and seminars to educate students about the voting process, the significance of their vote. The National Voters Service Portal is a website provided by the Election Commission of India to provide citizens with information and services related to elections. The link of this portal is given on the college website for the convenience of students. The portal provides services such as online voter registration, correction of voter details and searching for the voter's name on the electoral roll. It also provides information on electoral laws, procedures and frequently asked questions. Students are encouraged to use the portal to ensure that their voter details are up to date and to make the electoral process more accessible and efficient.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
542	661	708	881	1216

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 125

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
63	61	64	85	80

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
152.25	175.29	135.67	301.54	527.21

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Mahaguru Institute of Technology (MIT), affiliated to APJ Abdul Kalam Technological University (KTU), diligently follows the regulations set by the University and explores its potential through well-structured OBE guidelines to ensure the effective implementation and delivery of curriculum.

Curriculum Delivery Planning at MIT is facilitated by various organizational hierarchies and measures, including academic committees such as Internal Quality Assurance Cell (IQAC), Department Advisory Committee (DAC), Department Quality Assurance Cell (DQAC), Program Assessment Committee (PAC), Course Assessment Committee (CAC), and the Academic Council. These bodies collaborate to plan curriculum delivery, propose strategies for enrichment, and oversee the course delivery process.

Academic Council of MIT delegates the responsibility to IQAC for formulating the Institutional calendar in alignment with the KTU calendar. This meticulously crafted academic calendar harmonizes academic pursuits with co-curricular and extra-curricular activities on a day-to-day basis, communicated through a detailed annual handbook. Furthermore, department-specific calendars are created, prominently exhibited on department notice boards, highlighting both academic and co-curricular engagements.

The Heads of the Department finalizes workload division and subject allocation based on the relative preferences of faculty members, taking into account their technical skills and their teaching experience.

Individual course plans at MIT are meticulously prepared and maintained by respective faculty members. These plans undergo verification and approval by the Head of the Department. The 'Course Diary' then disseminates individual course details.

Course diaries encompass the syllabus, CO-PO mapping, lesson plans, teaching methods, assessment plans, and details regarding student attendance. The delivery of the course are done as per the outlined lesson plan, with comprehensive records meticulously maintained in the course diary.

At the commencement of each semester, KTU releases an Academic Calendar for affiliated technical institutions. Based on this, an Institutional Calendar is drafted. This calendar aligns with the university schedule and outlines academic, co-curricular, and continuous internal evaluation activities. The internal assessment components, comprising series tests, laboratory assessments, project evaluations, seminars, assignments, and module-specific tests, ensure consistency, impartiality, and transparency.

During the Planning Phase of Internal Assessment Examination, the Continuous Internal Evaluation (CIE) schedule is synchronized with the KTU calendar. Advanced dissemination of expected dates

through institutional calendars allows adequate preparation. The Academic Council determines evaluative exam dates, communicated to faculty and students through notifications. Bloom's Taxonomy guides the creation of question papers, answer keys, and valuation schemes, ensuring comprehensive cognitive assessment. The internal audit cell, along with external audit by KTU, oversees the adherence to the academic calendar, including the execution of Continuous Internal Evaluation (CIE).

Execution of Internal Assessment Examinations involves strict identity verification and diligent invigilation. After series tests, faculty members receive answer sheets for evaluation, ensuring completion within seven days. Transparency is maintained through disclosed valuation schemes.

Results are entered into 'Zentapps,' accessible to students. Lab exams and project viva voce schedules are devised by the Head of the Department. Assignments, seminars, and projects are evenly distributed over the semester, with timely evaluations. 'Zentapps' facilitates computer-integrated report generation for internal assessment marks and attendance .

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

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: 14

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

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: 28.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
263	151	123	386	220

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Being an affiliated institution, Mahaguru Institute of Technology (MIT) aligns all its programs with the curriculum provided by the University (KTU). Syllabus for both undergraduate and postgraduate courses integrate cross-cutting issues such as professional Ethics, Gender, Human Values, Environment, and Sustainability as part of modules or standalone courses. The practical implementation of these principles is achieved through policy inclusion, co-curricular activities, and value-added programs. Mahaguru Institute of Technology prioritizes holistic student development, emphasizing values like compassion and commitment to self and society. Through various initiatives, students are encouraged to reduce stress, boost self-confidence, and develop leadership qualities.

Professional Ethics:

MIT integrates professional ethics into its curriculum through initiatives like NSS book donation, antinarcotics promotion, and Onam kit distribution. These activities cultivate social responsibility, empathy, and ethical behavior, preparing students for leadership roles with integrity and compassion in society. By engaging in these initiatives, students learn the importance of giving back, advocating against substance abuse, and supporting those in need, shaping them into ethical leaders committed to making a positive impact on their communities. Top of Form

Gender:

MIT's Women Cell and Internal Complaint Committee cell actively operate based on KTU, AICTE, and UGC norms. Female students and staff participate in self-defense training and wellness enhancement workshops. Furthermore, MIT incorporates gender-sensitive content across courses, highlighting diverse perspectives and challenging gender stereotypes. Gender awareness workshops and seminars are regularly organized to facilitate critical reflection and dialogue on gender roles and biases. Through these initiatives, MIT aims to empower students to become advocates for gender equality and contribute to creating a more inclusive and equitable society. Top of Form

Human Values:

MIT integrates human values into its curriculum through service learning programs like blood donation camps, AIDS awareness classes, and community clean-up activities such as bus stand and beach cleaning. Additionally, by celebrating days of national importance like World Water Day and Heritage Day, MIT imparts value education, educating students about societal significance. These initiatives instill values of compassion, empathy, and civic duty, fostering a sense of responsibility towards humanity and heritage, and preparing students to become conscientious global citizens committed to positive societal change.

Top of Form

Environment and Sustainability:

MIT integrates environmental consciousness and sustainability principles into its curriculum. The Eco Club organizes activities to raise awareness and promote sustainable practices among students. MIT conducts green audits, energy audits, and environment audits through external agencies to assess its environmental impact and identify areas for improvement. Through these initiatives, MIT instills environmental responsibility in its students, preparing them to address environmental challenges and contribute to building a sustainable future. MIT's Eco Club raises awareness among students regarding habitat preservation, planting, and maintaining gardens.

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

1.3.2

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

Response: 54.24

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

Response: 294

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1**

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

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 40.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
144	164	156	114	206

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
336	336	306	435	534

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: 48.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	78	75	64	113

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

2022-23	2021-22	2020-21	2019-20	2018-19
135	135	122	174	213

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
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)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 8.6

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:

The institution has a student-centered learning environment and innovative teaching-learning methodologies adopted by faculty members to enhance the learning experiences. The learning is made student centric by the following strategies.

Experiential Learning

- Workshops in relevant fields are provided which will help the students to gain practical knowledge through experimentation.
- The talks by both academic and industrial experts are arranged for students so as to update their knowledge and to bridge the gap between the industry and academia.
- Internships, projects guided by the faculty are implemented by the students which will help them in experiential learning.

Participative Learning

- Students are encouraged to involve in various certification courses thereby facilitating independent learning.
- The career guidance programs are provided by the Placement Department Cell to enhance the overall personality development of students.
- Students are also encouraged to undergo industrial visit / internship.
- Seminar Presentation – Students develop technical skills while presenting papers in seminars.
- Presentation and publishing of papers in conferences and journals
- Annual cultural program – This is organized every year for the students of the college to give a vent to their creativity.

Problem solving methodologies

- Debates and seminars
- Group discussions
- Interactive quizzes
- Aptitude training and logical reasoning training are provided to the students so as to improve their aptitude and reasoning skills and also as a part of placement training.
- Students are encouraged to improve their problem-solving skills by participating in project contests, Hackathons and coding competitions.
- Case Study Analysis and Discussion.

ICT- enabled tools including online resources for effective teaching and learning process

- The faculty members are using the ICT enabled learning tools such as PPTs, Video lectures, YouTube Videos and other online e- sources to expose the students for advanced knowledge and

practical learning.

- Commonly used ICT tools in the institution are Personal Computers, Tablets, LCD Projectors, Audio-visual aids, various online platforms like Zoom, Google classrooms etc. along with various softwares and e-resources.
- The college has provided internet and Wi-Fi facility upto 330 Mbps internet band width for students and faculty.
- The Institution has facilities for conducting online classes/ online exams to enhance teaching-learning process.
- The library subscribes to a number of national and international journals. Library also subscribed to e-journals of Delnet, NDLI, Elsevier Science Direct Journals access provided by GIST through Knimbus platform. The members of MIT library can make use of the computer in the library having OPAC (Open Public Access Catalogue)
- Teachers and students can access various online e-resources including NPTEL SWAYAM programs.
- The Institution provides online data storage and facilitation of Academic data through LMS software SEED-MIS (ZENTAPPS).

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
63	61	64	85	79

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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: 8.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	5	7	6

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.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

- The academic calendar published at the beginning of every academic year will have the number of working days, holidays, dates for internal examinations, assignment submission etc.
- The time table for the Internal Assessment exam will be announced in the notice board well in advance to the commencement of the exam.
- The course faculty sets two sets of question papers for the Internal Assessment.
- The Stream coordinator along with panel members ensures questions are based on various RBT levels and are mapped to the Course Outcomes (COs). Using the Scrutiny form circulated by the IQAC, the stream panel assess the question paper quality. The Exam Cell finally selects one question paper from the two sets.
- The answer sheets of internal examination are valued by the faculty members under the supervision of exam cell
- The consolidated mark report of the internal examination is prepared by the concerned department. The mark report is published in the notice board and student grievances if any are addressed.
- The result is analyzed by the HOD and then the Principal. The marks are intimated to the parents through the progress report.
- For assessment of seminars, summer internship and project, faculty coordinator prepares a schedule of presentation of students in slots in consultation with the HoD and is communicated to students. Students present their work or report to the coordinator via PPT mode and evaluated on the basis of various parameter set by respective coordinator.

College Level

- The internal examination answer sheets after valuation are distributed to the students by the corresponding faculty. The answer sheets are distributed within three days after the completion of internal examination.
- After the evaluation of Internal Assessment books, the faculty in charge of the course distributes the valued answer scripts during the class hours and the students can scrutinize their answer scripts in the presence of their teachers. It ensures transparency and reliability of the internal evaluation process.
- The answer sheets are verified by the students and the related grievances if any are reported to the concerned faculty.
- The faculty addresses the grievances personally and makes sure that the student is completely satisfied with the valuation.
- The unsolved grievances (if any) are reported to the Head of the Department and the Head of the Department make sure that they are solved immediately. If not resolved, the students can approach the institution's Grievance Redressal Committee.
- The final internal test marks are published on the Department notice board.

University Level

Students can express grievances by following the revaluation procedure:

- The Students KTU Grievances Portal deals with a variety of students complaints and grievances coming up for redressal
- If the students are not satisfied with the final marks published, they can directly apply for revaluation and photocopy of their answer sheets through their student portal.
- The revaluation fee is reimbursed by the University if there is an improvement in marks by 15%.

- A review system is also followed by the University after revaluation.

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

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:

- In any educational institution, the clarity and articulation of Programme Outcomes (POs) and Course Outcomes (COs) play a pivotal role in ensuring quality education. These outcomes serve as guiding principles that align the curriculum with the intended learning objectives and desired competencies for students. It is imperative for institutions to not only define these outcomes but also effectively communicate them to both faculty and students.
- The College developed its Programme Outcomes (POs) in line with its Vision, Mission, and Strategies outlined by the UGC, considering factors such as academic excellence, research capability, extension activities, human values, livelihood opportunities, and current job market trends.
- The Program Specific Outcomes (PSOs) are framed by the respective department through brainstorming in the Department.
- Course Outcomes (COs) have been formulated for all the UG programs as well as for PG programs.

The program outcome, program specific outcomes and course outcome for all programs are

communicated to teachers and students by the following ways:

- The program outcome and program specific outcome are displayed in the department staff room, classrooms and laboratories.
- Program outcome, program specific outcome, course outcome are displayed in the college website.
- Institution utilises the LMS platform to upload and share detailed information about POs and COs for each course. This digital repository allows students to access the outcomes anytime, anywhere, and facilitates seamless communication between faculty and students.
- Social media platforms like Whatsapp are used to to share regular updates and reminders about POs and COs. Institutions create dedicated groups or pages where students and faculty members can engage in discussions, ask questions, and share resources related to the learning outcomes.
- Conduct faculty mentoring and training sessions focused on integrating POs and COs into teaching practices and assessment strategies.
- Conducting orientation sessions at the beginning of each academic year or semester to familiarize students with the POs and COs of their respective programs and courses.
- Empower students to organize and lead workshops or presentations focused on discussing and understanding the POs and COs of their respective programs and courses.
- The program outcome, program specific outcome and course outcome are also communicated to the students in the beginning of a semester through the class committee meeting.
- Teachers who handle various courses explain course outcomes and relate course outcomes to POs and PSOs.
- COs delineate the specific learning objectives and outcomes associated with individual courses within a program. They provide a granular view of what students are expected to achieve at the end of each course.
- The internal questions papers are also set with COs and POs.
- Establishing mechanisms for collecting feedback from students regarding the alignment of teaching and assessment practices with the stated POs and COs.
- Every CO is mapped to one or more POs, and is measured at the end of the course. COs for a course is measured by the Evaluation Scheme, where the assessment tools are categorized into Direct and Indirect.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The program outcome, program specific outcome and course outcome are evaluated by the institution and steps are taken to improve the level of attainment.

- For Course outcomes

Direct Assessment

1. Series Tests
2. Assignments:
3. Tutorials:
4. University examination:

Indirect Assessment

- a) Course End survey
- The programme will have Course Outcome target attainment levels for all the courses. The target attainment levels will be set by considering the students previous course outcome attainments in the earlier semesters' courses Target levels vary from course to course.

- **Direct Attainment Level**

- University Attainment Levels are set as,
 - Attainment Level 3: 70% students scoring P grade and above
 - Attainment Level 2: 60% students scoring P grade and above
 - Attainment Level 1: 50% students scoring P grade and above
- Attainment levels for any theory exams, practical labs, projects, assignments, tutorials etc. conducted internally for the courses are set as,
 - Attainment Level 3: 70% students scoring more than 60% Marks. (will vary batchwise)
 - Attainment Level 2: 60% students scoring more than 60% Marks. (will vary batchwise)
 - Attainment Level 1: 50% students scoring more than 60% Marks. (will vary batchwise)

- **Indirect Attainment Level**

- Course End survey attainment level
- For the Indirect assessment, Student Course Exit Survey is considered. Here a 3-scale survey is conducted and is defined below.

3 : Extremely satisfied 2 : Satisfied 1 : Somewhat Satisfied

- The score of the scale is calculated by finding the percentage of the sum of students opted for each scale out of considering all students have opted 3.
 - Attainment Level 3: Percentage score calculated is above 70

- Attainment Level 2: Percentage score calculated is above 60
- Attainment Level 1: Percentage score calculated is above 50
- Attainment is measured in terms of actual percentage of students getting the set percentage of marks. If targets are achieved, then all the course outcomes are attained for that year. If targets are not achieved, then action plans are planned and executed to attain the target in subsequent years.

PO/PSO direct attainment calculations are based on the CO attainment of each course. Finally overall direct attainment of each PO/PSO is taken as the average value of PO/PSO attainment of all the courses. PO/PSO indirect attainment is calculated from Program exit survey, Alumni survey and Extra and co-curricular activities

- **Direct Assessment**

- At the end of every semester, the Course Outcome attainments for all the courses undergone by a particular batch of students will be calculated and is tabulated to analyse the contribution of those courses for the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) attainment. At the end of the programme, after all the courses are completed, PO and PSO attainment levels for a particular batch are obtained.

- **Indirect Assessment**

1. Programme Exit Survey

- An exit survey is conducted for students who have graduated out of the department for that year.

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

2.6.3

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

Response: 80.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
283	239	150	111	72

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

2022-23	2021-22	2020-21	2019-20	2018-19
364	250	165	172	112

File Description	Document
Institutional data in the prescribed format	View Document
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.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.97

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 12

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)

2022-23	2021-22	2020-21	2019-20	2018-19
12	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:

Mahaguru Institute of Technology is a hub of creativity, leading the way in technology advancements and sharing knowledge. The institute's core strength lies in the Indian Knowledge System (IKS), a special program that reflects its dedication to creating a vibrant intellectual atmosphere.

A crucial aspect of Mahaguru Institute of Technology's success in innovation is its focus on making everyone aware of intellectual property rights (IPR). Institution have worked hard to ensure that students and faculty understand the importance of protecting innovative ideas. The institute has an active IPR cell to safeguard intellectual property and has conducted various programs to raise awareness about respecting intellectual rights.

Understanding the significance of entrepreneurship in fostering innovation, Mahaguru Institute of Technology has set up a supportive Incubation Centre. This center acts as a nurturing space for aspiring

entrepreneurs, providing them with essential resources, mentorship, and facilities to turn their innovative ideas into successful ventures. The positive outcomes of this initiative are evident in the numerous startup success stories that have emerged from the Incubation Centre.

Mahaguru Institute of Technology takes pride in its accomplishments, as shown by its participation certificate in the National Institutional Ranking Framework (NIRF). This recognition highlights the institute's commitment to excellence in education and research. Additionally, the institute has consistently earned certificates for its Innovation and Incubation Council (IIC) rankings over the past five years, showcasing its ongoing efforts in cultivating an innovation-driven environment.

The institute's active Innovation and Entrepreneurship Development Cell (IEDC) plays a crucial role in knowledge and technology transfer. Through a variety of programs, Mahaguru Institute of Technology has successfully fostered a culture of innovation, inspiring students to explore their entrepreneurial potential. The institute has organized numerous entrepreneurship programs, offering a platform for students to connect with industry experts, mentors, and fellow innovators.

In summary, Mahaguru Institute of Technology has built an outstanding ecosystem for innovations by prioritizing the Indian Knowledge System, promoting IPR awareness, establishing an active IPR cell, and nurturing a thriving Incubation Centre. The institute's achievements, including certificates for the active IPR cell, consistent IIC rankings, NIRF participation, and a lively IEDC cell, showcase its unwavering dedication to cultivating a culture of innovation and entrepreneurship among its students.

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

3.2.2

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

Response: 42

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	14	3	2	2

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	1	1	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	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

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: 0.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	1	3	0	0

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

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:**

Over the past five years, Mahaguru Institute of Technology (MIT) has demonstrated a steadfast commitment to instilling a strong sense of social responsibility in its students through impactful extension activities. These initiatives not only seek to make a positive impact on the local community but also play a crucial role in sensitizing students to pressing social issues, contributing significantly to their holistic development.

A key avenue through which MIT channels its commitment to community service is the National Service Scheme (NSS) unit. Through this unit, MIT has conducted various extension activities that have left a lasting impact on the local community. One notable program is the SELF DEFENCE Training Program, empowering individuals with essential skills for personal safety, enhancing participants' confidence, and contributing to their overall well-being.

Recognizing the critical need for blood donation, MIT has organized multiple Blood Donation drives within the campus. These initiatives serve not only the immediate community but also contribute to the larger cause of saving lives. The institute has also undertaken the noble task of Books & Newspapers Collection, encouraging students to contribute to the promotion of education by making reading materials accessible to those in need.

MIT's commitment to social causes extends to the Challenge for Charity initiative, where students actively participate in fundraising events for various charitable causes. The institute has also engaged in Led Manufacturing & Distribution projects, providing sustainable lighting solutions to underprivileged communities.

Book Donation drives organized by MIT contribute to the establishment and enrichment of libraries in schools and communities, promoting literacy and access to educational resources. Lottery Stands for Handicapped Persons demonstrate the institute's inclusive approach, creating opportunities for differently-abled individuals.

MIT's dedication to social awareness is further evident in various classes and workshops conducted. Drug Awareness Classes, Introduction to the POSCO Act, AIDS Awareness Classes, and Covid Awareness initiatives highlight the institute's commitment to educating students and the community on critical health and social issues. Beyond these awareness programs, MIT actively engages with the community through Old Age Home Visits, offering companionship and support to the elderly. Career Guidance sessions empower individuals with knowledge and insights to make informed decisions about their future.

Vismayam Ee Prakrithipadangal, a unique initiative, involves sensitizing students to environmental issues, promoting sustainable practices, and encouraging a sense of responsibility towards nature. Digital Learning Classes, Mask Distribution, Paper Bag Day, and workshops on Waste Management underscore MIT's commitment to environmental sustainability and community well-being. In times of crisis, MIT has stepped up with initiatives like Food Kit Distribution to Flood-Hit Areas of Nilambur, Malappuram, showcasing the institute's responsiveness to the needs of the community. The Railway Station Cleaning initiative and the Sneehaveedu Project, aimed at providing shelter to the homeless during harsh weather conditions, further exemplify MIT's commitment to creating a positive impact on the neighbourhood community. In conclusion, MIT has not only positively impacted the neighbourhood community but has also sensitized its students to the pressing social issues of our time, preparing them to be responsible and socially conscious individuals

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

3.4.2

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

Response:

Mahaguru Institute of Technology (MIT) stands at the pinnacle of educational excellence, not only for its academic prowess but also for its exemplary contributions to community service and extension activities. The institute has garnered prestigious awards and recognitions from esteemed government and

government-recognized bodies, highlighting its profound impact on society through innovative initiatives.

MIT's commitment to innovation and community engagement is vividly acknowledged by the National Institutional Ranking Framework (NIRF), a flagship initiative of the Government of India. The institute proudly holds a participation certificate in the NIRF innovation ranking, a testament to its dedication to fostering a culture of innovation within its academic ecosystem. This recognition reinforces MIT's position as a trailblazer in incorporating cutting-edge practices and actively participating in initiatives that positively impact the community.

In addition to the NIRF recognition, MIT has consistently achieved remarkable success in securing ranking certificates from the Institution Innovation Council (IIC) for the past five consecutive years. The IIC, a government-recognized body, plays a pivotal role in promoting innovation and entrepreneurship within educational institutions. MIT's consistent presence on the IIC ranking list underscores the institute's enduring commitment to nurturing creativity, fostering innovation, and instilling an entrepreneurial spirit among its students and faculty.

The NIRF innovation ranking participation certificate and the consecutive IIC ranking certificates for the last five years collectively attest to MIT's unwavering dedication to extending its impact beyond conventional educational boundaries. These accolades acknowledge the institute's significant role in shaping a vibrant and socially responsible academic environment that goes beyond traditional learning.

MIT's recognition by government and government-recognized bodies is not merely a collection of certificates; it is a testament to the institute's proactive approach in addressing societal needs through innovative and community-driven endeavors. The awards signify MIT's standing as a hub of innovation, fostering an environment where students are inspired to think creatively, engage in meaningful extension activities, and contribute positively to the larger community.

In conclusion, Mahaguru Institute of Technology has not only received awards but has earned noteworthy respect and recognition from government and government-recognized bodies for its outstanding extension activities. The NIRF innovation ranking participation certificate and the consecutive IIC ranking certificates for the last five years underscore MIT's commitment to innovation, community service, and holistic education, further solidifying its position as a distinguished institution shaping future leaders and change-makers.

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

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: 44**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**

2022-23	2021-22	2020-21	2019-20	2018-19
10	18	6	10	0

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
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	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration**3.5.1**

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

Response: 25

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	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

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 institute provides sufficient amenities as per the norms of AICTE and Kerala Technological University. The institution is spread across 31 acres with abundant green landscape and a total built-up area for teaching and learning facility of 5420.56m² and is located in the Alappuzha District of Kerala which is easily accessible to the public through train and bus.

Academic Infrastructure:

Class Rooms/Tutorial Rooms/Seminar Hall: The institution has 34 class rooms with ICT enabled facilities and tutorial rooms for teaching and learning process, 3 seminar halls one which is SDPK hall with advanced technical facilities.

Laboratories: There are 31 Laboratories equipped with adequate numbers of equipment and machines.

Computing Equipment: The institution has 341 computers, 5 photocopiers, 33 printers, 8 scanners, 58 UPS and 50 numbers of CCTV cameras to facilitate computing and internet browsing and surveillance.

Library: The library having seating capacity of 160 students along with Wi-Fi facility. The library has been using management software 'LIMA'. The library owns a vast collection of 24,243 volumes along with 35 printed journals, DELNET, Knimbus and NDLI club membership.

Internet and Wi-Fi: The institution is completely enabled with Wi-Fi facility with internet speed of 330Mbps via FTTH and Leased Line.

Placement Facility: The institution has an active Training and Placement Cell, which is headed by a qualified and experienced Placement Officer.

Hostel: The institution provides hostel facilities for both girls and boys. There are 24x7 electricity & water, Wi-Fi, laundry facility, regular upkeep and cleaning, healthy food etc in the hostel.

Transportation Facility: The Institution provides transportation facilities for both students and staff.

Additional Facilities:

The institution provides diverse facilities to support academic and administrative activities:

Cultural Activities:

The college celebrates various festivals, including Onam and Christmas, with cultural programs organized by students. A room with an area of 800 sq. ft. is available for practice and performance of different cultural programs. College Day is conducted annually, providing a platform for students to showcase their talents and celebrate their achievements. Freshers' Day is also organized to welcome newcomers, and various quiz programs are conducted as part of departmental association activities.

Sports and Games Facilities:

The college provides access to outdoor sports like Volleyball, Cricket, and Football. In addition to these, indoor game facilities are available in the hostels, ensuring that students have opportunities for recreation regardless of the weather. The college maintains a well-stocked collection of sports equipment, which can be utilized during specified hours, usually one hour per week as per the timetable, and from 4.30 pm to 6 pm after class time.

Gymnasium and Yoga Center:

MIT recognizes the importance of physical fitness and mental well-being. To support this, a gymnasium with an area of 500 sq. ft. is available in the college's boys' hostel. For those interested in yoga, a dedicated room with an area of 500 sq. ft. is available for conducting yoga classes.

Auditorium: The institution has an auditorium with a seating capacity of about 350 and is functioned for college celebrations and other cultural events.

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

4.1.2

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

Response: 0.88

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2.05	2.89	1.89	0.21	4.37

File Description	Document
Institutional data in the prescribed format	View Document
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)	View Document

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:

Library is automated using Integrated Library Management System (ILMS). The library is an integral part of the academic ecosystem, fostering a culture of continuous learning and research. Our Institution is a central knowledge resource center that provides valuable resources for both students and faculty members in the field of Engineering and Technology from 9AM to 5PM. It is housed in the administrative block spanning 4 floors occupying a total area of 491 square meters. It has a seating capacity of 160 students along with Wi-Fi facility. To ensure security and to track entry and exit, the library maintains a register. This helps to monitor the movement of individuals within the library premises.

The library consists of:

- 24243 volumes (Total No. of Books)
- 6189 titles
- 750 Reference Books
- 323 e-books under DELNET
- 36 Print Journals
- 911 e- journals under DELNET
- 666 e- journals under (Science Direct) through knimbus

- 2358CD-ROMs

Collections are organized according to Dewey Decimal Classification Scheme and follows Open access policy. Library is manned by qualified professionals who are instrumental in organizing the library and in providing hassle free services to the users. They are:

1.Name of ILMS software: LIMA, library module of ZEED (Ver 2.0)

LIMA is the ILMS used for library functions. LIMA is the library module of ZEED (Ver 2.0), proprietary software offered by ZentApps, Trivandrum. Circulation, Cataloguing and Information Retrieval are automated through LIMA which works on Cloud. Serial control and acquisition are being incorporated in LIMA. In 2015, Libsys Software for Library automation was switched over to LIMA.

1.DELNET (Membership No. IM-3061)

2.APJ Abdul Kalam Technological University Digital Library: Knimbus provides one-click access to all the subscribed content and selected open access e-Resources.

3.The library has dedicated 20 terminals where users can access E-Journals and other online facilities like NPTEL, MOOCS, SWAYAM etc.

4.Library is automated and organized on modern lines. The facilities provided are:-

- Open Access to resources.
- Automated services.
- Scientifically organized collections.
- E-Bay with High speed Internet access on high end computers for e-reading.
- Web interfaced Online Public Access Catalogue (OPAC).
- Access to Electronic Information Sources (EIS).
- Copy/Scan/Print facilities.
- Competition corner to a equip students in Civil Services/Engineering Services Examinations.
- Reading facilities, guidance and delivery of services.

Resources in library are books, standards ,project Reports ,journals (National, International), scientific and News Magazines, news papers, e-Journals, e-Books , DELNET Consortium Resources, CD-ROM/DVDs. Centre collects information resources in various formats and media, mainly of print,

digital, CD-ROM, etc. Special collections on Kerala history, culture, language, spirituality and publications on the great saint Sri Narayana Guru are also available in the library. Reference section consists of 750 titles. Each book is assigned with a Call Number which consists of a Class Number and Book Number. The arrangement ensures that the subject books are shelved together with those on related subjects coming next to them.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Mahaguru Institute of Technology stands at the forefront of academic innovation, boasting a state of the IT infrastructure meticulously designed to meet the diverse needs of both students and faculty. Our commitment to providing a conducive learning environment is reflected in our advanced facilities, ensuring seamless connectivity, robust security, and access to cutting-edge technology.

Wi-Fi Network:

Our high-speed Wi-Fi network, powered by BSNL, is the foundation of our technological competence. Delivering data at a remarkable speed of 300 Mbps through its Fiber-to-the-Home (FTTH) connection, the network ensures seamless and high-speed connectivity for users. Meanwhile, the dedicated BSNL leased line offers a reliable and consistent data transfer rate of 30 Mbps, providing a stable and efficient online experience. Operating on a robust 1GHz network frequency, both connections showcase exceptional performance in meeting the demands of modern digital communication. Our wireless technology (802.11n) ensures a reliable and uninterrupted internet connection across the entire campus. This robust connectivity empowers students and faculty to engage in research, complete assignments, and participate in online learning without disruptions.

Network Security:

We strengthen our digital ecosystem with a strong defense system by utilizing an advanced Sophos (XGS 136 Model) firewall system. Ensuring the confidentiality and integrity of sensitive data within our network is our top priority, and this firewall is a steadfast defender. It guarantees the security of our

digital infrastructure by functioning as a strong barrier that wards off possible cyber attacks.

Computer Facilities:

To facilitate academic excellence, we offer an extensive range of IT resources, including 341 computers. These resources empower students to work on projects, conduct research, and complete assignments efficiently. Additionally, we provide 5 high-quality photocopy machines, 33 printers, 8 scanners and 58 UPS for academic and administrative purposes.

CCTV Surveillance:

Mahaguru Institute of Technology prioritizes the privacy of individuals on campus. The CCTV surveillance system is implemented in accordance with relevant privacy laws and guidelines, ensuring that surveillance are conducted responsibly and ethically, striking a balance between security and individual privacy. In our college, we have 50 CCTV cameras. As technology evolves, we remain committed to updating and enhancing our CCTV infrastructure to meet the ever-changing challenges of ensuring a secure educational environment.

Maintenance:

Our strong IT infrastructure at Mahaguru Institute of Technology is the back born of modern education. To uphold our commitment to providing students with the best resources and technology for an enriching learning experience in the digital age, we have implemented an efficient and systematic maintenance system for our IT facilities.

Prompt Servicing:

In the event of any technical concerns or issues, our dedicated IT support team is readily available to provide prompt servicing. Whether it's troubleshooting software glitches, resolving hardware malfunctions, or addressing network issues, our skilled technicians are equipped to deliver timely solutions.

Continuous Improvement:

We continually update our maintenance methods and implement new practices to stay up to date with technological breakthroughs and maintain our IT infrastructure at the forefront of innovation.

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

4.3.2

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

Response: 1.79**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 303

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

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: 5.55**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)**

2022-23	2021-22	2020-21	2019-20	2018-19
16.81	4.43	4.86	9.46	36.09

File Description	Document
Institutional data in the prescribed format	View Document
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)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 74.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
427	502	476	620	952

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)	View Document
Report with photographs on ICT/computing skills enhancement programs	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

5.1.3

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

Response: 44.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
107	185	353	386	754

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 40.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	50	72	52	57

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	87	100	132	284

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)	View Document
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)	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

5.2.2

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

Response: 2.57

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.)

2022-23	2021-22	2020-21	2019-20	2018-19
9	0	1	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	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 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: 3

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	0	0

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: 3.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	2	5	5	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

Name of Association : "Sri Vellappally Natesan College of Engineering Alumni Association" (SVNCEA)

Register Number : ALP/TC/611/2017

Address of the Association : Mahaguru Institute of Technology (Sri Vellappally Natesan College of Engineering), Building number: XI /25D, Kattachira, Pallickal P. O.,

Mavelikkara, Alappuzha District, 690503

The SVNCE Alumni Association, since its establishment in 2014 and formal registration in 2017, has been instrumental in nurturing the growth of our college and enriching the student experience. Its unwavering commitment has significantly contributed to creating a supportive and dynamic environment, fostering both academic excellence and personal development.

One of the cornerstone efforts of the Alumni Association has been in leveraging their job experience and professional connections to benefit students directly. This initiative has proven invaluable for those stepping into the competitive job market, providing them with insights, introductions, and real-world advice. The creation of a bridge to the professional world through these connections has led to numerous internships and job opportunities, fundamentally shaping students' career trajectories.

In the entrepreneurial sphere, alumni have taken a hands-on approach to guide and mentor budding entrepreneurs within the student body. Sharing their own entrepreneurial journeys, challenges, and successes, they have provided inspiration for students aspiring to venture into business. The Alumni Association has organized talks and seminars directly to the campus. These sessions have kept students informed of the latest trends, technologies, and necessary skills in their fields, ensuring they are well-prepared for the modern workforce.

Recognizing and motivating hard work and achievement, the association has instituted awards and financial support for deserving students. This recognition has not only alleviated some of the financial

burdens of higher education but has also served to encourage academic and extracurricular excellence. The association's involvement extends into direct support for student projects, providing guidance, resources, and sometimes mentorship. Moreover, the alumni's contributions to campus infrastructure have markedly improved the college's facilities. Notable projects include the development of a sports court and the donation of essential physical equipment such as chairs and furniture for placement rooms. Alumni consistently serve as a significant pillar for the entrepreneurship development cell (IEDC), as they furnish the framework for the selection process of our current students.

The Alumni Association has also demonstrated a profound commitment to social welfare and community service, especially highlighted by their active participation in the Covid vaccination drive. This endeavour underscores the alumni's broader sense of responsibility and dedication to community well-being. Furthermore, the association has provided comprehensive career guidance and placement support, organizing workshops and mock interviews.

The multifaceted contributions of the Alumni Association have touched every aspect of student life and institutional development. From facilitating career connections, guiding startups, and disseminating knowledge, to enhancing campus facilities and participating in social initiatives, the alumni have played a transformative role. Their efforts have not only enriched the immediate college experience for current students but have also laid a solid foundation for future generations, ensuring the institution's ongoing growth and adaptation in an ever-changing world.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The 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:

Response:

Mahaguru Institute of Technology's detailed approach integrates its vision and mission, aligns with national education policies, ensures sustained institutional growth, emphasizes decentralization, and encourages active participation in governance. This comprehensive strategy positions MIT as a forward-thinking institution, dedicated to excellence, innovation, and holistic education.

Vision and Mission of the Institution:

- **Vision:**
 - To become a globally recognized center of excellence for science, technology, and engineering education, committed to quality teaching, learning, and research which will promote leadership, job creation, social commitment, and service for the nation-building.
- **Mission:**
 - To create and disseminate knowledge in recent technologies and drive economic development.
 - To provide a world-class environment for faculty and students to prepare them for addressing the engineering challenges and opportunities.
 - Aims to transform the learners into efficient engineers and facilitate socially responsive research, innovation, and entrepreneurship.

National Education Policy (NEP):

- MIT actively aligns with the National Education Policy (NEP), focusing on holistic and multidisciplinary education. The institution offers a variety of co-curricular, extra-curricular, and entrepreneurship skill development opportunities. This approach ensures the all-round development of students, fostering a well-rounded and holistic educational experience.

Sustained Institutional Growth:

- MIT's commitment to sustained institutional growth is outlined in its short-term and long-term goals. Short-term objectives include achieving high rankings in the National Institutional Ranking Framework (NIRF) and Atal Ranking of Institutions on Innovation Achievements (ARIIA), improving infrastructure, obtaining an A+ grade in the National Assessment and Accreditation Council (NAAC), and securing accreditation from the National Board of Accreditation (NBA).

- Long-term goals encompass becoming center of excellence, curriculum enhancement, research and development initiatives, green and energy audits, and enhanced alumni engagement. These objectives demonstrate MIT's dedication to continuous improvement and long-term sustainability.

Decentralization and Governance Participation:

- MIT's governance structure emphasizes decentralization to ensure effective and inclusive decision-making. Various committees such as the Board of Governance, Academic Council, and Planning and Monitoring Committee play pivotal roles. Equal representation from teaching, non-teaching staff, and students in these committees fosters a culture of participation and inclusivity.
- Specific committees, including the Internal Complaint Committee, Anti-ragging Cell, and Student Grievance and Redressal Committee, further underline the institution's commitment to creating a safe and nurturing campus environment. These committees address various concerns and contribute to a supportive learning environment.

Institutional Perspective Plan:

- MIT's **short-term plan** involves achieving high rankings, improving infrastructure, MoUs and Collaborations with industries and other institutes, obtaining NBA accreditations for different courses, endowments and scholarships for students, Value-Added Courses and Add on Courses in the curriculum to enhance skills and knowledge of the students. These initiatives are essential for enhancing the institution's reputation, attracting talent, and ensuring quality education.

The **long-term plan** focuses on curriculum enhancement, research and development, green and energy audits, and enhanced alumni engagement. Curriculum improvement ensures that MIT remains at the forefront of academic advancements, while research and development initiatives contribute to innovation and technological progress. Green and energy audits underscore the institution's commitment to sustainability, and enhanced alumni engagement strengthens the ties between the institution and its graduates.

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

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:

Response: The Institute's quality policy is well conveyed from its vision and mission statements. Each process is regularly reviewed by a monitoring mechanism associated with each process.

1. **Policies:** The college's effective functioning is supported by distinct policies and guidelines, which are prominently displayed on its website. The Quality Policy is based on the Institution's Vision and Mission, guiding its standards and principles across various policies, from Administrative to Environmental.
2. **Administrative setup:** The administrative setup is organized according to an organogram that outlines the hierarchy and relationships between different roles and departments within the institution.
3. **Appointment and service rules:** The HR manual specifies that faculty and staff recruitment adhere to state government, affiliated university, and governing body regulations.
4. **Procedures:** In the HR manual, it's stated that the institution has set up clear and standardized procedures for handling daily operations and decision-making processes. Well-documented procedures remove confusion, minimize errors, and boost efficiency.

Strategic Plan Deployment:

Of the envisioned proposals in Strategic plan 2018-2023, the following are accomplished: -

- Implemented outcome-based education model for all academic programmes.
- Improved education by blending ICT into teaching and modernizing infrastructure with digital technologies.
- During the Covid-19 crisis, the institution successfully implemented an online teaching and learning system to ensure educational continuity.
- The college achieved its goal to expand academic offerings by introducing undergraduate programs
- Artificial Intelligence and Machine learning
- Computer Science and Engineering (Data science)
- The institution gained MoUs and Collaborations with industries and other institutes for research

purposes. Internship opportunities offered for exposure to industry.

- Faculty development programs were conducted to adopt new teaching methods and faculty were encouraged to attend workshops, seminars, and conferences.
- More endowments and scholarships instituted to motivate students in academics.
- Mentor-mentee system institutionalized to develop teacher-student bonding. Regular mentoring

sessions provided for the students who seek guidance in cognitive, social and emotional growth.

- Placement drives were arranged in the campus to give maximum possibilities of student employment in industry collaborations.
- Introduced Value-Added Courses and Add on Courses in the curriculum to enhance skills and knowledge of the students.
- Annual Academic and Administrative Audit conducted to confirm the appropriate functioning of

different bodies.

- Regular conduct of green audit and energy audit to keep track of the adequacy of resources, future requirements and required corrections.
- IEDC events were organized to develop self-capacitating skill sets of students.
- Applied innovative teaching learning methods such as Cooperative learning, Group discussions, Quiz, Seminars and Lab Demonstrations.
- Enhanced Alumni Interactions.
- Secured NBA accreditation for the Computer Science and Engineering.
- Each student in PG studies were attached to a faculty as a part of research, and their findings were published in journals and conference proceedings.
- Research projects were submitted to funding agencies.
- Enhanced the capabilities of the institution's library.
- Fostered a Plastic free , clean and environmentally friendly campus.

Hosted educational Seminars, FDPs and workshops for staff & student enrichment.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

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	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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:

Response: Mahaguru Institute of Technology (MIT), established in 2009 under the auspices of the Sree Gurudeva Charitable and Educational Trust, stands as a beacon of commitment to academic excellence and the holistic well-being of its faculty and staff. Recognizing the pivotal role played by its workforce, MIT has implemented an array of comprehensive welfare measures and career development initiatives. The institution's performance appraisal system is not merely a formality but a dynamic tool for fostering a culture of continuous improvement. Both teaching and non-teaching staff undergo regular assessments, providing constructive feedback, acknowledging achievements, and identifying areas for further growth. MIT believes in the adage that a thriving workforce contributes to a thriving institution.

In alignment with this philosophy, MIT has instituted a multitude of welfare measures to ensure the physical, mental, and financial well-being of its employees. The institution goes beyond the norm by providing life insurance for all MIT staffs and a provident scheme for non-teaching personnel, offering a sense of financial security. Free transportation services for all staff members, coupled with emergency medical aid from Saravana Hospital, exemplify MIT's dedication to the holistic health of its employees. Facilities to practice gym, meditation & yoga for the physical and mental wellness of the staffs are provided. Moreover, MIT has introduced several innovative initiatives for professional development of teaching and non-teaching staffs. Financial support is extended to faculties to attend conferences, workshops, and Faculty Development Programs (FDP), fostering continuous learning and skill enhancement. The institution encourages research initiatives, supporting staff in publishing papers and contributing to book chapters and writing text books. This commitment to research is augmented by increment systems based on performance indicators, serving as a tangible recognition of excellence.

In addition to these measures, MIT takes a step further by providing a free hostel facility for staff,

creating a sense of community and camaraderie. The institution values the importance of work-life balance and, therefore, grants duty leave for attending professional development programs and university valuation camps, emphasizing its commitment to continuous learning. The institute's management ensures that festivals are celebrated jointly, fostering a sense of inclusivity in the cosmopolitan atmosphere of the campus. MIT also conducts training programs to enhance the talents and multitasking abilities of teaching and non-teaching personnel, recognizing their pivotal role in the institution's success.

Mahaguru Institute of Technology's comprehensive approach to employee support goes beyond conventional measures, creating an environment where staff not only excel professionally but also lead fulfilling personal lives. The institution's multifaceted initiatives in welfare, career development, and performance appraisal collectively contribute to the growth and well-being of its invaluable workforce, embodying MIT's commitment to excellence and inclusivity.

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

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: 42.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	32	28	22	31

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

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: 14.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	30	10	8	10

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	24	25	24	27

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Response: Founded in 2009 and promoted by the Sree Gurudeva Charitable and Educational Trust, Mahaguru Institute of Technology (MIT) has been steadfast in its commitment to academic excellence and financial prudence. The institution's major source of income, derived from student tuition, is managed through a meticulous process ensuring strategic mobilization and optimal utilization of resources.

Mobilization of Funds:

MIT's fund mobilization involves collaborative efforts among various committees, including the Principal, Department Heads, Administrative, and Accounts Officer. Transparency and efficiency are paramount in financial matters. The institution's finance committee oversees the judicious utilization of funds for both recurring and non-recurring expenses. The purchase committee diligently evaluates quotations from vendors, ensuring that expenditures align with budgetary allocations.

Resource Mobilization Policy and Procedure:

Before each financial year commences, department heads, in consultation with the Principal, prepare and submit departmental budgets. These budgets, encompassing essential requirements such as lab upgrades, maintenance, furniture, and other developmental expenses, undergo scrutiny and approval by the Board of Governance. The institutional budget, including recurring expenses and other costs, is subjected to rigorous evaluation by Statutory Auditors annually, certifying the financial statements and ensuring credibility.

Optimal Utilization of Resources:

MIT's commitment to promoting research and development is evident in its provision of traveling grants for faculty members to attend national and international conferences. This demonstrates the institution's dedication to utilizing resources not only for academic operations but also for fostering research and professional development among its faculty.

Financial Monitoring Mechanism:

To ensure effective and efficient use of financial resources, MIT has established a robust financial monitoring mechanism. The institution maintains transparency through systematic record-keeping, including bills and vouchers. All significant transactions are conducted through the bank, and tenders and quotations are invited for major expenditures. This involves both external and internal audits. The internal auditing is performed by the internal auditing team appointed by the Principal. The external audit being regularly conducted by Mr. K.K. Padmanabha Pillai & Co FRN.2502S, a reputable firm in the field. The internal auditing team at MIT plays a pivotal role in financial monitoring. They conduct meetings twice in an academic year to evaluate income versus expenses, identifying any deviations. This proactive approach allows for the timely identification of gaps and facilitates the implementation of remedial measures. The team also suggests alternative sources of funding, ensuring the institution remains financially sound and sustainable.

Mahaguru Institute of Technology's strategic mobilization and optimal utilization of resources underscore its commitment to financial transparency, efficiency, and continuous improvement. These practices, coupled with the support of the Sree Gurudeva Charitable and Educational Trust and the reputable external auditor Mr. K.K. Padmanabha Pillai & Co FRN.2502S, contribute to the institution's financial stability and its ability to provide a conducive learning and research environment.

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

6.5 Internal Quality Assurance System**6.5.1**

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Response: Mahaguru Institute of Technology (MIT) is dedicated to maintaining and elevating the standards of education through the meticulous efforts of its Internal Quality Assurance Cell (IQAC).

Functioning as the driving force behind quality assurance, the IQAC at MIT has formulated comprehensive strategies and policies, fostering a culture of continuous improvement. The IQAC takes a proactive approach to quality assurance by formulating key policies such as the Quality Policy and the Policy on Continuous Improvement. These policies serve as guiding principles for maintaining high academic standards and ensuring a continuous focus on improvement across all facets of the institution. Under the umbrella of the IQAC, each department is fortified with committees such as the Departmental Quality Assurance Committee (DQAC), Departmental Advisory Committee (DAC), Program Advisory Committee (PAC), and Curriculum Advisory Committee (CAC). These committees work collaboratively to ensure the seamless functioning of the IQAC, conducting regular meetings and providing valuable insights to enhance the overall quality of education.

To maintain a robust quality assurance mechanism, the IQAC conducts internal audits twice in a semester. The audit process involves a meticulous examination of course files, functioning reports from various committees, and rigorous assessments of teaching-learning processes. This rigorous evaluation allows the IQAC to identify areas for improvement and implement corrective measures promptly. Recording incremental improvements is a hallmark of MIT's commitment to quality. Regular meetings are conducted by the IQAC to discuss progress, challenges, and opportunities for enhancement. The outcomes of these meetings are documented in Action Taken Reports (ATR), which serve as a roadmap to bridge any deviations from established standards. This systematic approach ensures a continuous upward trajectory in the institution's overall quality.

MIT recognizes the importance of stakeholder feedback in the quality assurance process. The IQAC actively evaluates feedback from various stakeholders, including students, parents, alumni, and employers. This comprehensive analysis allows MIT to understand the needs and expectations of its diverse stakeholders, enabling the institution to make informed decisions to improve the overall learning experience. The IQAC at Mahaguru Institute of Technology goes beyond ensuring academic excellence and quality teaching-learning processes; it actively promotes a culture of research and innovation. Faculties and students are encouraged to embark on research initiatives, contributing to the intellectual capital of the institution. Through platforms such as the Institution's Innovation Council (IIC), Innovation and Entrepreneurship Development Cell (IEDC), and collaborations with professional bodies, the IQAC nurtures a fertile ground for innovative ideas. These initiatives not only enhance the academic environment but also contribute to the development of startups within the MIT campus. By fostering an ecosystem that encourages creativity and entrepreneurship, the IQAC ensures that Mahaguru Institute of Technology remains at the forefront of research, innovation, and technological advancements.

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

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

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

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:

Gender equity is a fundamental human right and a necessary foundation for a peaceful, prosperous, and sustainable world. Recognizing its significance, Mahaguru Institute of technology have taken proactive measures to promote gender equity, dismantling barriers that impede the full participation of all individuals, regardless of gender. The institution has been at the forefront of developing comprehensive gender equity policies that outline clear objectives, strategies, and timelines. These policies are designed to eliminate discrimination, ensure equal opportunities, and promote a supportive environment.

Our institution is actively working to create gender-responsive educational systems. MIT is implementing measures to bridge gender gaps in the workforce. This includes promoting diversity in leadership positions, ensuring equal pay for equal work, and establishing flexible work arrangements. Institutions also address workplace harassment through robust policies and awareness campaigns, creating safer and more inclusive work environments. Our college is also actively involved in supporting women's empowerment through various programs which aim to empower women to break through traditional gender roles and contribute meaningfully to various sectors, fostering a more balanced and diverse workforce.

Our college has a well-established Women's Cell that provides support, information, and resources tailored to the needs of female students. These cells often offer counseling services, career guidance, and a platform for discussing gender-related issues.

The establishment of hostels within our college campus plays a pivotal role in promoting gender equity and fostering an inclusive environment. Beyond being a place of accommodation, hostels contribute significantly to breaking down traditional gender barriers, creating opportunities for holistic development, and addressing systemic inequalities.

Integrating gym facilities within college campuses for both men and women serves as a dynamic strategy for promoting gender equity and fostering a culture of wellness among students. Beyond the physical benefits, college gyms contribute significantly to breaking gender stereotypes, creating an inclusive environment, and promoting overall well-being.

Yoga practices held in college to promote gender equity. Yoga, with its holistic approach to physical and mental well-being, serves as a powerful tool for promoting gender equity in college settings. The integration of yoga practices within our institution goes beyond the physical benefits, creating an inclusive space that transcends gender norms and promotes overall wellness. Th

Ensuring the safety and security of individuals within our college is paramount, and it plays a crucial role in promoting gender equity. Implementing robust security measures, including the installation of CCTV cameras at various locations, creates an environment where all students, irrespective of gender, can feel secure and thrive without fear. Forefront of developing comprehensive gender equity policies that

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

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

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

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

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

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:

Mahaguru Institute of Technology (MIT) is actively engaged in a range of initiatives, including the celebration of days dedicated to eminent personalities, national festivals, NSS, and various other activities. These efforts aim to foster an inclusive environment, bringing together students and teachers from diverse backgrounds onto a common platform. These functions play a crucial role in nurturing tolerance and harmony, not only towards cultural, regional, and linguistic diversities but also addressing communal, social-economic, and other variations.

To instill a sense of constitutional values and professional ethics, MIT has made the study of the Constitution of India mandatory for all students across disciplines at the undergraduate level. Additionally, an annual convocation ceremony is held, featuring an address that inspires and motivates students for their future journeys.

Independence Day is celebrated passionately at the college, with participation from teaching, non-teaching staff, and students, who actively contribute to the national cause. The day includes impactful speeches.

During Onam festivities, MIT organizes diverse initiatives such as book donation and Payasam distribution. Onam kits are distributed to MIT workers, and food packets are provided to patients and bystanders at Kayamkulam General Hospital on Thiruvonam day. Notably, a webinar on preventing Rabies is also conducted.

In an effort to raise awareness of the Constitution of India's framework, Mahaguru Institute of Technology has integrated its study as a mandatory subject across all engineering disciplines at the undergraduate level. MIT hosts student-centric activities like paper, poster, and essay competitions, showcased at events such as the annual Synergy event, encouraging extensive student participation and promoting awareness of various aspects of Indian citizenship.

Faculties across departments at MIT organize academic and co-curricular activities to propagate the Fundamental Duties and Rights of Indian citizens. Students actively participate in various programs, including poster-making competitions.

Furthermore, Mahaguru Institute of Technology (MIT) has taken a proactive step in fostering social responsibility by establishing a dedicated National Service Scheme (NSS) unit. This initiative is designed to inspire and encourage students to actively contribute to societal welfare. The NSS unit at MIT organizes various impactful activities, including legal aid and awareness camps, to address pertinent issues within the community. These initiatives play a crucial role in promoting legal literacy and addressing the needs of those who may require legal assistance.

In a commendable effort to support individuals with disabilities, MIT goes beyond the conventional and provides lottery stands to handicapped individuals. This initiative not only empowers individuals with disabilities by offering them opportunities for economic independence but also exemplifies MIT's commitment to inclusivity and equal access.

This inclusive approach extends beyond the institution's immediate community involvement. MIT actively participates in and observes significant occasions such as Human Rights Day, National Civil Service Day, and World Consumer's Day. By doing so, MIT contributes to the broader conversation on human rights, civil service, and consumer rights, aligning its educational mission with the promotion of values that go beyond the confines of academic learning.

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

7.2 Best Practices

7.2.1

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

Response:

Student Mentoring Programme

- To counsel students and to interact with them for doubt clearance and problem solving
- To improve teacher-student relationship
- To guide students to choose right career paths for job, higher studies, entrepreneurship, etc
- To train students for improving their behavior and quality of life in the society.
- Context Immature students take own decisions.
- Mentorship programme of Mahaguru Institute of Technology guides and counsels the students in academic, non academic and personal matters to achieve their best in life
- The programme aims at addressing deficiencies of students in their attitudes, habits, and knowledge on learning process.

The role of the faculty as a mentor is one of nurturing and providing support a student during the transition period in academic, professional as well as personal augmentation. Skill based- mentoring is provided by assigned faculty to guide students to enroll for additional courses and help them to develop skills and behaviors necessary to succeed professionally.

An effective Student mentoring system (SMS) has already been implemented in our college.

- All the students of the college are coming under this system from the date of joining the college.
- Every student is assigned to a faculty member who continues to be the mentor (advisor) for that student till the completion of his/her program.
- Each staff is allocated with a maximum of 20 students under the mentoring system.
- Faculties will have a meeting with the students twice in a semester and their Academic progress and all their activities are discussed and noted in the register
- During mentoring session, issues or difficulties experienced by the mentees are recorded and necessary steps are taken to resolve the issues.
- Keeps the records of student's profile including their personal biodata, academic records, attendance report and other relevant details if any.
- Meet the students personally and tries to resolve their personal as well as academic issues.
- A daily attendance monitoring system is being followed in the Department and the continuous absence information will be discussed with the parent.
- Any discrepancies in the student behaviour like attendance etc will be discussed and counseled with care.
- In need of any further counseling they are directed to the professional counselor provided by the institution with the consent of Head of the Department.
- Recognizes and develops the skills / talents of the individual student.
- Individual results are analyzed after every publication of results and plans are taken to improve their academic records.
- The mentors will scrutinize case by case and suggest corrective measures.
- If necessary the committee will have discussions with the Parents and provide counselling

• Student Counselling

The objective of the counseling cell is to encourage the students to understand themselves and identify

the problems they face in their daily lives, which include personal, family-related, educational, social, and psychological issues that can be resolved by giving proper guidance, which helps to build self-confidence in them. Helping the students with academic difficulties such as slowness in understanding, poor academic and non-academic performance, concentration issues, etc.

- Ensures a confidential atmosphere in which the student can discuss any concerns they may have.
- Assist the students to identify their inner strengths and weaknesses, which enables their holistic development.
- Not only has that, the brilliant students been also to be guided to take part in various inter-collegiate and inter-university competitions.
- Students with broken families are being counseled to build positive relationships, attitudes, and behaviors.

The student counseling cell is headed by Dr. Dhanasree M. B., who has more than five years of experience in psychological counseling and has also been a Homoeopathic Physician for ten years.

A counseling session is organized once a week. The counseling sessions include supporting the emotional and professional growth of students, developing and monitoring counseling support programs, and providing educational and vocational guidance. Counselor can handle 5 to 10 students individually in a day, and a group of 60 to 70 students can be motivated by organizing student-friendly activities such as role play, singing, dancing, playing musical instruments, puzzle play, word games, and quizzes. Such activities will help to promote joy and happiness among students and also help to develop interpersonal relationships between them.

Students who underwent such counseling sessions were found to be relaxed and gained insight into their thoughts, feelings, and behaviors, leading to a greater understanding of themselves. They learn how to communicate more effectively with others, leading to better relationships. Also, help them identify and address problems in their lives, leading to better decision-making. These changes reflect on their academic performances too.

Those students who overreact to insignificant problems or get worried with anxiety, fear, and tension are counseled and helped to feel comfortable and calm. Health counseling is also included in this program. Students who underwent such counseling sessions were found to be relaxed and gained insight into their thoughts, feelings, and behaviors, leading to a greater understanding of themselves. They learn how to communicate more effectively with others, leading to better relationships. Also, help them identify and address problems in their lives, leading to better decision-making. These changes reflect on their academic performances too.

- The newly joined faculty members are not accustomed with the mentorship programme.
- Additional orientation course on mentorship to the new faculty.
- Lack of sufficient time for one-to-one student interaction.
- Appreciation of mentors through the annual faculty appraisal.
- Financial requirements to organize workshops by hiring experts on mentorship, organizational behavior and stress management on regular basis.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Introduction

Mahaguru Institute of Technology, affiliated with APJ Abdul Kalam Technological University, stands as a beacon of innovation and entrepreneurship in the educational landscape. With its robust ecosystem supporting creativity and entrepreneurial spirit, the institute distinguishes itself through various platforms and initiatives aimed at nurturing the talents of its students. Central to this ethos are the active Innovation and Entrepreneurship Development Cell (IEDC), the Institution's Innovation Council (IIC), and the Entrepreneurship Development (ED) Club. These entities collectively contribute to shaping a distinctive educational experience, empowering students to thrive in a rapidly evolving technological world.

Active IEDC Cell: Nurturing Innovation

The Innovation and Entrepreneurship Development Cell (IEDC) at Mahaguru Institute of Technology is a beacon of empowerment, fostering a culture of entrepreneurship among students. Through workshops, ideation camps, and startup mentoring, it nurtures innovative thinking. Each year, the cell organizes a myriad of distinctive programs designed to provide innovative support to students. These programs include Ideathons and Hackathons, where students collaborate to tackle real-world challenges through innovative solutions. Idea Pitching competitions provide a platform for students to showcase their entrepreneurial ideas and receive constructive feedback from experts.

Moreover, the IEDC facilitates student interactions and discussions through various channels such as technical talks, industrial visits, and expert sessions. These engagements not only enhance students' knowledge but also expose them to industry practices, fostering a practical understanding of their field. Additionally, the IEDC community within the college is one of the largest, with a substantial number of members actively participating in its initiatives, creating a vibrant culture of innovation.

Recently IEDC MIT hosted "Haxite"(International Hackathon) in collaboration with the Institution's Innovation Council (IIC), represented a significant milestone in fostering innovation and

entrepreneurship. Over 1200 participants from 12 countries, including the USA, Sweden, Saudi Arabia, Poland, and the Philippines, engaged in these 48-hour international event. For faculty comprehensive programs like the Five-Day Faculty Entrepreneurship Development Program (FEDP), exploring various entrepreneurial avenues has conducted.

IEDC/MIT has secured third position in the district-level idea submission in the Young Innovators Program. (YIP). Currently, it's in the final stages of mentoring five startup groups, reflecting its commitment to student success. Moreover, its forthcoming institutional entrepreneurial venture promises students an opportunity to earn while learning. With initiatives like "Earn & Learn from Classrooms," IEDC pioneers a transformative approach, enriching students' entrepreneurial journey with social and personal benefits.

Institution's Innovation Council (IIC): Driving Creativity

The Institution's Innovation Council (IIC) at Mahaguru Institute of Technology is dedicated to driving creativity and fostering an entrepreneurial mindset among students. Through its innovative initiatives, the IIC encourages students to think beyond conventional boundaries and explore novel ideas. Organizing workshops, seminars, and competitions, the IIC provides a platform for students to develop their innovative skills and transform ideas into viable projects.

The IIC also facilitates collaboration with industry experts and mentors, providing students with valuable guidance and mentorship in their entrepreneurial journey. By promoting a culture of innovation and creativity, the IIC empowers students to become agents of change and contribute meaningfully to society.

Entrepreneurship Development (ED) Club: Cultivating Entrepreneurs

The Entrepreneurship Development (ED) Club at Mahaguru Institute of Technology is instrumental in cultivating entrepreneurial spirit among students. Through a series of workshops, students are equipped with the necessary skills and knowledge to embark on entrepreneurial ventures. The club also organizes student meets and alumni talks, providing opportunities for networking and learning from successful entrepreneurs.

Furthermore, the ED Club actively encourages students to participate in a variety of innovative programs both within Kerala and outside the state. By facilitating exposure to diverse entrepreneurial ecosystems, the club broadens students' perspectives and equips them to navigate the complexities of the startup landscape.

Conclusion

Mahaguru Institute of Technology, under APJ Abdul Kalam Technological University, stands out for its commitment to fostering innovation and entrepreneurship among its students. Through the active engagement of platforms like the IEDC, IIC, and ED Club, the institute creates a conducive environment where creativity flourishes, and entrepreneurial aspirations are nurtured. By providing students with ample opportunities to ideate, innovate, and collaborate, Mahaguru Institute of Technology prepares them to become leaders and innovators in the ever-evolving technological landscape. With its distinctive approach to education, the institute continues to inspire and empower the next generation of innovators and entrepreneurs. Will work to promote innovation related activities on campus or as mandated in IIC council meeting. Will work to boost startup generation among students and related activities or as

mandated in IIC council meeting. Will work to arrange student internships in startups, so to expose them with startup ecosystem in India, real-life challenges in startup and their success stories or as mandated in IIC council meeting

To promote awareness about IPRs and conduct related activities on campus or as mandated in IIC council meeting. Will create and manage IIC page/account on Facebook, Twitter and YouTube and other relevant social media platforms. He / She will be responsible for posting all the relevant information about council meeting resolution and action plan, IIC activities and follow/tag MIC/IIC page and posts on these platforms. He/ She will also ensure that all students follow MIC/IIC page/account on social media to get first-hand information.

- He/ She will attend the council meeting on regular basis (quarterly).
- Technical Expert would play the role of mentor/guide to the institute students.
- He/ She will help in organizing institute level idea Competition/Hackathon by suggesting suitable problem statements or theme.
- He/ She will give his inputs in council meetings about the latest trends in technologies and feasibility of the idea/point discussed.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

- Department of CSE has been accredited with National Board of Accreditation from Academic year: 2023-24 to 2025-2026.
- Introduces B.Tech Programme in Data Science during the AY 2023-24.
- Has secured university ranks in B.Tech and M.Tech during AY 2022-23.
- IEDC MIT hosted “Haxite”(International Hackathon) in collaboration with the Institution's Innovation Council (IIC), represented a significant milestone in fostering innovation and entrepreneurship. Over 1200 participants from 12 countries, including the USA, Sweden, Saudi Arabia, Poland, and the Philippines, engaged in this 48-hour international event. IEDC/MIT has secured third position in the district-level idea submission in the Young Innovators Program (YIP).

Concluding Remarks :

The visionary patrons and management trustees of this institution, who are committed to the society, have taken firm steps in establishing an engineering college, MAHAGURU INSTITUTE OF TECHNOLOGY (formerly SVNCE) in year 2009. One of the ideals of Sree Narayana Guru, proclaimed as "Elevate by Knowledge" is the source of illumination and power that transforms and ennobles the individuals by envisaging education as the chief means of human progress. According to Guru, education should address the knowledge, skills, values, attitudes, aspirations and hopes of the members of the society.

Being an ideal platform to know how technologies, opportunities and best practices, MIT (formerly SVNCE) aspires to provide engineering education of an international standard of excellence to the students. MIT envisages a next generation institution, governed on modern lines with a system, consisting of board of directors, advisors, faculty, staff, student committees, advisory councils, etc. The core values of MIT align with the following.

Role on National Building and Development: MIT develops young professionals into morally pure, emotionally strong, and intellectually sophisticated Indian citizens apart from their regular academic and non-academic activities.

Platform of Global Competencies: By teaching students to be inventive, creative, and entrepreneurial in their thinking and to successfully navigate global difficulties, the school cultivates global capabilities in its students. Students' worldwide competencies are enhanced through partnerships and collaborations with academia, industry, IIC and IEDC.

Fostering Value System in Students – At MIT, extracurricular and curriculum-based interventions foster the development of a strong sense of human values. Students gain awareness and become better people through extension activities and community-based programs.

Promoting the innovation and Technology – As a technology institution with a strong social conscience, MIT provides real projects, hackathons, and ideaathons to students to help them create technological solutions for social problems. The organization also hosts programs for schools in remote areas to popularize technology.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :14</p> <p>Remark : DVV has made changes as per supportings shared by HEI and values have been downgraded as we have excluded courses conducted in regular curriculum as per below link https://www.mahagurutech.ac.in/naac.dvv/c1/1.2.1/Name_and_duration_of_the_program.pdf</p>																				
1.2.2	<p><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></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>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>449</td> <td>566</td> <td>517</td> <td>499</td> <td>601</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>263</td> <td>151</td> <td>123</td> <td>386</td> <td>220</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per supportings shared by HEI and values have been downgraded as we have excluded courses conducted in regular curriculum as per below link https://www.mahagurutech.ac.in/naac.dvv/c1/1.2.1/Name_and_duration_of_the_program.pdf</p>	2022-23	2021-22	2020-21	2019-20	2018-19	449	566	517	499	601	2022-23	2021-22	2020-21	2019-20	2018-19	263	151	123	386	220
2022-23	2021-22	2020-21	2019-20	2018-19																	
449	566	517	499	601																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
263	151	123	386	220																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 412</p> <p>Answer after DVV Verification: 294</p> <p>Remark : DVV has made necessary changes as per supporting documents shared by HEI and values have been downgraded based on completion certificate shared by HEI</p>																				
2.1.2	<p><i>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</i></p>																				

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
103	113	112	82	129

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
46	78	75	64	113

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
135	135	122	174	214

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
135	135	122	174	213

Remark : DVV has made necessary changes

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years**2.4.1.1. Number of sanctioned posts year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
65	63	65	86	81

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
63	61	64	85	79

Remark : DVV has made changes as per supporting documents shared by NEI and values have been downgraded as we have excluded physical education and director

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:

2022-23	2021-22	2020-21	2019-20	2018-19
37	10	4	2	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	14	3	2	2

Remark : DVV has made necessary changes as per supporting documents shared by HEI

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:

2022-23	2021-22	2020-21	2019-20	2018-19
31	3	6	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	1	1	0

Remark : DVV has made necessary changes as per per supportings shared by HEI and have consider Publication in the current UGC CARE with ISSN Number and has followed the calendar year JAN-DEC

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:

2022-23	2021-22	2020-21	2019-20	2018-19
10	18	7	10	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

10	18	6	10	0
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Remark : DVV has made changes as per supportings shared by HEI and values have been downgraded as we have excluded days celebration like Graduation Day, Yoga Day, Paper Bag day, Earth Day, Independence Day, Environmental Day and National Festivals like Onam

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

4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35.63	2.25	45.60	116.46	41.18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.05	2.89	1.89	0.21	4.37

Remark : DVV has made necessary changes as per audit report shared by HEI and has considered lab expenses, Computer expenses, Academic expenses as per SOP

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)**

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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
65.18	63.15	43.11	111.4	114.47

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16.81	4.43	4.86	9.46	36.09

Remark : DVV has made necessary changes as per audit report shared by HEI and has considered Repairs and Maintenance Expenses

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	18	5	21	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	2	5	5	0

Remark : DVV has made necessary changes as per supportings documents shared by HEI as per above link shared by DVV and events under nearby date has been counted as one

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
57	49	63	45	57

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	30	10	8	10

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	24	25	24	27

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	24	25	24	27

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as e have excluded MDP and FDP less than 5 days

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>65</td> <td>63</td> <td>65</td> <td>86</td> <td>81</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>63</td> <td>61</td> <td>64</td> <td>85</td> <td>80</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	65	63	65	86	81	2022-23	2021-22	2020-21	2019-20	2018-19	63	61	64	85	80
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65	63	65	86	81																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
63	61	64	85	80																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>383.83</td> <td>393.6</td> <td>418.42</td> <td>590.49</td> <td>606.68</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>152.25</td> <td>175.29</td> <td>135.67</td> <td>301.54</td> <td>527.21</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	383.83	393.6	418.42	590.49	606.68	2022-23	2021-22	2020-21	2019-20	2018-19	152.25	175.29	135.67	301.54	527.21
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