



# **SELF STUDY REPORT**

**FOR**

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

## **BANGALORE TECHNOLOGICAL INSTITUTE**

**SY NO.66,67, KODATHI VILLAGE, VARTHOOR HOBLI, BANGALORE EAST TQ,  
BANGALORE URBAN DISTRICT, BANGALORE, KARNATAKA 560035  
560035**

**[www.btibangalore.org](http://www.btibangalore.org)**

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Bangalore Technological Institute was established in 2010 by Aditya Educational Trust (Regd) and the trust is committed to give quality education to the society. The property spans 10 acres and is surrounded by a verdant landscape that is removed from the bustling city, making it an ideal place to acquire academic and technical abilities. The institution is an ISO 9001:2015 Certified Institute, Approved by AICTE-New Delhi, Affiliated to VTU-Belagavi and Recognized by Government of Karnataka. BTI offers 7 UG courses in Artificial Intelligence & Machine Learning, Civil Engineering, Computer Science & Engineering, Computer Engineering, Electronics & Communication Engineering, Mechanical Engineering and Robotics & Artificial Intelligence.

The institute offers up-to-date infrastructure, tech-savvy classrooms, a digital library and staff who are highly skilled and knowledgeable. Each department has highly qualified and experienced competent faculties. Every department is actively involved research works, extension activities; value added courses, workshops, conferences and seminars. BTI is continuously having interactions with industries with various MOU's and conduction of different training programs and activities. Keeping with the same spirit, the college provides the latest in technology tools and teaching aids that helps to deliver the courses creatively and effectively. There are plenty of opportunities to network with some of these technology companies, along with placements and campus hiring. The college is also committed to the overall personality development of students in order to make them responsible members of the society. By hosting talks by illustrious individuals, laws are made more understandable to girls. To provide students with a safe atmosphere, the institution has developed a grievance committee, an anti-ragging committee and an internal complaints committee. The campus is smoking and ragging free and has a friendly ambience where people from all culture and background can mingle freely. Placement and Training section organizes Aptitude, Communication, Soft skill, Technical and Programming courses in the emerging areas right from the first year. The alumni association is having a strong network with continuous coordination which is helping to act as mentors and inspire students into a lifelong quest for learning and applications. The college's aim is to help the youth to acquire the knowledge, skills and creative attitudes and values they need to contribute more effectively to the realization of a just secular and social ideal for our society.

### **Vision**

To evolve as a centre of excellence in academics, research and development to impact technological advancement to the society.

### **Mission**

To provide the young prospective engineers with an environment conducive for higher education and research. Our motto is to mould them as responsible citizens with an attitude to use their knowledge and scientific temper to uplift the downtrodden and improve the quality of life of fellow human beings.

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

### Institutional Strength

- Supportive management, committed faculty & staff and motivated students.
- Strong faculty qualification, talented and dedicated, knowledgeable and cooperative faculty, great collaboration and good communication among faculty.
- Good laboratory facilities
- Adequate and well maintained infrastructure for Curricular, Co-curricular and extracurricular activities.
- Well established Library with adequate books conforming to AICTE/UGC requirements.
- Well established Placement and training cell.

### Institutional Weakness

- Inadequate technical supporting staff in laboratories.
- Minimal R & D projects.
- Interactions with regional industry and corporations.
- Admissions based on State Govt. norms results in the admission of some academically weaker students.
- Not enough highly merited students are opting for higher studies/ Research.

### Institutional Opportunity

- Quality Education
- Creating training facilities to improve teaching capabilities of faculty.
- Strengthening interaction with Alumni to facilitate better connectivity with the industry.
- Improve quality of research by increasing interactions with industry and R&D organizations.
- Starting P.G programs in emerging areas.
- To frame and design an effective Curriculum, Teaching learning methodologies that bridges the gap between Industry and Institution

### Institutional Challenge

- Competition with Leading Institutes
- Attracting best quality students
- Difficulty to attract and retain faculty
- Lack of interest among bright engineers to pursue research / teaching as career.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Bangalore Technological Institute (BTI) is committed to ensuring effective curriculum planning and delivery,

aligning with Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO). The institution employs a meticulous and well-documented process, including an academic calendar and continuous internal assessments. This approach guarantees that students receive a comprehensive education that meets the industry standards and prepares them for future challenges.

BTI offers academic flexibility through a diverse range of add-on, certificate, and value-added courses. Over the past five years, numerous courses have been provided, enabling students to acquire specialized skills and knowledge beyond their core curriculum. This initiative has seen a significant percentage of the student body enrolling and successfully completing these courses, highlighting the institute's commitment to holistic education.

In terms of curriculum enrichment, BTI integrates crosscutting issues relevant to professional ethics, gender, human values, and environmental sustainability into the curriculum. This integration ensures that students are not only technically proficient but also socially responsible, ethical, and aware of global challenges. The emphasis on these critical areas prepares students to be conscientious professionals who can contribute positively to society.

The institution places a strong emphasis on practical learning experiences. BTI organizes regular projects, internships, and industrial visits, providing students with hands-on exposure to real-world applications of their academic knowledge. These opportunities are essential for developing practical skills, enhancing employability, and fostering a deeper understanding of theoretical concepts.

BTI also maintains a robust feedback system, regularly gathering input from various stakeholders, including students, teachers, employers, and alumni. This feedback is crucial for assessing the academic performance and overall ambiance of the institution. The action taken based on this feedback is transparently documented and made available on the institutional website, reflecting BTI's commitment to continuous improvement and accountability. This comprehensive approach ensures that the curriculum remains relevant, up-to-date, and aligned with the evolving needs of the industry and society.

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

This criteria evaluates the effectiveness of the educational process focusing on curriculum design, teaching methods and evaluation system to ensure a high standard of learning. Our institution has adequate infrastructural facilities such as class rooms with LCD Projectors. The institution adopts innovative teaching-learning methods for effective teaching-learning process. We have adequate qualified teaching and Non-teaching faculty with student teacher ratio of 17:1. ICT tools are effectively used in Teaching-learning pedagogy for Outcome Based Education (OBE), which started for 2022 Scheme. Coming to counselling of students, each faculty is assigned with twenty students. The faculty constantly monitors the progress of the students and effectively counsel them which is well recorded. With regard to evaluation process, the institution has a well established and decentralized internal assessment conduction process. The details related to conduction of IA is announced well in advance in the calendar of events, which are circulated to students in the beginning of every semester. Effective mechanisms and procedures are in place to assist all stakeholders to redress examination evaluation-related grievances. All Programs are with well structured and documented Vision, Mission, PEO, Program and Program Specific Outcomes and Course outcomes, which are published and disseminated properly. Based on the identification of operational gaps, action plans are implemented to improve the attainments.

## Research, Innovations and Extension

- BTI recognizes Research, Innovation, and Collaboration as the primary focus areas. We have Research Advisory Committee (RAC) of the Institution that engages faculty and learning resources towards supporting students and encouraging them to participate in R&D activities. Faculty members are also encouraged to organize/attend Conferences/ Workshops/ FDP's to enhance their Research and Technical skills.
- The institution has signed more than 20 functional MOU's in collaboration with other industries and corporate sectors to offer internship programs, field-trips/ Industry visits, In-plant training, to uplift students' skills.
- Few of our Faculty members were recognized as Research Supervisors by the Universities. The Research Project funding has increased to 15 lakhs from past five years. We have an Incubation center and a Digital Library which is a testimony to Research and enhance the Research facilities.
- Our Institute encourages faculty members to register and attend MOOC courses conducted by recognized bodies like NPTEL and IBM.
- Our Institute also have Entrepreneur Development and Intellectual Property Rights Cell and Institution Innovation Council Cell that engages faculty, students and learning resources to participate in the ED&IPR Cell activities and the activities conducted by IIC Cell. The institute has Centre of Excellence (COE's) with distinct specific cluster of activities like Artificial Intelligence.
- We have conducted many societal activities like Blood donation camp, Free Health Check-up, Eye-Checkup, and Breast Cancer checkup in association with Rotary Club and Narayana Hrudayalaya.
- We have also conducted Tree plantation, Cleaning activities under Swachh Bharat Abhiyan, Fire Hazard/ Road Safety/ Drugs/ Digital Literacy Awareness programs. SOP for Covid-19/ Dengue/ AIDS are also conducted to serve the needy people under BTI-National Service Scheme.

## Infrastructure and Learning Resources

Bangalore Technological Institute is located on spacious 10 Acre campus with ample trees and greenery which is near to the heart of electronic city of silicon city, Bangalore. Our Institution has a well –planned infrastructure, modern classrooms with ICT capabilities, and laboratories of various departments as per AICTE norms with necessary equipment and software's installed for the smooth functioning of the departments. All the laboratories are equipped with safety measures like fire extinguishers, first aided boxes etc. The automotive library is well equipped with 13,490 volumes, 3122 Titles of books, and subscriptions for 5000 e-journals from reputed publishers. The Institute is having seminar halls with all ICT facilities. The Institution provides the latest generation computers with high-speed Internet, having bandwidth of 220MBPS. The Institution provides the transportation facility with CCTV. In order to make use of alternative energy sources, a solar roof top plant of 128KW capacity is also installed, where energy is generated and consumed for the electrical needs and given back to BESCO excess power generated. All the computer laboratories are equipped with 24\*7 power backups. Campus-wide networking Wi-Fi and CCTV facility is available within the Institute and hostel premises. Institute has a medical facility within the campus and a doctor who visits on regular basis. Staff quarters facilities are planning and are made available for staff in the campus shortly. For the physically challenged students, specially taking care by giving the best facility. The Cricket field, Foot ball field, Throw ball court, Volley ball court, Kabbaddi court, Indoor Games, yoga center & Gym is available to develop their endurance, strength, flexibility and agility and ATM facilities are also available on the Institute premises. Other facilities include drinking water with an RO system and canteen facilities. Our Institution has a maintenance

team that carries out the maintenance of buildings, classrooms, seminar halls, and laboratories, Major works are completed during semester vacations, and minor works are undertaken as per the needs without hampering the academic activities.

### **Student Support and Progression**

- BTI practices a well defined mentoring and counseling process to ensure that every student who joins the institution is facilitated to become one of the best citizens. For every 20 students, one faculty is assigned as a local Guardian who continuously monitors the academic/personal activities of the students. Slow learners are identified and counseled to expand their domain knowledge with the special classes.
- The institute has a well-established Scholarship Monitoring system, which guides and helps economically backward and socially challenged students to acquire scholarships from various government and non-government organizations.
- The placement and Training Cell conducts training programs in placements and higher studies with the help of experienced trainers. The average placement rate is around 60% and many students have enrolled for higher studies in reputable institutions across the globe in the last five years. Institute has Alumni Association who activity contribute towards funds, projects, and technical talks, internships opportunities to motivate students to update their knowledge as per company requirements and support placement activities for the betterment of the students.
- Robust tracking of student and Alumni progression further ensures that support systems are effective and continually refined to meet students' needs.

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

Bangalore Technological Institute stands committed to not only imparting quality technical education but also to fostering a nurturing environment where innovation, ethics, and community engagement thrive. Through its comprehensive educational framework and dedicated leadership, BTI prepares students to excel globally while making meaningful contributions to society's most pressing challenges.

The institution meticulously formulates its strategic plans by deeply understanding its strengths and operational needs, anchoring them in its core vision and mission to guide developmental strategies. Operating under the governance of statutory bodies like the Governing Council, Academic Council, and IQAC, strategic plans undergo a rigorous approval process within a structured administrative framework overseen by the President and Trustee.

The Institution has a robust Appraisal System to enhance the performance of the faculty members. The process involves faculty members conducting self-appraisals at the departmental level. Faculty contributions with regard to paper publication, funded projects; consultancy and filing of patents are duly recognized and honored by providing cash awards in the Annual Day function conducted once in a year.

BTI is a self-financing private Institution run by Aditya Educational Trust. The primary source of income to the Institution is the tuition fees remitted by the students and contribution by the trust. In addition, the Institution has strategies in place to obtain funds from various Government and Non- Government agencies. The memorandum of understandings (MoU's) signed with various industries pave the way for consultancy projects. The alumni funds are utilized for student welfare activities and laboratory infrastructure development. The

Institution has a well-defined mechanism to monitor the effective and efficient utilization of available financial resources for up-scaling the academic processes and for infrastructure development.

Top of Form

(IQAC) mainly focus on Teaching Learning process, Research and Development, Industry interaction, Placement and Training. Faculty members are encouraged to upgrade their skills, with management support. BTI has established Institution's Innovation Council (IIC) under the guidelines by Ministry of Human Resource Development (MHRD).

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

Bangalore Technological Institute (BTI) actively promotes gender equality on campus through workshops, seminars, and awareness programs. These initiatives aim to create a safe and inclusive environment for all students, regardless of gender. The institute's Gender Sensitization Cell plays a crucial role in addressing gender-related issues and fostering a culture of respect and equality.

BTI is dedicated to environmental sustainability, incorporating green practices into its campus operations. The institute has implemented various eco-friendly measures, such as rainwater harvesting, waste management, and the use of renewable energy sources like solar power. These initiatives not only reduce the campus's carbon footprint but also serve as educational tools for students, encouraging them to adopt sustainable practices in their lives.

BTI emphasizes the importance of ethics and integrity in all aspects of its operations. The institute integrates ethical training into its curriculum and co-curricular activities, ensuring that students understand the significance of honesty, responsibility, and ethical behaviour in their personal and professional lives. BTI also maintains strict policies against academic dishonesty and unethical conduct, fostering a culture of integrity.

Inclusivity is a core value at BTI, reflected in its efforts to support students from diverse backgrounds. The institute offers scholarships and financial aid to economically disadvantaged students, ensuring that financial barriers do not hinder access to education. BTI also engages in various community outreach programs, contributing to the socio-economic development of the surrounding areas.

BTI's best practices, such as its emphasis on experiential learning, industry collaboration, and comprehensive student support services, set it apart from other institutions. The institute's distinctive focus on holistic education, social responsibility, and sustainability demonstrates its commitment to creating a positive impact on both its students and the broader community.

In summary, Bangalore Technological Institute's initiatives in gender sensitization, environmental consciousness, ethical practices, inclusivity, and social responsibility underscore its dedication to fostering a well-rounded, socially responsible, and ethically grounded student community.





## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | BANGALORE TECHNOLOGICAL INSTITUTE  |
| Address                         | Sy No.66,67, Kodathi village, Varthoor Hobli, Bangalore East Tq, Bangalore Urban District, Bangalore, Karnataka 560035 |
| City                            | Bangalore  |
| State                           | Karnataka  |
| Pin                             | 560035   |
| Website                         | <a href="http://www.btibangalore.org">www.btibangalore.org</a>   |

| Contacts for Communication |                   |                         |            |              |                            |
|----------------------------|-------------------|-------------------------|------------|--------------|----------------------------|
| Designation                | Name              | Telephone with STD Code | Mobile     | Fax          | Email                      |
| Principal                  | H S Nanda         | 080-7090404050          | 9845655234 | 080-28439687 | principal@btibangalore.org |
| IQAC / CIQA coordinator    | Sreeramareddy G M | 080-28439686            | 9738481799 | -            | sreeramareddy90@gmail.com  |

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

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

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

| Establishment Details |  |
|-----------------------|--|
|                       |  |

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

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

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) |   |                                |                    |         |
|---|---|--------------------------------|--------------------|---------|
| Statutory Regulatory Authority  | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| AICTE   | <a href="#">View Document</a>                                 | 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            | Sy No.66,67, Kodathi village, Varthoor Hobli, Bangalore East Tq, Bangalore Urban District, Bangalore, Karnataka 560035 | Urban     | 10                   | 23000                    |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |  |                           |                            |                              |                            |                                |
|---|--|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Co course</b>               | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BE,Civil Engineering,                            | 48                        | Twelveth standard          | English                      | 30                         | 3                              |
| UG  | BE,Computer Science And Engineering,             | 48                        | Twelveth standard          | English                      | 120                        | 108                            |
| UG  | BE,Electronics And Communication Engineering,    | 48                        | Twelveth standard          | English                      | 60                         | 31                             |
| UG  | BE,Mechanical Engineering,                       | 48                        | Twelveth standard          | English                      | 30                         | 4                              |
| UG  | BE,Artificial Intelligence And Machine Learning, | 48                        | Twelveth standard          | English                      | 60                         | 38                             |
| UG  | BE,Robotics And Artificial Intelligence,         | 48                        | Twelveth standard          | English                      | 60                         | 30                             |
| UG  | BE,Computer Engineering,                         | 48                        | Twelveth standard          | English                      | 60                         | 31                             |

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

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 0                          | 0      | 0      | 0     |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 12               |        |        |       | 10                         |        |        |       | 45                         |        |        |       |
| Recruited   | 6                | 4      | 0      | 10    | 1                          | 4      | 0      | 5     | 15                         | 26     | 0      | 41    |
| Yet to Recruit  | 2                |        |        |       | 5                          |        |        |       | 4                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 30           |
| Recruited   | 10          | 15            | 0             | 25           |
| Yet to Recruit  |             |               |               | 5            |

| <b>Technical Staff</b>  |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 12           |
| Recruited   | 5           | 3             | 0             | 8            |
| Yet to Recruit  |             |               |               | 4            |

**Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |               |               |                            |               |               |                            |               |               |              |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |               |               | <b>Associate Professor</b> |               |               | <b>Assistant Professor</b> |               |               | <b>Total</b> |
|                              | <b>Male</b>      | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| Ph.D.                        | 6                | 4             | 0             | 1                          | 4             | 0             | 0                          | 0             | 0             | 15           |
| M.Phil.                      | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| PG                           | 0                | 0             | 0             | 0                          | 0             | 0             | 15                         | 26            | 0             | 41           |
| UG                           | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |

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

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

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

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

| Programme |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|-----------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG        | Male   | 118   | 30                            | 0            | 0                   | 148   |
|           | Female | 75  | 20                            | 0            | 0                   | 95    |
|           | 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   | 5      | 3      | 4      | 6      |
|          | Female | 5      | 1      | 2      | 8      |
|          | Others | 0      | 0      | 0      | 0      |
| ST       | Male   | 2      | 1      | 1      | 0      |
|          | Female | 1      | 0      | 0      | 1      |
|          | Others | 0      | 0      | 0      | 0      |
| OBC      | Male   | 24     | 20     | 15     | 23     |
|          | Female | 25     | 10     | 5      | 12     |
|          | Others | 0      | 0      | 0      | 0      |
| General  | Male   | 95     | 71     | 30     | 65     |
|          | Female | 55     | 41     | 24     | 45     |
|          | Others | 0      | 0      | 0      | 0      |
| Others   | Male   | 0      | 0      | 0      | 0      |
|          | Female | 0      | 0      | 0      | 0      |
|          | Others | 0      | 0      | 0      | 0      |
| Total    |        | 212    | 147    | 81     | 160    |

**Institutional preparedness for NEP**

|   |  |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | According to the National Education Policy, 2020 (NEP), "an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant |
|---|--|

|                                    |  |
|------------------------------------|--|
|                                    | <p>knowledge society, by providing high quality education to all, thereby making India a global knowledge superpower" will bring about a significant transformation in education. Access, Equity, Quality, Affordability, and Accountability are the five guiding pillars upon which NEP 2020 is built. Our youngsters will be better equipped to handle the various domestic and international issues of the modern and future thanks to it. The Institute is affiliated to Visvesvaraya Technological University, Belagavi, currently the institute follows Regulation 2021 and 2022 scheme for the students admitted to B.E Programs Each UG program will have a curriculum with syllabi made up of theory and practical courses that fall into the following categories: • Humanities, Social Sciences and Management Courses include Professional English, Communication skills. • Basic Sciences Courses include Mathematics, Physics, Chemistry, Biology, and Environmental Science. • Engineering Sciences Courses include Engineering Practices, Engineering Graphics, Basics of Civil / Mechanical / Electrical / Electronics / Computer Engineering. • Professional Core Courses include the core courses relevant to the chosen specialization/branch. • Professional Elective Courses include the elective courses relevant to the chosen specialization/ branch. • Open Elective Courses include the courses offered by a branch to other branches, from the list specified in the respective curriculum of the B.E. Programs. • Employability Enhancement Courses include Project Work, Internship, Seminar, Professional Practices, Case Study and Industrial/Practical Training. • Audit courses (AC) include the courses such as Constitution of India, Sangam literature etc. Students may be permitted to credit a maximum of two online courses, subject to a maximum of six credits, with the approval of the Head of the Institution and the Centre for Academic Courses, in lieu of open elective / professional elective courses.</p> |
| 2. Academic bank of credits (ABC): | <p>Our institution is prepared to use the Academic Bank of Credits (ABC) in accordance with the standards of the affiliated university, VTU The choice-based credit system (CBCS) is used in all of Visvesvaraya Technological University, Belagavi, programs. Visvesvaraya Technological University, Belagavi, will legally register on the ABC portal following the</p>  |



|   |  |
|---|--|
|   | <p>resolution's acceptance by the relevant legislative bodies. For this reason, the Institute is currently suggesting creating a centralized academic database of college students. After a student has successfully finished every course, their academic credits can be digitally stored in the previously described database. When planning for exits and continuing their academic studies through alternate routes (i.e., online courses offered by prestigious universities or institutions of excellence), students can take use of the ABC</p>   |
| <p>3. Skill development:</p>  | <p>Under the Government of Karnataka - policy, the institute has taken the lead in providing skill development courses to our students in accordance with the Karnataka Skill Development Corporation. Approximately forty courses are available under this initiative, and students are only need to select one course per semester. Students receive practical instruction in several abilities through a physical manner. Visvesvaraya Technological University, Belgavi, has started a program an experiential project-based learning initiative, to provide students with improved professional and technical skills. This program is sponsored by the Karnataka Skill Development Corporation in collaboration with the ICT Academy of Karnataka, NASSCOM, and IBM. All sixth- semester students enrolled in relevant programs are required to take a course called "Professional Readiness for Innovation Employability and Entrepreneurship". With courses like Human Values, Society, Ethics, Unnat Bharat Abhiyan, and Personality Development through Life Enlightenment Skills, institute offers value-based education. One course provided as part of the Student Induction program is "Universal Human Values." With the use of ICT-enabled tools and infrastructure found in many classrooms, students can advance their knowledge through online meetings, conferences, workshops, and virtual lectures.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>The Curriculum of Visvesvaraya Technological University, Belagavi, includes courses such Universal Human Values, Society, Ethics, Unnat Bharat Abhiyan, the Indian Constitution, and Yoga. Students are offer with specialized Tamil courses called Heritage of Knnada and Technology. By celebrating Indian holidays like Kannada Rajyotsava, Saraswathi &amp; Ayudha Pooja, Holi, Krishna Jayanti, Navaratri,</p>   |

|   |  |
|---|--|
|   | <p>Ugadi, Mahaveer Jayanti, Onam, Christmas, Ramzan, and other National festivals the institute places a strong emphasis on maintaining the Indian language, culture, and customs. During November our institution held National Level Seminars on "Awareness Program on Recent Technological developments in Electric Vehicle and future benefits for our society," which were supported by state organizations under Kannada rajyotsava. The way that seminars are conducted has contributed significantly to the advancement of the national unity, ecological wellbeing, and patriotism. Students at our institute are compelled by moral principles to perform acts of service by joining organizations through ,NSS.</p>   |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>Program Outcomes (POs) for all programs are the globally recognized graduate traits that the Washington Accord recommends, plus additional Programme Specific Outcomes (PSOs) relevant to the programs to assure high-quality engineering education. According to Bloom's Taxonomy, each course in the program is organized by Course Outcomes (COs) at different levels. The syllabus is created based on the intended course objectives, and additional course outcome statements are mapped into program outcomes and program-specific outcomes as part of a course articulation matrix. The website lists all authorized programs along with their corresponding courses along with quality indicators. The internal assessments exams question papers are prepared intertwining the Cos and Blooms taxonomy. The present VTU syllabus follows CBCS scheme.</p> |
| <p>6. Distance education/online education:</p>    | <p>Learning is possible anywhere, at any time, thanks to the cutting-edge e-learning teaching tools and digital learning platform. A program that incorporates the most recent business trends into digital learning offers comprehensive development. The institute's conference rooms, seminar halls, and more than 80% of its classrooms are furnished with ICT-enabled equipment and infrastructure, allowing for the holding of regular classes, meetings, special lectures, online gatherings, workshops, conferences, symposiums, student activities, and more. The institute is fully equipped with ICT, including Internet browsing, remote and campus-wide access to e-resources. The institution is already set up for online learning; in fact, during the COVID-19</p>  |

epidemic many online teaching and learning platforms, such as Zoom meet, Google Meet, Google Classroom and Zoom, were used. WiFi is available throughout the whole college campus. The faculty members and students are insisted to enroll themselves in SWAYAM and NPTEL online learning portals.

### Institutional Initiatives for Electoral Literacy

|  |   |
|--|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College?   | Yes. The Electoral Literacy Club (ELC) has been set up in the year of 2022  |
| 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?  | The College has appointed Students Co- Ordinator , Co - Ordinator, and faculty members for the Electoral Literacy Club. its under functional.   |
| 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. | 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. The Institution has taken the following initiatives to district election administrators 1. Voter registration camp was held in campus for all eligible students. 2. Voters awareness programmes were conducted to the general public and to students. 3. Members of the faculty and students volunteers the state and parliament elections.4. Sensitization programs on voters awareness were given to all our students. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.   | <ul style="list-style-type: none"> <li>• The "Voter-ID enrolment", drive for all the college students were conducted.</li> <li>• Poster presentation competitions on importance of voting were conducted in house.</li> <li>• Rally was organized to create the awareness in the public about the significance of ethical voting</li> </ul>   |
| 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  | 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.

students as voters. Special enrollment drives for yet to be enrolled as voters was conducted in the college with local experts.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 649     | 604     | 583     | 600     | 651     |

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

### 2 Teachers

#### 2.1

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

Response: 82

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

#### 2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 37      | 34      | 32      | 36      | 33      |

### 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 |
|---------|---------|---------|---------|---------|
| 235.07  | 169.64  | 141.57  | 287.65  | 350.69  |

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

## 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:**

##### **1.1.1 Curriculum Planning and Delivery at Bangalore Technological Institute (BTI)**

Bangalore Technological Institute (BTI), affiliated to VTU, has a meticulously structured curriculum planning and delivery process that ensures consistency and quality in academic offerings. This systematic approach prepares students for both academic and professional success.

#### **1. Academic Calendar**

The academic calendar issued by VTU forms the foundation of all planning activities at BTI. It outlines semester start and end dates, examination schedules, and holidays, providing a framework for organizing curriculum delivery. This schedule ensures a well-structured academic experience for both students and faculty.

#### **2. Subject Preference and Allocation**

Subject preference and allocation are key in aligning the curriculum with faculty expertise and student interests. Faculty members express preferences for subjects based on their specialization and experience. This is matched with curriculum needs, ensuring each subject is taught by qualified and passionate instructors. Subject allocation is done with a view to balance the workload among faculty and optimizes their strengths. This preference is then matched with the curriculum requirements, ensuring that each subject is taught by a qualified and passionate instructor.

#### **3. Timetable and Lesson Planning**

After subject allocation, BTI prepares a detailed timetable, scheduling classes, labs, and other academic sessions. This schedule is made available to students, helping students and faculty plan their activities and manage time effectively.

To ensure thorough curriculum delivery, BTI uses lesson plans detailing the topics to be covered in each class, teaching methodologies, and expected learning outcomes. This systematic approach helps track progress and ensures syllabus coverage within the stipulated time frame.

#### **4. Continuous Internal Evaluation (CIE) and Counseling**

CIE is integral to BTI's academic process, regularly evaluating student performance through Internal

Assessment Tests and assignments, quizzes, and group discussions. These activities assess students' understanding of the material and contribute to overall course outcomes. Faculty provides question banks and class notes to aid students' preparation, focusing on key topics to enhance their learning experience. Progress reports are regularly sent to parents or guardians, keeping them informed about their ward's academic performance.

Counseling sessions are also conducted to motivate the student and guide them on the right path. These sessions focus on identifying challenges and providing personalized strategies to overcome them, ensuring that every student has the opportunity to succeed.

**5. VTU Examinations and Extracurricular Activities:**

BTI conducts VTU examinations under strict VTU guidelines, ensuring compliance with academic standards

Beyond the regular curriculum, BTI enhances students' abilities through value-added courses, workshops, seminars, guest lectures, and various co-curricular and extracurricular activities. These events provide opportunities for students to expand their knowledge, develop new skills, and engage with industry professionals

**6. Feedback Mechanism**

BTI has a robust feedback mechanism to continually improve its curriculum and teaching methodologies. Feedback is collected from students, faculty, alumni, and employers, analyzed by BTI authorities, and communicated to relevant parties. This ensures the institute remains responsive to community needs and maintains high educational standards.

In conclusion, Bangalore Technological Institute's approach to curriculum planning and delivery is comprehensive and student-centered. Through meticulous planning, continuous assessment, and feedback mechanisms, BTI ensures that students receive a high-quality education that prepares them for future challenges and opportunities.

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

**1.2 Academic Flexibility**

**1.2.1**

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



**Response: 58**

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

**Other Upload Files**

|   |                               |
|---|-------------------------------|
| 1 | <a href="#">View Document</a> |
|---|-------------------------------|

**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: 77.39**

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 |
|---------|---------|---------|---------|---------|
| 538     | 495     | 312     | 552     | 492     |

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

**1.3 Curriculum Enrichment****1.3.1**

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

Bangalore Technological Institute (BTI) prioritizes holistic education, integrating essential themes such as professional ethics, gender equality, human values, and environmental sustainability into its curriculum. While adhering to the Visvesvaraya Technological University (VTU) guidelines, BTI enhances these academic frameworks with various practical initiatives; ensuring students are well-equipped for the complexities of modern life.

The VTU curriculum provides a solid foundation in engineering education, covering critical societal issues. Courses on professional ethics educate students on the ethical responsibilities of engineers, emphasizing integrity, accountability, and ethical decision-making in their professional lives. Gender issues are also addressed, helping students identify and challenge gender biases, fostering an environment of equality. Additionally, the curriculum promotes human values, encouraging students to develop respect, empathy, and a commitment to social justice.

Following the All India Council for Technical Education (AICTE) guidelines, BTI encourages students to engage in activities that promote these values throughout their program. For instance, the institute's participation in the Swachh Bharat Abhiyan initiative teaches students the importance of cleanliness and sanitation. Through involvement in community cleanliness drives, students not only contribute to environmental sustainability but also develop a sense of civic duty.

Understanding ethical and cultural issues is vital for engineers working in diverse and globalized settings. BTI facilitates this understanding through group projects and discussions, where students tackle ethical dilemmas and explore cultural sensitivities. This experiential learning approach helps students gain a nuanced perspective on these issues, equipping them to handle the ethical and cultural challenges they may encounter in their careers.

BTI's involvement in the Digital India Abhiyan initiative highlights the transformative impact of digital technologies and their role in fostering a more inclusive society. This initiative aligns with the institute's broader goal of educating students about technological advancements and their ethical implications, instilling a sense of responsibility in using technology for societal benefit.

BTI's commitment to social responsibility is evident in initiatives like blood donation camps and women empowerment programs. The National Service Scheme (NSS) and the Women Empowerment Cell at BTI play key roles in organizing these events, which foster a spirit of service and empowerment among students. These activities not only benefit the community but also instill a lifelong commitment to social justice and equality.

Moreover, BTI's skill development programs for rural populations help bridge the urban-rural divide, contributing to national development goals. Awareness campaigns on helmet and road safety are another aspect of BTI's efforts to promote a culture of safety and responsibility among students, aiming to reduce road accidents.

In summary, BTI's curriculum enrichment initiatives transcend traditional classroom learning, integrating critical issues into the educational experience. Through a blend of curricular and extracurricular

activities, BTI nurtures a deep understanding of professional ethics, gender equality, human values, environmental sustainability, and social responsibility, preparing students to become conscientious and capable professionals in their chosen fields.

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

### 1.3.2

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

**Response:** 89.06

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

Response: 578

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

## 1.4 Feedback System

### 1.4.1

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 38.24

##### 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 |
|---------|---------|---------|---------|---------|
| 212     | 147     | 80      | 160     | 204     |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 420     | 420     | 420     | 420     | 420     |

#### 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:** 6.68

##### 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 |
| 22      | 10      | 0       | 0       | 0       |

### 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 |
| 97      | 96      | 96      | 95      | 95      |

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 17.54

## 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:****Response:**

Our institution endeavors to foster a student-centered approach in the teaching and learning process by employing diverse and effective methodologies that support lifelong learning.

**Experiential Learning:**

- All students follow an experimental learning path, encompassing both theory and practical subjects.
- The departments organize industrial visits so that the students are exposed to real - world industrial practices.
- Students are tasked with conducting mini-projects and main projects to enhance their experiential learning.
- Practical learning is covering subjects such as Machining, Surveying, Python, C, C++, CAD, EPL, communication, and data structures.
- Students are encouraged to participate in internal and external college activities which include seminars, conferences and workshops.

**Participative learning:**

- Value-added courses and workshops are organized to provide hands-on experience with the latest technologies.
- Seminars by eminent industry experts are arranged to help students acquire real-time knowledge in recent technologies.
- Students are urged to take part in Activity bases leaning and group activities.
- Workshops and practical's are also held for all individual and group projects under the direction of the teachers.

**Problem Solving Methodologies;**

- Regular classes are integrated into the course curriculum to foster problem-solving skills among students, complementing the standard teaching and learning methods.
- Top of Form
- Bottom of Form
- The availability of free Internet access in the library and campus-wide Wi-Fi facilities encourages students to engage in self-directed learning and facilitates discussions among them.
- Top of Form
- Bottom of Form
- The college employs various teaching methods such as interactive discussions, project-based learning, and seminars, tailored to the specific content of instruction alongside traditional lecture-based approaches

### Teaching through ICT Enabled Class Room

Information and Communications Technology (ICT): An LCD projector, an internet-connected system, a whiteboard, and an ICT tool are provided for each department. Information and communications technology (ICT) can only have an impact on student learning if teachers are digitally literate and can successfully integrate ICT into the curriculum. ICT optimizes, enhances, and streamlines content distribution. Students who have had regular use to ICT have improved their ability to present, think creatively, and be exposed in general.

College has this facility in all departments is used by the staff members for teaching, conducting seminars, project viva voice etc .

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 37      | 34      | 32      | 36      | 33      |

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

### 2.4.2



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

**Response:** 15.7

**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 |
|---------|---------|---------|---------|---------|
| 7       | 5       | 7       | 5       | 3       |

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

**Response:**

The assessment of learning and performance in the examination is mentioned and maintained by the Examination Cell .For smooth functioning of the system the following procedure is adopted.

- The examination committee consisting of Principal and HoD's is formed.
- All notification related to internal assessments and university examination are sent to concerned departments
- The students receive their semester Marks Sheets, Consolidated Marks Sheet, course Completion Certificate and Provisional Degree Certificate from the office of the Principal.

### Conduct of Internal Assessment Test

- Currently three regulations are in force (Regulations 2018 2021 2022).
- As per Regulations 2018, three Internal Assessment Tests and three assignments are conducted for the undergraduate program.
- As per Regulations 2021, three Internal Assessment Tests, two assignments and any one of Group discussion or Seminar or quiz is conducted for each subject. In case of Integrated Professional Core Course Subjects two Internal Assessment Tests, two assignments and Lab Internal Assessment are conducted.
- As per Regulations 2022, two Internal Assessment Tests, two assignments are conducted (if an assignment is project-based then only one assignment for the course shall be planned). Where as in case of Integrated Professional Core Course Subjects two Internal Assessment Tests, two assignments are
- The Internal Examination Question Paper is verified by a committee comparing of HoD's and two senior faculty members.

### Procedure for Conducting University Practical / Viva Voce Examinations

- The Principal will have complete control over all matters pertaining to the administration of Practical Examinations. The Board of Examiner (BOE) appoints an External Examiner for each University practical examination/Viva Voce, and a circular is circulated to all HODs requesting the details of Internal Examiners prior to the semester's examinations.

### Conduction of University Theory Examinations

- After registering for exams in every course, candidates may show up for the semester exam in accordance with VTU regulations.
- The Principal will be the Chief Superintendent for the exams and he will appoint senior faculties as Deputy Chief Superintendent (Internal).
- Visvesvaraya Technological University Representative is appointed by the VTU Registrar (Evaluation) as Deputy Chief Superintendent (External).
- The university sends question papers using the online Question Paper Delivery System To download the question paper, Chief Superintendents and Deputy Chief Superintendents (External) must input the password they received from VTU at least half an hour before the exam starts.
- The room *invigilator* keeps track of all malpractice committed by candidates and reports it to the Deputy Chief Superintendent, who in turn informs the Chief Superintendent for further action.
- The University informs the faculty about the start of Digital valuation through circulars or through SMS to the faculty.

### Students Grievances

- The Subject Faculty resolves grievances that the student found during internal examinations.
- The Registrar of VTU addresses grievances related to the Visvesvaraya Technological University Examination, including requests for photocopies, revaluations, and reviews of the results obtained. Other grievances, such as grade sheet corrections (DOB, printing errors, duplicate grade sheets, Name Correction, etc.), are also addressed.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### Response:

#### Response

The vision, mission, PEOs, PSOs and POs of all departments are published at institute's website <https://www.btibangalore.org> & Departmental Notice Boards, Class Rooms and Laboratories Notice Board.

Course Outcomes are published at

1. The institute website <https://www.btibangalore.org>
2. It is shared with students by the concerned faculty.
3. It also be available in Course files lab manuals

The program outcomes (POs) are the knowledge, skills, and outlook that students should have after finishing their specific engineering program's curriculum.

The purpose of a degree program's program educational objectives (PEOs) is to outline the accomplishments that students should expect to make in the years after graduation. PEOs thus stand for the final assessment of a degree program's applicability and efficacy. Additionally, the curriculum of a degree program and student outcomes are directly related to program educational objectives.

Program-specific outcomes (PSOs) are statements that outline the specific learning objectives for the course and help students understand how the skills and knowledge they gain here directly impact society's progress and sustainability. The program's stakeholders are informed of the program's overall outcomes, program-specific outcomes, and course outcomes.

The knowledge and abilities a student acquires at the end of the course are known as the course outcomes (Cos). It outlines the cognitive processes that a course enables.

Program Outcomes (POs), Programme Educational Objectives (PEO's), Program Specific Outcomes

(PSOs) and course outcomes are communicated to the stake holders of the program by the following methods.

The effort for outcome-based education, which is being funded by prestigious institutions, is something that the management strongly urges faculty members to take part in. During the Faculty Induction Program, newly hired faculty members are given an introduction to outcome-based education (OBE). Both internal and external experts provide training to the individuals. During the department meetings, HODs and faculty members converse about POs, PEOs, and PSOs.

Visvesvaraya Technological University, defines the course outcomes (COs). At the start of the semester, lesson plans and COs are produced and given to the students and head of departments. During the semester, there are discussions about the course outcomes. During the induction program, newly admitted students are informed about the course results as part of the dissemination of course outcomes to students. Every lecture starts with an overview of the course goals and objectives. The teacher reiterates information about the course outcomes following the completion of each module.

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

## 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

**Response:**

The department conducts assessments on a regular basis to discover, collect, analyze, and evaluate data related to the achievement of course outcomes (CO). Data from various theoretical and lab courses, as well as project courses, are used for calculating CO attainment. Internal assessment receives 50% of the total course weightage, whereas external assessment receives 50%.

**The end semester examinations:**

It is run by Visvesvaraya Technological University. The exam is 100 marks long and lasts three hours. Exams are evaluated by the Registrar (Evaluation) of Visvesvaraya Technological University, and students' performance grades are published online. The grades are used to determine the overall CO achievement for each course.

**Theory course:**

As per Regulations 2018, three Internal Assessment Tests and three assignments are conducted for the undergraduate program, As per Regulations 2021, three Internal Assessment Tests, two assignments and any one of Group discussion or Seminar or quiz is conducted for each subject. In case of Integrated Professional Core Course (IPCC) Subjects two Internal Assessment Tests, two assignments and Lab Internal Assessment are conducted and As per Regulations 2022, two Internal Assessment Tests, two assignments are conducted (if an assignment is project-based then only one assignment for the course shall be planned). Where as in case of Integrated Professional Core Course (IPCC) Subjects two Internal Assessment Tests, two assignments are conducted (if an assignment is project-based then only one assignment for the course shall be planned) and Lab Internal Assessment are conducted during the duration specified by Visvesvaraya Technological University. These examinations and exams cover the course outcomes.

The Course teacher conducts the evaluation after each test/exam, and the degree of accomplishment of all COs is calculated at the end of the semester. All students are assigned course-related assignments and will be evaluated according to their performance. Marks are provided based on how innovatively they solve/answer the challenges. The assignment is a performance assessment tool that evaluates students' understanding of engineering processes, frameworks, and problem solutions. The grades obtained in the end-of-semester exams are also utilized to assess the overall CO accomplishment.

### Laboratory Course

All lab courses include a Viva Voce session in which students' understanding and designing/programming skills are examined orally. Marks will be given based on their performance. A Lab Internal Assessment will be administered at the end of the semester. The Lab Internal Assessment grade and end-of-semester marks are evaluated for the total CO achievement.

### Project Course

A project course is available in the final semester. Two reviews are undertaken. The assessment during the reviews is taken into account, and the degree of attainment for all COs is calculated at the end of the semester. The grades scored at the end Semester examinations are also used to determine total CO attainment.

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

### 2.6.3

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

**Response:** 95.91

#### 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 |
| 154     | 173     | 125     | 139     | 113     |

### 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 |
| 164     | 177     | 129     | 144     | 120     |

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

## 2.7 Student Satisfaction Survey

### 2.7.1

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

#### Response:

| File Description   | Document                      |
|--|-------------------------------|
| Upload database of all students on roll as per data template | <a href="#">View Document</a> |

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 15.17

**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 |
|---------|---------|---------|---------|---------|
| 4.37    | 4.18    | 0.90    | 3.05    | 2.67    |

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

Entrepreneurship Development & Intellectual Property Rights (ED & IPR) Cell

The purpose of the Entrepreneurship Development & IPR Cell, which was founded in 2018, is to mentor and assist budding entrepreneurs in bringing their ideas to market. The Entrepreneurship Development Cell has taken on a greater duty to teach students the skills necessary to be successful entrepreneurs and to help them focus their ambitions. This cell's main goals are to instill an entrepreneurial mindset in young people and establish an entrepreneurial ecosystem within the institution.

Salient Features of BTI - ED & IPR Cell:

Entrepreneurship Awareness camps to students.

Seminars on Innovation and IPR.

National Technical Symposiums.

Students Projects.

Students Interaction with successful Entrepreneurs

The ED & IPR Cell along with Institution's Innovation Council (IIC) has few events like:

Entrepreneurship Awareness Camps, Workshops, Seminars and Webinars on Intellectual Property Rights (IPR)

To enhance the entrepreneurship outreach by conducting awareness programs.

To arrange Industrial visits and Field trips for implementing new ideas.

To organize contests for the students in the field of Innovations.

To enhance Research and students project works by using novel technologies.

To conduct Workshops, Seminars and Training sessions on IPR.

To train the students and faculties regarding patent filing processes for future endeavors.

## **Roles and Responsibilities:**

- Fostering and encouraging an entrepreneurial mentality among staff, instructors, and students.
- Planning seminars, workshops, and events to encourage and inform people about entrepreneurship.
- Founding and running an incubator to help young entrepreneurs.
- Giving aspiring business owners access to infrastructure, physical space, and mentoring.
- Providing entrepreneurship-related training courses and workshops for skill development.
- Directing financial management, market research, and company planning.
- Organizing industry gatherings, mentoring programs, and networking events for prospective business owners.
- Helping students obtain capital and other financial resources for their business endeavors.
- Establishing links between entrepreneurs and government funding programs, venture capitalists, and possible investors.
- Working with business partners to provide potential entrepreneurs with internships, real-world experience, and mentoring.
- Promoting entrepreneurship and interacting with the community as a way to advance socioeconomic development.
- Organizing and planning entrepreneurship-related conferences, symposiums, and events.
- Promoting an innovative culture and showcasing entrepreneurial talent.



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

**3.2.2**

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

**Response:** 45

**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 |
|---------|---------|---------|---------|---------|
| 7       | 7       | 3       | 15      | 13      |

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

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

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

**Response: 0.5****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 |
|---------|---------|---------|---------|---------|
| 9       | 5       | 15      | 9       | 3       |

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

**3.3.2****Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response: 0****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 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

### 3.4 Extension Activities

#### 3.4.1

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

**Response:**

**Introduction:**

The National Service Scheme (NSS) is a flagship program of the Government of India that aims to promote community service and social responsibility among students. The NSS program was launched in 1969 and is currently implemented in various educational institutions across India. The motto of NSS is "Not Me, But You", which emphasizes the selfless nature of community service and the importance of putting others' needs before one's own. Our institution has an active NSS unit that has been engaged in various activities throughout the year.

**NSS unit of Bangalore Technological Institute:**

Our institution believes in extending its reach beyond the campus and engaging with the community through various extension activities. The NSS unit of BTI conducts several outreach programmes every year in and around villages of the college. Awareness programmes are also organized for the public to sensitise on social issues. These activities aim to impart knowledge, skills and values to the community, while also providing our students with hands-on experience and opportunities for community engagement.

**Objectives of the college NSS unit:**

- To enable students to understand the social realities and develop a sense of social responsibility.
- To provide opportunities for students to engage in community service and develop skills.
- To foster a sense of community and social cohesion.
- To promote the values of nationalism, democracy and secularism.

**Main Activities:**

- Tree Plantation
- Cleaning Activities
- Blood Donation Camp
- Health Awareness Programmes
- Skill Development Programmes
- Community Outreach Programmes

**Outcomes:**

- Developed a sense of social responsibility among students.
- Enhanced knowledge and skills among community members.
- Enhanced community engagement and outreach.
- Fostered teamwork and leadership skills.
- Developed skills and knowledge among students through hands-on experience.

**Challenges:**

- Limited resources and funding.
- Difficulty in mobilizing community participation.
- Language barriers in some areas.

**Future Plans:**

- Expand NSS activities to more villages and communities.
- Increase student participation and engagement.
- Collaborate with more organizations and stakeholders.

Develop sustainable projects and initiatives

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

**3.4.2****Awards and recognitions received for extension activities from government / government recognised bodies****Response:**

**3.4.2 Awards and recognition received for extension activities from government/ government related bodies.**

The below table shows the awards and recognitions for various extension activities carried out by Bangalore Technological Institute in different places. The extension activities were carried out in government and non-government organizations including blood donation camps, tree plantation, Swachh Bharat Abhiyan and various awareness activities.

| S. No. | Name of Activity                     | Name of Award/ Recognition    | Name of Awarding Body                                  | Year of awards | Academic Year |
|--------|--------------------------------------|-------------------------------|--|----------------|---------------|
| 1      | Blood Donation Camp                  | Voluntary Blood Donation Camp | Narayana Health City                                   | 2023           | 2022-23       |
| 2      | Harmful Effects of Tobacco on Health | Certificate of Appreciation   | Bangalore Degree College                               | 2023           | 2022-23       |
| 3      | Blood Donation Camp                  | Voluntary Blood Donation Camp | Narayana Health City                                   | 2023           | 2022-23       |
| 4      | Swachh Bharat-Clean India            | Certificate of Appreciation   | Bangalore Institute of Management Science and Research | 2022           | 2022-23       |
| 5      | Blood Donation Programme             | Voluntary Blood Donation Camp | Narayana Health City                                   | 2022           | 2022-23       |
| 6      | Tree Plantation                      | Certificate of Appreciation   | Bangalore University College                           | Pre-2022       | 2022-23       |
| 7      | Blood Donation Camp                  | Voluntary Blood Donation Camp | Narayana Health City                                   | 2022           | 2021-22       |
| 8      | Creating Awareness about Covid-19    | Certificate of Appreciation   | St. Philomena's First Grade College                    | 2021           | 2021-22       |
| 9      | Awareness Program on Basic First Aid | Certificate of Appreciation   | Bangalore Institute of Management Science and Research | 2019           | 2019-20       |
| 10     | Blood Donation Camp                  | Voluntary Blood Donation Camp | Narayana Health City                                   | 2019           |               |

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

### 3.4.3

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

**Response:** 45

**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 |
|---------|---------|---------|---------|---------|
| 15      | 17      | 0       | 7       | 6       |

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

## 3.5 Collaboration

### 3.5.1

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

**Response:** 21

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

Bangalore Technological Institute spans 10 acres, offering a green, clean, and spacious environment. The campus is entirely self-contained, equipped with all necessary facilities as per AICTE standards. The main academic wing, featuring modern classrooms with ICT capabilities, laboratories, seminar halls, meeting and board rooms, and lecture halls designed to provide a conducive learning atmosphere. To support education, all laboratories are equipped with a wide range of equipment.

#### Central Library

The central library offers a substantial collection of books, periodicals, and journals to encourage the habit of reading. In addition to the textbooks and reference materials included in the curriculum, there are books available on current technologies and engineering advances across all specialties, books on personality development, and materials on GATE test preparation.

Inside the central library, a digital library is operational. This digital library provides the students with access to NPTEL videos, e-books, and e-journals.

#### Miscellaneous Facilities

In addition, there is a well-kept lawn, a ramp, a garden, a health center, a temple, first aid supplies, fire extinguishers, and vending machines for sanitary napkins. The campus is equipped with a generator, RO water purifier, and CCTV surveillance at key places. Delicious and hygienic cuisine is served in a large, well-kept canteen. Students receive regular encouragement and assistance for their personal growth from the training and placement cell, innovative project cell, and entrepreneurship cell.

#### Recreation Facilities

Excellent indoor and outdoor sports facilities are available at the institute. It has a football field, a volleyball court, a badminton court, a throw ball court, a cricket ground, a chess court, a carom board, a yoga center, a fitness center, and all the necessary equipment for gymnasium and yoga exercises. The hostel gives its hostellers a comfortable atmosphere. Every year, the college annual day and alumni day are held in a field with a suitable stage or in a seminar hall.



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

**4.1.2**

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

**Response:** 47.09

**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 |
|---------|---------|---------|---------|---------|
| 237.42  | 101.08  | 41.86   | 36.72   | 140.77  |

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

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

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

**Response:**

The institute has a well-equipped, 439.83 square meter library with rich collection of engineering books, as well as national and international journals, periodicals and magazines in the humanities, management, engineering and technology fields. These publications include printed books, e-books, back volumes, CD's and DVD's. The central Library has print and online subscriptions to both national and international journals. The reading room has a seating capacity of 100 students and is available to students. Along with newspapers, it contains 12 magazines, 8 national journals and 220 international journals in soft copy and about 3122 titles across 13490 volumes.

### **LIB SOFTWARE VERSION12.0 - Library Automation**

Our automated library aims to provide users with excellent service and provide an efficient method for storing books. The library is open Monday through Saturday from 7.30 a.m. to 7.30 p.m. and is completely automated using LIB SOFTWARE VERSION12.0. The institute always strives to provide the best and most up-to-date variety of books, periodicals, and online resources for the students.

### **Scanning Technology**

The central library is automated through the use of the Systems Applications and Products software and a barcode system that has been implemented. Every book has a bar code, and book transactions are handled by the circulation desk using bar-code laser scanners. When the database is updated with the pertinent data about the books or journals, the usage of bar codes in books and journals makes it easier to search based on the accession number of the book or journal. The user ID includes the staff and student's bar-coded library reference number.

### **Circulation Control:**

To find out if the books are still available, students can search for the books by author or title. Students can also physically reach the stack area. The book is registered and issued once the student logs in to the library administration system. The library provides access to textbooks and reference books in compliance with the guidelines set out by the appropriate statutory and associated authorities.

### **Subscription to e-resources**

At the college's central library, several institutional memberships for electronic resources and publications are offered. The Institute has membership in the VTU Consortium, National Digital Library (NDL), print journals and a 100MBPS leased line that connects to computers in the library. There is a link to the Library.

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

## 4.3 IT Infrastructure

### 4.3.1

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

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

**Response:**

The Institution is committed to update its IT infra-structure facilities to cater to needs of the students ensuring effective and outcome-based teaching-learning.

#### **Hardware and Software Facilities**

- 1.Up-to-date technology is a top priority for the Institution, out of total 319 computers, the 120 computers are i7 processors,12th generation, 16GB RAM and 512GB SSD, and ensures regular updates and replacements to create an ideal learning environment.
- 2.A comprehensive software suite is provided in every department by the Institution, guaranteeing a standardized and efficient computing environment.
- 3.The list of software includes Microsoft windows 11, Solid Edge, Ubuntu, Keil Software, JDK Visual Studio, MS Office, MAT Lab, Lab View, Autocad-2021.

#### **Networking Facilities**

- 1.One is housed in a central server room, which seamlessly connects and facilitates campus-wide system operations with efficiency.
- 2.Dual leased lines (Airtel & JIO) provide uninterrupted internet connectivity with 200MBPS speed and 11 access points (APs) to ensure seamless connectivity for students, faculty, and staff by providing WiFi access across the campus.
- 3.All Departments, libraries, and offices are connected through a robust Local Area Network (LAN) for efficient operations.

#### **ICT Facilities**

- 1.Smart Board, Projectors, and Smart TVs are present in classrooms, laboratories and seminar hall of state-of-the-art facilities, providing immersive and interactive learning environments to enhance the educational experience.
- 2.An advanced media center to experience innovation is available at the Institution dedicated to crafting high-quality E-contents, fostering a dynamic and immersive learning environment for students and educators.
- 3.The Institution places safety above all else, with numerous CCTV cameras strategically placed throughout the campus, which ensures vigilant security measures to protect and monitor unauthorized entries.

The Institution remains steadfast with its mission to harness the power of IT to enrich, teaching-learning and research experiences for all the members of the academic community.

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

**4.3.2****Student – Computer ratio (Data for the latest completed academic year)****Response:** 2.03**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 319

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

**4.4 Maintenance of Campus Infrastructure****4.4.1**

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

**Response:** 48.61**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 |
| 140.74  | 86.70   | 43.45   | 137.26  | 167.64  |

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 71.36

**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 |
|---------|---------|---------|---------|---------|
| 470     | 417     | 415     | 441     | 460     |

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

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

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

### 5.1.3

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

**Response:** 43.86

**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 |
|---------|---------|---------|---------|---------|
| 253     | 272     | 249     | 241     | 339     |

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

### 5.1.4

***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

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

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 53.33

**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 |
|---------|---------|---------|---------|---------|
| 92      | 98      | 53      | 83      | 66      |

**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 |
|---------|---------|---------|---------|---------|
| 164     | 177     | 130     | 144     | 120     |



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

### 5.2.2

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

**Response:** 5.25

**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 |
|---------|---------|---------|---------|---------|
| 7       | 3       | 3       | 3       | 2       |

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

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 47

**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 |
|---------|---------|---------|---------|---------|
| 12      | 9       | 0       | 13      | 13      |

**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:** 27

**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 |
|---------|---------|---------|---------|---------|
| 38      | 33      | 00      | 29      | 35      |

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

#### **The Role and Impact of Alumni Associations**

The institute has an alumni association that has been functioning actively since June 16, 2024, and its registration number is CCNRS159533. The Alumni Association serves as a powerful link between the Institute and Alumni. Associations are integral to the life of educational institutions, serving as a bridge between graduates and their alma mater. These organizations provide a range of benefits not only to the alumni themselves but also to the institutions and the wider community. This essay explores the role and impact of alumni associations, highlighting their functions, contributions, and the ways they foster enduring connections.

#### **1. Strengthening Connections**

One of the primary roles of alumni associations is to maintain and strengthen connections among former students. These associations offer platforms for graduates to stay in touch with their peers, often through organized events, reunions, and online networks. By fostering these relationships, alumni associations help individuals build and sustain professional and social networks, which can be invaluable in their careers and personal lives. Networking opportunities provided by these associations can lead to job referrals, business collaborations, and lifelong friendships.

#### **2. Supporting Professional Development**

Alumni associations play a significant role in the professional development of their members. Many associations offer resources such as career counseling, mentorship programs, and job placement services. They often host workshops, seminars, and networking events that can enhance skills and open new career opportunities. By leveraging the collective experience of their members, alumni associations create a supportive environment that helps graduates navigate their professional journeys and achieve their career goals.

#### **3. Contributing to Institutional Growth**

Alumni associations are crucial for the growth and sustainability of their respective institutions. They often engage in fundraising activities, helping to secure financial support for scholarships, research, and infrastructure development. This financial backing is essential for the continued success and

improvement of educational programs and facilities. Alumni contributions, both financial and in terms of expertise, help institutions enhance their offerings and maintain their status in an increasingly competitive educational landscape.

#### 4. Facilitating Lifelong Learning

Beyond professional development, alumni associations often promote lifelong learning. Many associations offer access to continuing education opportunities, such as lectures, online courses, and access to academic resources. This commitment to ongoing education helps alumni stay informed about developments in their fields and encourages intellectual growth long after graduation. By keeping alumni engaged with their academic interests, associations foster a culture of continuous learning and personal development.

#### 5. Building Community Engagement

Alumni associations also play a role in community service and social responsibility. They often organize volunteer activities and support community projects, demonstrating the institution's commitment to societal impact. Through these efforts, alumni contribute to local and global communities, applying the values and skills they acquired during their education to address pressing issues and promote positive change.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

#### 6.1.1

#### VISION

To evolve as a centre of excellence in academics, research and development to impart technological advancement to the society.

#### MISSION

To provide the young prospective engineers with an environment conducive for higher education and research. Our motto is to mould them as responsible citizens with an attitude to use their knowledge and scientific temper to uplift the downtrodden and improve the quality of life of fellow human beings.

#### QUALITY POLICY

- Inculcating ethical principles and a disciplined life of each and every one in the institution
- Committed to satisfy applicable requirements
- Establish process as a platform to monitor its effectiveness and efficiency
- Continually improve the processes
- Provide an environment for the people to develop their skills on a continuous basis
- Proactively identify & evaluate the risks and opportunities associated in all the processes in order to eliminate or mitigate the same.
- Monitoring of objectives at regular intervals by gathering factual data which is used for decision making

#### DESCRIPTION

Bangalore Technological Institute (BTI) is committed to providing exemplary technical education that empowers both young people and women, striving continuously to achieve global recognition through ongoing enhancement. Known for its distinguished faculty comprising academic, industry, and research experts, the institute maintains a reputation for upgrading its laboratory facilities and offering an extensive array of reference materials, including a variety of books and online journals. Special emphasis is placed on developing students' communication skills, technical proficiency, and research capabilities.

The institute is actively engaged in tackling various social challenges such as health, education, environmental conservation, and water management through multifaceted projects. These initiatives underscore BTI's commitment to societal impact and sustainable development. Throughout the formulation of its vision and mission, stakeholders ranging from parents and students to alumni and industry partners have contributed significantly, ensuring alignment with diverse community needs and aspirations.

#### **BTI's Commitment :**

- **Quality Technical Education:** The institute meticulously adheres to university syllabi and exceeds AICTE requirements, ensuring alignment with industrial demands through active industry-institute interactions.
- **Stakeholder-Centric Approach:** BTI prioritizes the needs and expectations of all stakeholders, placing a strong emphasis on student-centric education that provides comprehensive exposure and prepares graduates to compete on a global scale.
- **Holistic Student Development:** Central to BTI's mission is the cultivation of students' character and innovative leadership qualities, equipping them with essential employability skills, entrepreneurial acumen, and ethical values. The institute aims to foster a culture where graduates are empowered to create job opportunities rather than merely seeking employment.
- **Strategic Governance and Bench marking:** The Management and Principal guide BTI towards achieving the highest benchmarks in educational quality. The Governing Council convenes biannually to ensure effective policy implementation and monitor academic enhancements. Weekly meetings between the Principal and Department Heads, as well as departmental reviews aligned with the academic calendar, ensure continuous progress across curricular, co-curricular,

and extracurricular activities that resonate with the institution's vision.

- **Effective Oversight and Improvement:** The IQAC plays a crucial role in monitoring the functioning of committees dedicated to enhancing teaching-learning processes, student enrichment, and overall institutional development. By identifying areas for improvement and proposing actionable plans, these committees ensure effective governance that remains steadfastly aligned with BTI's vision and mission.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

**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.**

The institution meticulously formulates its strategic plans by deeply understanding its strengths and operational needs, anchoring them in its core vision and mission to guide developmental strategies. Weekly academic leadership meetings foster brainstorming sessions to navigate the complexities of a dynamic market, ensuring strategic initiatives remain relevant and agile in response to change.

Annually, these plans evolve into specific targets, rigorously finalized through deliberations in IQAC meetings and continually monitored thereafter. To ensure effective deployment, various committees oversee different aspects of both short-term and long-term goals, conducting regular review meetings to track progress and detail implementation steps in accompanying documentation.

Operating under the governance of statutory bodies like the Governing Council, Academic Council, and IQAC, strategic plans undergo a rigorous approval process within a structured administrative framework

overseen by the President and Managing Trustee. Supported by trustees, the President plays a pivotal role in guiding administrative functions, while the Principal ensures strategic plans are effectively implemented across all institutional activities.

Integral to its operational framework are well-established Service Rules, Recruitment Policy, and Promotion Guidelines, providing a clear career pathway for faculty and staff, fostering an environment conducive to professional growth.

**The institution categorizes its strategic plans into distinct goals:**

1. **Reimaging Campuses:** Enhancing physical and digital infrastructure, optimizing library resources, and reinforcing quality assurance.
2. **Indigenous Commitment:** Promoting research, innovation, and robust financial management.
3. **Inspiring People:** Cultivating a high-performance culture, nurturing leadership, and ensuring a safe workplace.
4. **Life Ready Graduates:** Facilitating placements, defining graduate attributes, and prioritizing student well-being.
5. **Engagement Priorities:** Building industry relationships, community service, alumni interactions and program affiliations.

Strategy implementation and monitoring are overseen by the Governing Council and IQAC, ensuring alignment with institutional goals and responsiveness to changing conditions. Effective deployment relies on comprehensive communication among management, faculty, students, staff, and stakeholders through various channels.

In conclusion, the institution's commitment to strategic planning and execution reflects its dedication to growth, innovation, and excellence across all operations. Through systematic deployment and rigorous monitoring, it strives to achieve its vision of becoming a premier center of educational making meaningful contributions to society and industry alike.

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

## 6.2.2

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



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

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

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

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

#### 1. Performance appraisal:

The Institution has a robust Appraisal System to enhance the performance of the faculty members. The process involves faculty members conducting self-appraisals at the departmental level, which are then systematically examined by a team led by the Principal and Head of the respective departments, ensuring a comprehensive and fair evaluation for career development. Faculty members who have performed well in the Teaching/Learning process, Research and Development, Industry Connect, Placement Initiatives, Students Feedback and Tutor Ward Initiatives like encouraging students to participate in Hackathon and extra / co-curricular activities are appreciated with incentives and awards. Career Advancement promotions are also awarded based on the performance appraisal conducted. Sabbatical leaves are also sanctioned for faculty to pursue their research.

### 1. Recognitions and Awards to Staff Members:

Faculty contributions with regard to paper publication, book publication, funded projects; consultancy and filing of patents are duly recognized and honored by providing cash awards in the Annual Day function conducted once in a year.

### 1. Staff Welfare Measures:

Several welfare measures are in place for the teaching and non-teaching staff members of the Institution to motivate them and enhance their career development. These programmes also improve the professional skills of the teaching and non-teaching personnel. Various incentive programmes are offered based on the performance to reward the teaching and non-teaching staff members.

**The major incentives and benefits offered to performing faculty members are as follows.**

- Incentives for the active performers who contribute for the Department and Institution growth
  - Incentives for Innovative Institution Initiators
  - Other special leaves like maternity leave and medical leave for eligible faculty members.
  - Fees waiver for the wards of faculty and non-teaching staff
- 
- Scholarship for the wards of faculty and non-teaching staff for studying in other Institutions.
  - Free Institution bus transport for non-teaching staff and subsidized transport fees for teaching faculty
  - All teaching and non-teaching staff members are also covered by a group medical insurance plan offered by the Institution.
  - Faculty members are provided on-duty and financial support and are encouraged to attend conferences, workshops and seminars.
  - The performing non-teaching staffs are also recognized during the Annual Day with financial Incentives.
  - Aspiring non-teaching staff members are also motivated to pursue higher studies and periodical training is also imparted to them.
  - Provident Fund Benefits are also provided for all teaching and supporting staffs.
  - Gym is also accessible for the staff.
  - Medical consultation is provided for staff from our sister concern Manjula Nursing Home.
  - The Institution inculcates the habit of saving which helps in social security to the employees as per the PF rules and also medical benefits for the eligible employees

- An enormous number of faculty members have been sponsored to attend National and International Conferences.
- Internet and free Wi-Fi facilities are also available in campus for staff.
- Faculty members are provided with Individual cabin to facilitate good ambience.
- Faculty development programs (FDP) are conducted for faculty members on regular basis to upgrade their skills.
- Skill development courses are organized for non- teaching staff to enhance their skills in work environment.

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

### 6.3.2

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

**Response:** 60.47

##### 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 |
|---------|---------|---------|---------|---------|
| 20      | 21      | 22      | 20      | 21      |

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

### 6.3.3

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

**Response:** 60.66

**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 |
|---------|---------|---------|---------|---------|
| 34      | 33      | 34      | 32      | 32      |

**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 |
|---------|---------|---------|---------|---------|
| 20      | 20      | 20      | 20      | 20      |

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### Response:

### 6.4.1

Bangalore Technological Institute is a self-financing private Institution run by Aditya Educational Trust. The primary source of income to the Institution is the tuition fees remitted by the students and contribution by the trust. In addition, the Institution has strategies in place to obtain funds from various Government and Non- Government agencies. The Research Committee guides the Institution to apply for research grants and these funds are used for improving the laboratory infrastructure. The memorandum of understandings (MoU's) signed with various industries pave the way for consultancy projects. The alumni funds are utilized for student welfare activities and laboratory infrastructure development.

## Mobilization of Funds

The Institution mobilizes the funds required for the routine academic activities

- Fees received from the students as prescribed by State Government
- Funds supported by the Management.
- Research and Development grants received from various funding agencies such as DST AICTE, DRDO and UGC.
- Funds generated from consulting services rendered to Industries and other organizations.
- Fees collected for organizing value-added activities.
- Corporate and private sponsorship received to conduct events.

- Contributions from philanthropists and alumni to the Institution.

## Utilization of Funds:

The Institution has a well-defined mechanism to monitor the effective and efficient utilization of available financial resources for up-scaling the academic processes and for infrastructure development. T

- Annual budget is prepared based on a thorough analysis of need that conforms to the Institution's budgetary guidelines and processes. budgets required for the subsequent financial year.
- Adequate funds are allocated for effective teaching-learning practices that include orientation programmes, workshops, interdisciplinary activities and training programmes.
- The required equipment's are procured for the academic, research and development activities. The Infrastructure is also developed as per the budget provision.
- Periodic financial audits are performed to ensure continued compliance with the Institution's financial policies.

## Optimal Utilization of Resources

- The available physical infrastructure is optimally utilized beyond regular working hours to conduct remedial classes, co-curricular activities, extra- curricular activities
- Effective utilization of laboratory infrastructure is ensured through the appointment of adequate and well-qualified lab technicians and system administrators.
- Library functions beyond the regular working hours for the benefit of students and faculty.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the**

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

**Response:**

Internal quality assurance cell (IQAC) of the institute has committees under its ambit to mainly focus on

- Teaching Learning process
- Research and Development
- Industry interaction
- Placement and Training

The Teaching-Learning Process at our institution is meticulously designed and continuously refined under the guidance of the Internal Quality Assurance Cell (IQAC).

To begin with, faculty members are actively supported in aligning their teaching methodologies with OBE principles. Regular sessions are conducted by IQAC to facilitate the formation and assessment of Course Outcomes (COs). These sessions also emphasize the importance of aligning COs with Program Outcomes (POs) and ensuring their attainment. Moreover, IQAC oversees the enhancement of the quality of internal semester question papers, assignments, and evaluation processes.

Our adoption of the Choice Based Credit System (CBCS) further empowers students by providing them with flexibility in choosing courses aligned with their career aspirations. Courses in cutting-edge technologies such as Artificial Intelligence, Block chain, Robotics, and IoT are particularly emphasized, allowing students to engage with the latest developments and enhance their skill sets.

Hands-on experience is integral to our curriculum through Mandatory Internships in Industry. Students are encouraged to undertake internships gaining first hand insights into industry practices and specialized knowledge in their domains. Additionally, every course includes opportunities for Outside Classroom Learning and Field Visits, such as visits to power plants, dams, and trade exhibitions, which provide practical exposure and enhance learning outcomes.

Faculty development is a priority facilitated by IQAC through initiatives like NPTEL course certifications. Faculty members are encouraged to upgrade their skills, with management support. Moreover, the institution actively promotes research and development through participation in conferences, seminars, and technical competitions, fostering a culture of innovation and scholarly

engagement among both faculty and students.

Our strong Industry Interaction is facilitated by IQAC-initiated Memoranda of Understanding (MoU's) with various industries. These collaborations facilitate real-time industry projects, internships, sponsored research, and technology training, bridging the gap between academia and industry needs.

To prepare students for successful careers, our Placement and Training Cell organizes regular skill development programs tailored to industry requirements.

Newly appointed faculty members undergo a comprehensive Induction Program, where they are familiarized with the university's infrastructure, resources, and common facilities. They are also introduced to the principles of OBE, helping them align their teaching objectives with institutional goals.

Academic monitoring committee looks after the attendance and conducts regular review meetings of guardian faculty members. Students with poor attendance are counseled to improve the attendance.

BTI has established Institution's Innovation Council (IIC) under the guidelines by Ministry of Human Resource Development (MHRD), Govt. of India and Innovation Cell to systematically foster the culture of Innovation.

The Placement and Training cell will organize on a regular basis various value addition programs according to the need of the industry. During the commencement of the semester IQAC plans for the programs for the employability skill development to the students for enhancing the placement ratio.

IQAC conducts internal academic audit at the end of each semester in accordance with the VTU to ensure all the academic processes are carried out regularly and documentation is maintained accordingly.

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



**6.5.2****Quality assurance initiatives of the institution include:**

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

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

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

Bangalore Technological Institute has a strong academic and extracurricular tradition that guarantees a welcoming environment for everyone on campus, especially women. At the institute, gender equity and awareness extend beyond policies and initiatives. This comprehensive approach aims to promote female equality and empowerment through community engagement projects, facility upgrades, and educational programming. Through the integration of gender perspectives across disciplines, the curriculum, the college guarantees that course content represents a variety of experiences and contributions. Critical insights into societal structures, gender dynamics, and identity intersections are gained by students enrolled in courses on women's history, feminist theory, and gender studies. In addition to enhancing academic discourse, these programs equip students with the knowledge and skills necessary to combat bias, advance justice, and create inclusive communities.

In addition to official curriculum, co-curricular activities are crucial for improving gender equity and raising awareness of gender issues. Student clubs and organizations with a gender focus provide forums for lobbying, awareness-raising, and community development. Through workshops, seminars, talks about gender equality, and awareness campaigns, students are motivated to make a difference in their peer groups and the greater community.

Gender inclusiveness informed the design of campus infrastructure and amenities, ensuring equitable access and safety for all students. This includes gender-neutral restrooms and changing places, accessible walkways, and well-lit spaces that prioritize user comfort and safety. The institution also provides childcare facilities, health clinics, and counselling services that assist faculty, staff, and students in balancing their personal and professional lives. These resources and support services are especially tailored to address the needs of women on campus.

The institution's dedication to gender equity is demonstrated by programs created to address the challenges and barriers encountered by women in higher education. Students are matched with faculty members or alums through mentorship programs that provide guidance and assistance for their academic and professional development. Women can take on leadership roles in clubs, academic committees, and student government thanks to opportunities for leadership development, which fosters an inclusive and representative atmosphere.

Through partnerships and community involvement, the college can have a greater impact on advancing gender equity outside its campus. Collaborating with community organizations and initiatives addresses issues such as gender-based violence, access to education for impoverished communities, and economic

development. Students who engage in advocacy campaigns and volunteer work can demonstrate their support for gender justice movements and contribute significantly to societal change.

Through continuous review and evaluation, gender equity initiatives are developed to be attentive to the shifting needs and challenges of the campus community. Feedback systems promote ideas from teachers, employees, and students, which promotes creativity and continuous program design and implementation.

In conclusion, the college's comprehensive approach to gender equality and sensitization in co-curricular and curriculum activities demonstrates its commitment to fostering an inclusive and empowered learning environment. The college integrates gender perspectives into academic programming, improves facilities for women on campus, and encourages active participation in advocacy and community initiatives to equip students with the knowledge, skills, and values needed to advocate for equality and positively impact social change.

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

### 7.1.2

#### The Institution has facilities and initiatives for

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

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

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

**7.1.3**

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

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

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

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

**7.1.4**

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

**Response:**

Bangalore Technological Institute is committed to fostering an inclusive atmosphere that values diversity in terms of community, language, culture, and socioeconomic status as well as tolerance and peace. The institution strives to create a community where everyone feels appreciated, understood, and encouraged to make a meaningful contribution to society by taking initiative-taking steps and activities.

The promotion of cultural variety and understanding is at the heart of these initiatives. The organization hosts multicultural events, celebrates cultural festivals, and promotes involvement in events that highlight the diversity of customs and heritage. These programs foster appreciation and communication across cultural boundaries while also giving staff members and students the chance to gain insight from one another's viewpoints and experiences.

Multilingual programs that encourage the usage of different languages spoken by staff and students are one way to embrace language diversity. Conversation groups, language exchange programs, and language clubs help people become more proficient in other languages and exchange cultures, which improves communication and understanding among people from different linguistic origins.

Organizing events that showcase the cultural contributions of many areas within the institution's geographical area is one way to promote regional peace. These gatherings provide a forum for staff members and students to exchange local customs, music, art, and cuisine, encouraging unity and respect amongst them while also building pride in one's own regional identity.

Initiatives that assist students from a variety of socioeconomic backgrounds are one way to promote socioeconomic inclusiveness. There are options for mentorship, financial assistance, and scholarships to promote academic achievement and provide fair access to school. Furthermore, outreach initiatives interact with nearby communities to tackle socioeconomic inequalities and advance educational prospects for marginalized groups.

Initiatives to foster interfaith communication, religious tolerance, and understanding are examples of the institution's dedication to fostering social harmony. Interfaith prayer rooms, facilities for religious observance, and conversations on religious diversity promote respect for one another and a welcoming atmosphere where people of different faiths are treated with dignity and acceptance.

The institution's instructional structure incorporates sensitization to citizens' rights, duties, responsibilities, and obligations under the constitution. Students and staff who participate in civics education programs, legal literacy workshops, and human rights lectures gain an understanding of their rights and obligations as citizens. Within the college community and beyond, these programs foster civic involvement, moral leadership, and a dedication to preserving democratic values.

Employee workshops and training sessions uphold the organization's dedication to diversity and compassion. Programs for diversity and inclusion in the workplace offer resources and tactics for fostering a friendly and courteous atmosphere. Through these initiatives, professors and staff are better prepared to assist students from a variety of backgrounds and foster an inclusive and respectful community.

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

## 7.2 Best Practices

**7.2.1**

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

**Response:**

**TWO BEST PRACTICES**

Title of Practice:

**1. Comprehensive Growth Program for Engineering Students Practice Objectives:**

The Comprehensive Growth Program endeavours to develop engineers who are well-rounded by combining technical education with soft skills, leadership training, and extracurricular activities. This method aims to improve the cognitive, emotional, and social abilities of students, thereby equipping them to face societal responsibilities and industry challenges. The program promotes lifelong learning, ethical values, collaboration, and innovation, guaranteeing that graduates are not only technically proficient but also communicative, leadership-ready, and adaptable. The institution's reputation as a hub for nurturing future-ready professionals is enhanced by the emphasis on personal development, community engagement, and continual self-improvement, which contribute to the holistic growth of students.

Context and Practice :

Our college implemented the Comprehensive Growth Program (CGP) in response to the changing requirements of the global engineering industry. This program was intended to enhance conventional technical education by imparting essential life skills and ethical principles. The program's inception was motivated by the necessity of generating engineers who were not only technically proficient but also well-rounded, capable of effective communication, innovation, and leadership.

Strategy for Implementation

1. Curriculum Integration: CGP is incorporated into the academic curriculum, including modules on teamwork, leadership, ethics, and communication skills. Industry experts and motivational speakers conduct workshops and seminars on a regular basis.
2. Extracurricular Activities: The program encourages participation in cultural activities, sports, and organizations. Competitions, hackathons, and technical fests are structured to foster problem-solving abilities and creativity.

3. Community Engagement: Students are encouraged to engage in social initiatives, internships, and industry projects, which cultivate a sense of societal contribution and responsibility.
4. Skill Development seminars: Students' employability and practical skills are improved through regular seminars on entrepreneurship, public speaking, design thinking, and coding.

Issues and Resources Necessary:

Difficulties Met:

1. Balancing Academics and Extracurriculars: The task of ensuring that students' academic performance was not impacted by their active participation in CGP activities was difficult.
2. Resource Constraints: The expansion and execution of high-quality seminars and events were initially impeded by limited funding and infrastructure.
3. Faculty Involvement: Consistent motivation and support were necessary to motivate faculty to allocate time to mentorship and extracurricular activities.

Resources Needed:

1. Funding: The allocation of funds for seminars, guest lectures, and extracurricular activities.
2. Infrastructure: Improved facilities for cultural events, athletics, and workshops.
3. Expertise: The program's content and delivery are enhanced through collaboration with industry experts, trainers, and counsellors.
4. Support Staff: The recruitment of supplementary personnel to provide administrative support and program coordination.
5. This strategic approach guarantees the Comprehensive Growth Program's ongoing development and sustained growth.

### **7.2.1 Employability skills development through student mentorship with relevant documents and photos**

## **Title: Best Practice in Mentor-Mentee Relationships**

**Objective:**

The objective of this best practice is to establish a robust mentor-mentee framework that fosters professional and personal growth, facilitates knowledge transfer, and enhances career development for both mentors and mentees.

**Context and Practice:**

Mentorship is a critical component in educational and professional settings, offering significant benefits to both parties involved. A successful mentor-mentee relationship is built on mutual respect, trust, and clear communication. The practice involves pairing experienced professionals (mentors) with less experienced individuals (mentees) to provide guidance, support, and feedback.

## **Limitations and Restrictions:**

While mentorship programs offer numerous advantages, they are not without limitations. One significant challenge is the time commitment required from both mentors and mentees, which

can be difficult to balance with their primary responsibilities. Additionally, not all mentor- mentee pairings may be successful due to personality clashes or misaligned expectations.

Institutions must also be mindful of potential power dynamics that could lead to an imbalanced relationship, where mentees may feel hesitant to express their concerns or ideas freely. Clear guidelines and a supportive environment are essential to mitigate these issues.

## **Evidence:**

Successful mentorship programs have shown significant positive outcomes in various settings. For example, academic institutions with well-structured mentorship frameworks report higher student retention and success rates. Mentees benefit from improved academic performance, enhanced self-confidence, and better career preparedness.

## **Issues and Resources Necessary:**

Implementing an effective mentorship program requires careful planning and resources. Key issues include ensuring the availability of committed mentors, aligning mentorship goals with institutional



objectives, and providing ongoing support for participants.

Resources necessary for a successful program include a dedicated mentorship coordinator, training materials, and tools for tracking and evaluating progress. Institutions should invest in platforms that facilitate communication and feedback between mentors and mentees. Additionally, recognition and incentives for mentors can encourage sustained participation and engagement.

## 1.Introduction to Mentorship:

- **Objective:** Provide an overview of the mentor-mentee relationship.
- **Content:** Definition of mentorship, roles, and responsibilities of mentors and mentees, and the benefits of mentorship.
- **Activity:** Discussion on personal experiences with mentorship, both as mentors and mentees.

## 2.Communication Skills:

- **Objective:** Enhance mentors' communication skills.
- **Content:** Active listening, effective questioning techniques, non-verbal communication, and providing constructive feedback.
- **Activity:** Role-playing scenarios to practice active listening and giving feedback.

## 3.Setting Goals and Expectations:

- **Objective:** Help mentors guide mentees in setting and achieving goals.
- **Content:** SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals, aligning expectations, and creating action plans.
- **Activity:** Workshop on creating SMART goals with case studies.

## 4.Building Trust and Rapport:

- **Objective:** Teach mentors how to build a trusting and respectful relationship.
- **Content:** The importance of trust, strategies to build rapport, and maintaining confidentiality.
- **Activity:** Group discussions on trust-building techniques and sharing success stories.

## 5.Problem-Solving and Conflict Resolution:

- **Objective:** Equip mentors with skills to handle challenges and conflicts.
- **Content:** Common mentorship challenges, conflict resolution strategies, and problem- solving techniques.
- **Activity:** Case studies and role-playing exercises on conflict resolution.

## 6.Ethics and Boundaries:

- **Objective:** Ensure mentors understand the ethical considerations and boundaries.
- **Content:** Ethical dilemmas in mentorship, maintaining professional boundaries, and confidentiality.
- **Activity:** Discussion and analysis of ethical case studies.

## 7.Career Development and Networking:

- **Objective:** Guide mentors in supporting mentees' career development.
- **Content:** Career planning, networking strategies, and professional development opportunities.
- **Activity:** Workshops on creating career plans and networking practice sessions.

## 7.Feedback and Evaluation:

- **Objective:** Train mentors to give and receive feedback effectively.
- **Content:** Techniques for providing constructive feedback, receiving feedback, and using it for growth.
- **Activity:** Practice sessions on giving and receiving feedback with peer review.

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

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

**Response:**

#### 7.3.1

**PORTRAY THE PERFORMANCE OF THE INSTITUTION IN ONE AREA DISTINCTIVE TO ITS PRIORITY AND THRUST WITHIN 1000 WORDS**

#### 7.3.1

Showcasing Institutional Excellence: The Distinctive Impact of Bangalore Technological Institute

The Vision, Mission, and Quality Policy of Bangalore Technological Institute (BTI) are all geared towards the holistic development of students. The institution prioritizes providing quality education alongside the overall development of its students. To accomplish this, BTI encourages student participation in a variety of activities.

BTI consistently strives to fulfil its social responsibility by supporting rural students, particularly first-generation learners, in pursuing higher education and achieving greater professional and economic success. Additionally, the founding of the college has created career opportunities for the rural residents of the area.

Introduction

Bangalore Technological Institute (BTI) stands as a beacon of excellence in the realm of engineering education. This institution is distinguished not only by its rigorous academic programs but also by its profound contributions to societal development and its holistic approach to student growth. This write-up

highlights the unique characteristics of BTI that set it apart from other engineering institutions, focusing on its innovative educational practices, community engagement, and overall impact on students and society.

### **Innovative Approach to Engineering Education**

BTI's innovative approach to engineering education is one of its most distinctive features. The institute integrates cutting-edge technology and industry-relevant curricula to ensure students are well-prepared for the evolving demands of the engineering sector. BTI emphasizes experiential learning, encouraging students to engage in practical projects, internships, and industry collaborations.

### **Industry Collaboration and Research:**

BTI collaborates with leading industries and research organizations to provide students with opportunities to work on real-world projects. This collaboration not only enhances their practical skills but also keeps them abreast of the latest technological advancements. The institute's research initiatives focus on solving real-world problems, fostering a culture of innovation and critical thinking among students and faculty.

### **State-of-the-Art Infrastructure:**

BTI boasts state-of-the-art laboratories, workshops, and learning facilities. These resources provide students with hands-on experience in their fields of study, bridging the gap between theoretical knowledge and practical application. The institute continuously updates its infrastructure to keep pace with technological advancements, ensuring students have access to the best tools and equipment.

### **Holistic Development Programs:**

In addition to academic excellence, BTI emphasizes the holistic development of students. The institute offers various extracurricular activities, leadership programs, and personal development workshops. These programs are designed to nurture well-rounded individuals who are not only technically proficient but also possess strong communication, leadership, and problem-solving skills.

### **Commitment to Societal Development**

BTI's commitment to societal development sets it apart from other institutions. The institute actively engages in community service and outreach programs, aiming to make a positive impact on society.

### **Sustainable Development Projects:**

The institute is dedicated to promoting sustainability through various projects. BTI has implemented several green initiatives on campus, including rainwater harvesting systems, solar power installations, and waste management programs. These efforts not only reduce the environmental footprint of the campus but also serve as educational tools for students.

### **Support for Rural Students:**

BTI takes pride in supporting rural students, particularly first-generation learners, by providing them

with access to quality education. The institute offers special scholarships and preparatory programs to help these students succeed academically and professionally. This support extends beyond financial aid, including mentorship and academic counseling tailored to the unique challenges faced by rural students.

### **Comprehensive Fee Waiver Programs**

BTI's fee waiver programs are a testament to its commitment to making quality education accessible to all, regardless of financial background. These programs are designed to alleviate the financial burden on students and their families, ensuring that financial constraints do not hinder educational opportunities.

### **Merit-Based Scholarships:**

BTI offers a range of merit-based scholarships to attract and retain top talent. These scholarships are awarded to students based on their academic performance, entrance exam scores, and overall achievements. By recognizing and rewarding excellence, BTI motivates students to strive for academic and personal growth.

### **Need-Based Scholarships:**

The institute also provides need-based scholarships to support economically disadvantaged students. These scholarships cover tuition fees, accommodation, and other expenses, enabling students from low-income families to pursue their education without financial stress. BTI's commitment to inclusivity ensures that all deserving students can achieve their academic goals.

### **Emergency Financial Aid:**

BTI understands that students may face unforeseen financial difficulties due to medical emergencies, family crises, or other unexpected events. The institute offers emergency financial aid to help students navigate these challenges and continue their education without interruption. This support is crucial in ensuring that students can focus on their studies and personal development.

### **Overall Impact and Outcomes**

The distinctive practices of BTI have led to significant positive outcomes, both for the institution and the broader community.

### **High Enrollment and Retention Rates:**

BTI's innovative educational approach and comprehensive support programs have resulted in high enrollment and retention rates. The institute attracts a diverse student body from various backgrounds, including a significant number of first-generation college students. The supportive environment at BTI ensures that students remain engaged and motivated throughout their academic journey.

### **Future Directions:**

Looking ahead, BTI aims to build on its successes and continue to innovate in its approach to education and community engagement. The institute plans to expand its research initiatives, deepen industry collaborations, and enhance support services for students. BTI is also committed to increasing its outreach efforts and sustainability projects, further solidifying its role as a leader in engineering education and societal development.

**Conclusion**

The unique characteristics of Bangalore Technological Institute make it a distinctive and exemplary institution in the field of engineering education. Through its innovative educational practices, commitment to societal development, comprehensive fee waiver programs, and overall impact, BTI sets itself apart from others. The institute’s dedication to excellence and inclusivity ensures that it continues to provide high-quality education and make a positive difference in the lives of its students and the broader community.

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

## 5. CONCLUSION

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### Additional Information :

The institution is affiliated with Visveswaraya Technological University, Belgavi. , for the 7-UG programmes. The institute conducting IIC activities during 2022–23. Our college got ISO:2015 certification for the years 2019–25 from quality council certification . The institute has received funds of Rs. 1.95 lakhs from various organizations for the conduct of conferences, seminars, and workshops during 2021–22 and 2022–23. Management supports for green campus initiatives and social activities, IQAC has initiated and conducted green audits, environmental audits, and energy audits by external agencies. To ensure the personal touch, the mentor-mentee activity is conducted in the institute. The mentor-mentee concept has reaped a significant impact on the progression of the student. IQAC has initiated and conducted an academic administrative audit by the external agency. During the pandemic, the institute adopted an online mode of teaching and learning. The quiz for the students was conducted by quizzz and with latest software. The online classes were conducted using Zoom meet, google meet and google classroom was used to get the assignments from the students. Many events and soft skills programs were conducted for the students to improve their soft skills and instill healthy habits.

### Concluding Remarks :

Bangalore Technological institute has , affiliated with Visveswaraya Technological University, Belgavi, stands out as a beacon of holistic education and societal impact. The institute follows the CBCS scheme under Visveswaraya Technological University, Belgavi. The institute practices a student-centric learning approach, offering seven UG programmes. The curriculum addresses cross-cutting issues such as professional ethics and gender equity through experiential learning. The institute focuses on the holistic development of students in all three areas, namely academic, social, and emotional intelligence. The institute provides a holistic environment for teaching and non-teaching faculty members. The women's safety is a priority of the management inside the campus, as there are various initiatives such as an internal complaint committee, CCTV cameras, and provision for napkin rendering machine, incinerators, and complaint boxes. The provision of financial assistance to the faculty members for attending workshops, FDPs, and conferences promotes the research and innovation ecosystem in the institute. The institute has digital teaching infrastructure such as smart classrooms, overhead projectors, internet facilities, and Wi-Fi, which add flavors to the innovative ICT-based teaching methodologies. The institute telecast the various initiatives taken by the Government of India and Tamilnadu. The institute continuously and constantly added books and journals and also renewed DELNET e-learning resources. Students support initiatives such as competitive exam preparation, cultural events, sports, and alumni interaction, which are well received by the students. The institution's governance, leadership, administration, and participative decision-making, attributing to the quality of education. The best practices and distinctiveness furnished enhance the Bangalore Technological Institute strongly. At the outset, of BTI contributes to the holistic development of students and faculty members for achieving social needs.