

**Internal Quality Assurance Cell (IQAC)
and Submission of Annual Quality
Assurance Report (AQAR) by
Accredited Institutions**



AQAR

2019-20



KLE TECHNOLOGICAL UNIVERSITY

[Recognised under section 2 (f) of the UGC Act, 1956
Vide Letter No. F.No. 8-28/2015 (CPP-I/PU) dated October 2019]

Hubballi -580031, Karnataka

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

KLE TECHNOLOGICAL UNIVERSITY

[Recognised under section 2 (f) of the UGC Act, 1956
Vide Letter No. F.No. 8-28/2015 (CPP-I/PU) dated October 2019]

Hubballi -580031, Karnataka

The Annual Quality Assurance Report (AQAR) of the IQAC
(For Universities)

Part – A

Data of the Institution

(data may be captured from IIQA)

1. Name of the Institution : **KLE Technological University**
- Name of the Head of the institution : **DR. Ashok S Shettar**
 - Designation : **Vice Chancellor**
 - Does the institution function from own campus : **YES**
 - Phone no./Alternate phone no. : **0836-2378102**
 - Mobile no. : **9986249987**
 - Registered Email : **registrar@kletech.ac.in**
 - Alternate Email : **vc@kletech.ac.in**
 - Address : **KLE Technological University,
B V Bhoomaraddi College Campus**
 - City/Town : **HUBBALLI**
 - State/UT : **Karnataka**
 - Pin Code : **580031**

2. Institutional status:

- University: State/Central/Deemed /Private (Tick appropriate) : **State Private University**
- Type of Institution:
Co-education/Men/Women : **Co-education**
- Location : ~~Rural/Semi-urban~~/Urban: : **Urban**

- √
- Financial Status: ~~Centrally funded/~~
~~state funded~~/Private : **PRIVATE**
(please specify) : **Self- Financed**
 - Name of the IQAC Co-ordinator/Director : **Dr. Sanjay Kotabagi**
 - Phone no. /Alternate phone no. : **0836-2378160**
 - Mobile : **9448564580**
 - IQAC e-mail address : **registrar@kletech.ac.in**
 - Alternate Email address : **sanjay_kotabagi@kletech.ac.in**
3. Website address : **www.kletech.ac.in**
- Web-link of the AQAR: (Previous Academic Year) : **Not Applicable**
For ex. http://www.nou.nic.in/AQAR_REPORT_2018-2019.pdf
4. Whether Academic Calendar prepared during the year? : **YES**
Yes, if yes, it is uploaded in the Institutional : **website: www.kletech.ac.in**
5. Accreditation Details → : **First Cycle**
6. Date of Establishment of IQAC: DD/MM/YYYY : **06-07-2018**
7. Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/ DBT/ICMR/**TEQIP**/World Bank/CPE of UGC etc. : **TEQIP 3**
8. Whether composition of IQAC as per latest NAAC guidelines : **YES: √**
9. No. of IQAC meetings held during the year : **02**
10. Whether IQAC received funding from any of the funding agency to support its activities during the year? No

11. Significant contributions made by IQAC during the current year (maximum five bullets)

- * Effectiveness in Teaching Learning Process using blended Learning
- * Enhanced paper Publications in reputed journals
- * Construction of Sports complex (In Process)
- * Reforms in Examination Systems
- * More incubation Centres

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
1. Blended Learning	Achieved
2. Project based Learning	Practicing
3. OKR	Implemented
4. Examination Reforms	Implemented

13. Whether the AQAR was placed before statutory body? NO

14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning? NO

15. Whether institutional data submitted to AISHE: YES

Year: **2019-2020** Date of Submission: **09-01-2021**

Extended Profile of the University

1 Programme:

1.1. Number of Programmes offered during the year

Year	2019-2020
Number	18

1.2 Number of departments offering academic programmes **10**

2. Student:

2.1 Number of students during the year

Year	2019-2020
Number	5503

2.2 Number of outgoing / final year students during the year

Year	2019-2020
Number	1405

2.3 Number of students appeared in the University examination during the year

Year	2019-2020
Number	5210

2.4 Number of revaluation applications during the year

Year	2019-2020
Number	302

3 Academic:

3.1 Number of courses in all Programmes during the year

Year	2019-2020
Number	830

3.2 Number of full time teachers during the year

Year	2019-2020
Number	345

3.3 Number of sanctioned posts during the year

Year	2019-2020
Number	331

4. Institution:

4.1 Number of eligible applications received for admissions to all the Programmes during the year

Year	2019-2020
Number	25084

4.2 Number of seats earmarked for reserved category as per GOI/State Govt. rule during the year

Year	2019-2020
Number	417

4.3 Total number of classrooms and seminar halls: 61

Year	2019-2020
Number	125

4.4 Total number of computers in the campus for academic purpose: 2600

4.5 Total Expenditure excluding salary during the year (INR in Lakhs)

Year	2019-2020
Number	4859

Criterion I –Curricular Aspects

Key Indicator – 1.1 Curriculum Design and Development

Metric No.					
<p>1.1.1</p> <p>Q_iM</p>	<p><i>Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University</i></p> <p>Write description in maximum of 200 words</p> <p>The Outcome-Based Education (OBE) framework is used to design the curriculum. Each program has formulated Program Outcomes (POs) in line with Graduate attributes prescribed by the National Board of Accreditation (NBA). These POs describe what students are expected to know and be able to do by the time of their graduation. The PSOs of the programs take care of the specific needs of the region and context of the institution.</p> <p>The courses designed for the programs are aligned with the expectations of POs. This is ensured through curriculum mapping, which moves from POs to Course Outcomes (CO) and provides information about where, when, and how program outcomes are taught and assessed within a program. Further, the assessment tools are appropriately connected to the COs and hence to the POs by defining Competencies and Performance indicators.</p> <p>Curriculum Mapping</p> <p>The curriculum structure and courses offered in each of the programs contribute to developing or enhancing the skills needed to achieve the Program Outcomes (POs). They can be broadly categorized as follows.</p> <ol style="list-style-type: none"> 1. Basic Science, Mathematics, Engineering and Humanities 2. Program Foundation Course 3. Program Verticals (specializations) <p>Two Important tools that help us to understand the extent of compliance of the curriculum with POs and PSOs are</p> <ol style="list-style-type: none"> 1. Course Articulation Matrix 2. Program Articulation Matrix 				
<p>1.1.2</p> <p>Q_nM</p>	<p><i>Number of Programmes where syllabus revision was carried out during the year</i></p> <table border="1" data-bbox="331 1839 746 1917"> <tr> <td>Year</td> <td>2019-2020</td> </tr> <tr> <td>Number</td> <td>100</td> </tr> </table>	Year	2019-2020	Number	100
Year	2019-2020				
Number	100				

1.1.3 Q _n M	<i>Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year</i>	
	Year	2019-20
	Number	560

Key Indicator – 1.2 Academic Flexibility

Metric No.		
1.2.1 Q _n M	<i>Number of new courses introduced of the total number of courses across all programs offered during the year</i>	
	Year	2019-20
	Number	2884
1.2.2 Q _n M	<i>Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year</i>	
	Year	2019-20
	Number	100

Key Indicator – 1.3 Curriculum Enrichment

Metric No.	
1.3.1 Q ₁ M	<i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum</i> Write description in maximum of 200 words
	To address the crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability, the University has adopted the following three-pronged approach: Introducing courses that directly address these abilities <ul style="list-style-type: none"> • ‘Social Innovation’ course in the first year: This course enables students to connect with society, helps them to identify local issues, and facilitates them to develop skills to identify innovative and sustainable solutions for the problem identified. • ‘Constitution of India, Professional Ethics and Environmental sciences’: The course introduces India’s constitution and addresses professional ethics, environment, and sustainability issues. <p>2. Embedding experiences that lead to acquiring these qualities in the program core courses:</p> <p>Example:</p>

	<ul style="list-style-type: none"> • “Engineering Exploration” course at first year: While learning the engineering design process, the student understands and enumerates ethical and sustainability issues related to his designs and the project he is doing. • ‘Capstone Project’: the students are required to discuss ethical, environmental, and sustainability issues related to the project they are doing. It is also part of project assessment metrics. <p>3. Engaging students in extension and community engagement activities that lead to learning and experiencing these qualities</p> <p>a. National programs:</p> <p style="padding-left: 40px;">i. Swacch Bharath Summer Internship</p> <p>As a part of this program, selected student teams of KLE Tech invested 100 hours in addressing the issues connected with sanitation, hygiene, and cleanliness.</p> <p style="padding-left: 40px;">ii. Unnat Bharat Abhiyan</p> <p>The students engage with the adopted villages and contribute to these village communities’ economic and social betterment using their knowledge base.</p> <p>b. Special curriculum tracks:</p> <p style="padding-left: 40px;">i. Technology & Innovation for Social Transformation-TIS</p> <p>TIST is a service-learning track in which interdisciplinary teams of students from across campus work together on co-generated problems that benefit the community. The program starts from the summer vacation of the 4th semester and spreads over three semesters with more than 300 hours of engagement.</p> <p style="padding-left: 40px;">ii. Rural Immersion Track</p> <p>Rural Immersion track of management program aims to create responsible leaders by providing values-based education and making a meaningful contribution to the region. This program allows students to develop sensitivity to rural issues through direct experiential learning.</p> <p>c. Induction program: The program focuses on inculcating moral, social, and ethical values to all incoming students. This is held before the start of the first year.</p>				
<p>1.3.2</p> <p>Q_nM</p>	<p><i>Number of value-added courses for imparting transferable and life skills offered during the year</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>85</td> </tr> </table>	Year	2019-20	Number	85
Year	2019-20				
Number	85				

1.3.3 Q_nM	<p><i>Total number of students enrolled in the courses under 1.3.2 above</i></p> <p>1.3.3.1: Number of students enrolled in value-added courses imparting transferable and life skills offered during the year</p> <table border="1" style="margin-left: 20px;"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>3578</td> </tr> </table>	Year	2019-20	Number	3578
Year	2019-20				
Number	3578				
1.3.4 Q_nM	<p><i>Number of students undertaking field projects / research projects / internships during the year</i></p> <table border="1" style="margin-left: 20px;"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>2292</td> </tr> </table>	Year	2019-20	Number	2292
Year	2019-20				
Number	2292				

Key Indicator – 1.4 Feedback System

Metric No.	
1.4.1 Q_nM	<p><i>Structured feedback for design and review of syllabus – semester wise / is received from</i></p> <p>1) Students, 2) Teachers, 3) Employers, 4) Alumni - YES</p> <ul style="list-style-type: none"> • All 4 of the above
1.4.2 Q_nM	<p><i>Feedback processes of the institution may be classified as follows:</i></p> <ul style="list-style-type: none"> • Feedback collected, analysed and action taken and feedback available on website • Feedback collected, analysed and action has been taken

Criterion II – Teaching-Learning and Evaluation

Key Indicator - 2.1 Student Enrolments and Profile

Metric No.					
2.1.1	<i>Demand Ratio</i> 2.1.1.1: Number of seats available during the year				
Q_nM	<table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>1550</td> </tr> </table>	Year	2019-20	Number	1550
Year	2019-20				
Number	1550				
2.1.2	<i>Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)</i>				
Q_nM	<table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>398</td> </tr> </table>	Year	2019-20	Number	398
Year	2019-20				
Number	398				

Key Indicator - 2.2 Catering to Student Diversity

Metric No.	
2.2.1	<i>The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners</i>
Q₁M	<p>University uses different mechanisms to assess the learning levels of the student. The merit in the qualifying examinations, competitive entrance examinations, and performance in the initial stage of the programme can be taken as indicators of their achievement as they get admitted to the programme in the University. Subsequently, they are assessed through continuous internal assessments at various levels and stages. Based on these learning levels. Several initiatives are undertaken to help slow learners to reach their academic goals and advanced learners realize their highest potential.</p> <p>Assisting slow learners</p> <p>The students who are slow learners academically or weak in soft skills have a number of faculty-assisted measures to upgrade themselves to meet the challenges of curriculum and placement requirements. Following are some of the initiatives extended to such students to overcome their weaknesses.</p> <ul style="list-style-type: none"> • Student Counselling: Course teachers identify low-performing students, and faculty advisors take care of these students by regularly counseling them. Special classes are conducted for improving academic performance. • Remedial classes /tutorials: Based on the student performance In-semester

	<p>Assessment (ISA) tests, additional remedial/tutorial classes are conducted separately, and the course instructor monitors their performances regularly.</p> <ul style="list-style-type: none"> • Lateral Entry students: Make-up classes are conducted for lateral entry students to cope with the curriculum. • Professional & Communication Skills: Special training sessions are conducted by Humanities school for students to improve their soft skills. • Summer Semester: Students with subject backlogs can register and appear for examination again during the summer holidays. The identified faculty members will mentor the students during the preparation. This relieves the students from carrying the burden of backlog courses during the regular semester and keeps them focused. <p>Measures to encourage advanced learners:</p> <p>To enable bright students to reach their fullest potential, several courses and minor programs are made available. These measures are primarily aimed at stimulating the intellectual effort of students to reach higher goals.</p> <ul style="list-style-type: none"> • Research Experience for Undergraduates (REU): REU is a 6 credit course designed to provide authentic research experience to undergraduate students. It helps them to experience and learn how to identify and define the problems and solve them, find and evaluate evidence, consider and assess competing interpretations, form and test their own analysis and interpretations, and communicate their ideas findings. These learnings enable them to participate in the research missions in their future career inside or outside academia. • Minor Program <p>The School offers Minor Programs to motivated students desirous to earn 15 additional credits apart from regular Programme credits. The minor program has 5 courses to engage students for 300 hrs of experiential learning in a specialized domain during the regular program duration.</p> <ul style="list-style-type: none"> • Student Club Activities <p>The University encourages the potential students to actively engage in activities through co-curricular clubs, where they apply the knowledge and skills to develop devices/systems to meet the stringent project requirements and validate the designs by participating in competitions organized by reputed institutes at the national levels. These multidisciplinary engagement projects have a significant role in inculcating professional skills among the students.</p>						
<p>2.2.2</p> <p>Q_nM</p>	<p>Student - Full time teacher ratio during the year</p> <table border="1" data-bbox="320 1839 954 1951"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number of Students</td> <td>5503</td> </tr> <tr> <td>Number of teachers</td> <td>345</td> </tr> </table>	Year	2019-20	Number of Students	5503	Number of teachers	345
Year	2019-20						
Number of Students	5503						
Number of teachers	345						

Key Indicator - 2.3 Teaching - Learning Process

Metric No.	
2.3.1 Q ₁ M	<p><i>Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences</i></p> <p>Write description in maximum of 200 words</p> <p>One of the major steps undertaken by the University over the years is to create a learning ecosystem that is experiential, contextual, and situated. In several courses, innovative pedagogical approaches are adopted to enhance student engagement and attainment.</p> <p>Integrating Experience through Projects</p> <p>The project work is a vital component of the curriculum that offers more significant experiential learning to students through integrating experience. They also give the student an opportunity to work on complex real-world problems. An undergraduate student carries out at least seven projects from the first year to the final year of his studies. The projects also focus on teamwork, leadership, and collaborative learning.</p> <p>Following are the type of projects done by the students in an undergraduate program.</p> <ol style="list-style-type: none"> 1. Course projects 2. Mini project (5th Semester) 3. Minor project (6th Semester) 4. Capstone Project (7th and 8th Semesters) <p>Courses designed with a Hands-On Learning approach</p> <p>The University also offers innovative courses designed with a hands-on learning approach to motivate and engage students in learning. Following are the examples of such courses:</p> <ul style="list-style-type: none"> • Engineering Exploration: The mandatory core course offered in the first year focuses on problem-solving, the multi-disciplinary nature of engineering, the engineering design process, and teamwork. The course follows Project Based Learning pedagogy, and students work in teams to solve identified problems. • Social Innovation: The course in the first year of the study focuses on <ul style="list-style-type: none"> ○ Developing connect to societal issues; ○ Skills for need identification, ideation, synthesis, and creativity; design thinking approach ○ Problem-solving skills to address social problems through innovative solutions.

	<ul style="list-style-type: none"> ○ Teamwork and collaborative learning <p>Every year the first-year students carry out over 250 projects in social space.</p>				
<p>2.3.2 Q_iM</p>	<p><i>Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year</i></p> <p>Write description in maximum of 200 words</p> <p>All the classrooms and laboratories on the campus are ICT-enabled with projectors and other digital gadgets. The University campus network has a backbone of OFC with a capacity of 10 GBPS, catering to 2179 (Desktops) nodes on the campus. Further, 95 wireless access points across campus and hundred twenty-five (125) wireless access points in both boys' and girls' hostels provide internet connectivity to the students and faculty. The University has Hi-Tech Video conferencing facilities.</p> <p>The teachers are well-trained and have expertise in using ICT tools, platforms, and online resources to make teaching-learning more effective. Wherever appropriate, faculty use PPT's, animation, and digital simulations to improve student engagement in learning. The blended learning model is used in several courses to enhance student learning outcomes and bring an industry perspective to the course design and delivery.</p> <p>Following are the tools/ platforms used by the University for managing the digital content and delivery of the courses.</p> <p>Learning Management System (LMS): The central hub for course materials, course communications, and course management. We are using MOODLE as the LMS with 2500 simultaneous users</p> <p>Video Conferencing platform: A solution for synchronous learning online in which students and teachers can see and interact with each other in real-time. 'MS-Teams' with campus-wide license is used as the synchronous delivery platform.</p> <p>Studio & Video Management System: For recording videos, well-equipped studios with light-board and accessories are essential. In total 12 studios across the campus are set up. Further, an asynchronous video solution that simplifies the creation and secure sharing of pre-recorded lectures, microlearning videos, and on-demand video communications is set up.</p>				
<p>2.3.3 Q_nM</p>	<p><i>Ratio of students to mentor for academic and other related issues during the year</i></p> <p>Number of students assigned to each mentor: approx. 20</p> <table border="1" data-bbox="320 1890 895 1966"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number of mentors</td> <td>283</td> </tr> </table> <p>Formula: Mentor: Mentee</p>	Year	2019-20	Number of mentors	283
Year	2019-20				
Number of mentors	283				

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Key Indicator - 2.4 Teacher Profile and Quality

Metric No.					
2.4.1	<i>Total Number of full time teachers against sanctioned posts during the year</i>				
Q _n M	<table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>345</td> </tr> </table>	Year	2019-20	Number	345
Year	2019-20				
Number	345				
2.4.2	<i>Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. during the year</i>				
Q _n M	<table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>101</td> </tr> </table>	Year	2019-20	Number	101
Year	2019-20				
Number	101				
2.4.3	<i>Total teaching experience of full time teachers in the same institution during the year → 4025 Years</i>				
Q _n M					
2.4.4	<i>Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year</i>				
Q _n M	<table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>5</td> </tr> </table>	Year	2019-20	Number	5
Year	2019-20				
Number	5				

Key Indicator - 2.5 Evaluation Process and Reforms

Metric No.					
2.5.1	<i>Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year</i>				
Q _n M	<table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>09</td> </tr> </table>	Year	2019-20	Number	09
Year	2019-20				
Number	09				
2.5.2	<i>Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year</i>				
Q _n M	<table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>07</td> </tr> </table>	Year	2019-20	Number	07
Year	2019-20				
Number	07				

<p>2.5.3 Q₁M</p>	<p><i>IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution</i></p> <p>End to End IT integration</p> <p>Operational since 2012, KLE Tech has a comprehensive end to end platform for administration and management of core academic activities at the University</p> <p>This automation system integrates all the core activities in the academic and assessment lifecycle from student admissions until graduation in a seamless manner.</p> <p>The institution specific rules for academic management are encoded thereby ensuring compliance, governance and a real time view of the academic operating parameters thereby enabling quality in education. The IT Platform has following features</p> <ul style="list-style-type: none"> • The system provides full support for measuring outcomes as per requirements of NBA and Washington accord requirements. The system was reviewed and appreciated by the Washington Accord committee during their India re-accreditation visit in 2019 • OBE compliant Question paper setting, Rubrics with Likert Scale implementation for non-theory courses assessment facilitates a comprehensive coverage of all types of internal assessments (Theory, Lab, Projects, Assignments and Seminars), followed by student performance analysis & outcomes are available by default. • All the assessment questions are linked to performance indicators, competency and hence to the program outcomes (POs). Further they are also linked to respective Bloom's cognitive levels. This helps in gauging the quality of question papers. • Admission, Course Registration, Academic calendar, time table & contact hours, LDPR, Attendance, Assessments, Student Counseling, Student Feedback, Communication to parents, and students are some of the additional functions automated. • The examination module covers the full gamut of our examination processes, implements COE exam rules requiring minimal manual intervention, security, access control, maintenance of audit and access trail through the automation of all the key processes of end semester examinations. • Key examination processes automated include Question paper setting and scrutiny, seating logistics and hall tickets, encoding by bar codes for conventional paper pen valuation, moderation and multiple valuations, application of Grace marks rules, grading conversion, make-up, supplementary / fast track semesters, revaluation and challenge valuation, e-results, hard copy, SMS result intimations, comprehensive results analysis, vertical progression, transcripts, graduation, gold medalist rules enforcement, and full-fledged outcome based education support and analysis. • The exam system is located in an isolated network for restricted access and
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	high security
2.5.4 Q _n M	<i>Status of automation of Examination division along with approved Examination Manual</i> A. 100% automation of entire division & implementation of Examination Management System (EMS)

Key Indicator - 2.6 Student Performance and Learning Outcomes

Metric No.	
2.6.1 Q ₁ M	<p><i>The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents</i></p> <p>All the KLE Technological University programs have well-articulated program outcomes (POs) that are mapped to course outcomes. The POs for the programs are defined based upon the recommendation of accreditation bodies as follows:</p> <ol style="list-style-type: none"> 1. Engineering Programs: National Board of Accreditation (NBA) 2. Management programs: National Board of Accreditation (NBA) 3. Architecture: National Architectural Accrediting Board (NAAB) <p>Program-specific outcomes have been arrived at based on the skills and knowledge specific to the program the graduates need to master. The process of connecting desired POs and PSO to curriculum design and assessment is as follows:</p> <ol style="list-style-type: none"> 1. Curriculum Mapping: <p>The process of curriculum mapping is followed to identify the extent of compliance of the curriculum for attaining the program outcomes and program-specific outcomes. A “design down” process is employed, which moves from program outcomes to course outcomes, as shown in Figure below. Two Important tools that help us to understand the extent of compliance of the curriculum with POs and PSOs are</p> <ol style="list-style-type: none"> 2. Course Articulation Matrix <p>For each of the courses offered in the program, a course articulation matrix is prepared. The course articulation matrix- identifies how COs contribute to the achievement of PO’s can reveal gaps in the curriculum or prompt re-examination of Cos.</p> <ol style="list-style-type: none"> 1. Program Articulation Matrix

	<p>Once the course articulation matrices have been prepared, a program articulation matrix can be constructed to summarize how and where the curriculum's core courses address the program outcomes. It helps us ensure that all outcomes are addressed at some course in the program and determine whether there is enough emphasis on each program's outcomes.</p> <p>2. Assessment Strategy:</p> <p>To integrate high-level learning outcomes (POs) with assessment, there is a necessity to bring further clarity and specificity to the program outcomes. It can be achieved through the following two-step process of identifying Competencies and Performance Indicators (PI).</p> <ol style="list-style-type: none"> 1. Identify Competencies to be attained: For each PO, define <i>competencies</i> – different abilities implied by program outcome statement that would generally require different assessment measures. This helps us to create a shared understanding of the competencies we want our students to achieve. 2. Define Performance Indicators: For each of the <i>competencies</i> identified, define performance Indicators (PIs) that are explicit statements of expectations of the student learning. They can act as measuring tools in assessment to understand the extent of attainment of outcomes. 3. Once the above process is completed for the program, the assessment of CO's for all the courses is designed by connecting assessment questions (used in various assessment tools) to the Performance Indicators. By following this process, where examination questions map with PIs, we get clarity and better resolution for the assessment of COs and POs.
<p>2.6.2 Q_iM</p>	<p>Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year</p> <p>The COs play a vital role in assessing the student performance in a course and thereby the attainment of POs as a direct measure. The process of gathering and analyzing the data to arrive at the attainment of course outcomes is depicted in the following Figure.</p> <p>Process of Data Gathering and Analysis</p> <p>Course Assessment Plans: For each of the program's courses, the course faculty constructs a course assessment plan. The document connects each of the COs to the assessment method(s) employed and the performance goal for the CO. Based on the previous performances, the course outcome attainment levels are set as targets for each of the course outcomes. The attainment level for a CO is stated in terms of the percentage of students scoring more than the target score.</p> <p>2. Evaluation of Program Outcomes and Program Specific Outcomes attainment</p> <p>The university programs use a variety of assessment tools to identify, collect, and prepare data to evaluate the attainment of the program outcomes. The evaluation process uses the data collected during the assessment and arrives at a detailed</p>

analysis of student learning and attainment of program outcomes.

Two approaches have been used in assessing the attainment of POs /PSOs, namely direct measurements and indirect measurements, as shown in below

Assessment Tools for POs and PSOs

1. Direct Measurements:

Direct assessment measures involve “direct examination or observation of student knowledge or skills” for the program’s courses. The table below shows the direct methods used by the school to assess the attainment of POs.

#	Courses	Continuous Internal exams assessments	Semester End Examinations	Tools
1	Theory Courses	YES	YES	Test/examination question papers
2	Laboratories	YES	YES	Assessment rubrics
3	Assignments, quizzes, course projects, presentations	YES	YES	Assessment rubrics, Multiple-choice questions
4	Mini, Minor, and Capstone Projects	YES	YES	Assessment rubrics

Direct methods used by the School to assess attainment of PO

In each of the courses, the assessment process results in *course assessment reports*. Following are the steps followed for direct measurement of PO attainment

1. Course Assessment Reports:

The course assessment reports are prepared for continuous internal evaluation and semester-end examinations.

2. Program Assessment Report (direct):

The data obtained through course assessment reports are used to arrive at the direct measurement of the program outcomes’ attainment.

3. Indirect Measurements:

Indirect Assessment Methods attempt to capture stakeholder’s perceptions of learning and the educational environment. Indirect assessment tools employed by

	<p>the school are:</p> <ol style="list-style-type: none"> 1. Graduating student exit survey 2. Alumni survey 3. Employer Survey <p>All the direct and indirect evaluations of PO's, PSO's, and CO's are used to improve the programs continually.</p>
<p>2.6.3 Q_nM</p>	<p><i>Number of students passed during the year</i></p> <p>2.6.3.1: Total number of final year students who passed the university examination 2.6.3.2: Total number of final year students who appeared for the examination</p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Programme Code BE • Name of the Programme Engineering and Technology, Architecture PG, MBA, MCA • Number of students appeared 1416 • Number of students passed 1406 • Pass percentage 99.29

Key Indicator- 2.7 Student Satisfaction Survey

Metric No.	
<p>2.7.1 Q_nM</p>	<p><i>Student Satisfaction Survey (SSS) on overall institutional performance</i></p> <p>University is taking Feedback from Students in Every Semester. Taken Feedback from Students is analysed and taken action to improve learning outcomes and support services in the Campus</p>

Criterion III – Research, Innovations and Extension

Key Indicator - 3.1 Promotion of Research and Facilities

Metric No.																																																				
3.1.1 Q1M	<p><i>The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented</i></p> <p>The Research Council is the statutory body that guides the research strategies and initiatives and approves policies, guidelines, and budgets for the research activities. The research and development (R&D) cell headed by Dean (R&D) coordinates and manages the overall research activities of the University. The research policy, and guidelines, are available on the University website and communicated to faculty regularly.</p> <p>1. Budgetary Provisions for updating of research facilities</p> <p>Every year a budgetary provision is made to meet the capital and revenue expenditure of R&D activities. The budget is prepared by the Dean (R&D) based on the requirements from the various research initiatives and University research policy and approved by the research council and Board of Governors. The budgetary provision takes care of updating the research facilities and funding of various research projects.</p> <p>The following table gives the research expenditure made by the University to ensure updating of existing facilities, establishing of new research labs, and internal funding for research initiatives:</p> <table border="1"> <thead> <tr> <th colspan="2">Research expenses</th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> <tr> <th colspan="2">(in Lakhs)</th> <th></th> <th></th> <th></th> <th>(provisional)</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Capital expenditure</td> <td>KLETech</td> <td>100.63</td> <td>195.50</td> <td>78.19</td> <td>113.61</td> </tr> <tr> <td>TEQIP</td> <td>102.54</td> <td>110.9</td> <td>59.15</td> <td>36.67</td> </tr> <tr> <td rowspan="2">Revenue expenditure</td> <td>KLETech</td> <td>68.37</td> <td>73.68</td> <td>135.66</td> <td>97.57</td> </tr> <tr> <td>TEQIP</td> <td>20.57</td> <td>41.59</td> <td>88.89</td> <td>17.07</td> </tr> <tr> <td rowspan="2">Total</td> <td>KLETech</td> <td>169.00</td> <td>269.18</td> <td>213.85</td> <td>211.18</td> </tr> <tr> <td>TEQIP</td> <td>123.11</td> <td>152.49</td> <td>148.04</td> <td>53.74</td> </tr> <tr> <td colspan="2">Grand Total</td> <td>292.11</td> <td>421.67</td> <td>361.89</td> <td>264.92</td> </tr> </tbody> </table> <p>1. External research funding</p> <p>University also actively seeks funding from governmental agencies and industry to</p>	Research expenses		2017-18	2018-19	2019-20	2020-21	(in Lakhs)					(provisional)	Capital expenditure	KLETech	100.63	195.50	78.19	113.61	TEQIP	102.54	110.9	59.15	36.67	Revenue expenditure	KLETech	68.37	73.68	135.66	97.57	TEQIP	20.57	41.59	88.89	17.07	Total	KLETech	169.00	269.18	213.85	211.18	TEQIP	123.11	152.49	148.04	53.74	Grand Total		292.11	421.67	361.89	264.92
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sponsor research projects and set up research laboratories in advanced areas.

The various funding agencies from which the fund is received are:

(i) Government agencies: Department of Science and Technology (DST), Naval Research Board (NRB), Department of Biotechnology (DBT), All India Council for Technical Education (AICTE), University of Agricultural Science Dharwad (UASD), Defence Research and Development Organization (DRDO), Vision Group on Science and Technology (VGST), Karnataka Biotechnology and Information Technology (KBITS), etc.,

(ii) Industries: Continental, Samsung Research Institute Bangalore (SRIB), VRL logistics, etc.

The Details of External and University utilized grants are:

Year	External Research Grant (Lakhs)
2016-17	218.76
2017-18	66.50
2018-19	165.00
2019-20	131.55
Total	581.81

1. Research Policy

The research Policy of KLE Technological University provides policies and practices to support and enhance research activities and is in line with the statutes and regulations of the University. The research council and BOG approve the University research policy. This policy document outlines the guiding principles regarding the management, support, and development of research for all those involved in research activities at KLE Technological University.

The *aim of the research policy* is to:

1. Provide a framework for the promotion of research and development;
 2. Provide resources for continued high-level, effective, and efficient support for research and affirm research as a priority;
 3. Provide an ecosystem for innovation and entrepreneurship.
 4. Ensure effective communication (internally and externally) about the principles and policies on which the University's research activities are founded.
 5. Provide support for consultancy, collaboration, and outreach (Extension) activities to enhance the research culture.
 6. Integrate support for both undergraduate and postgraduate research into mainstream research.
- Upload relevant supporting document

3.1.2

The institution provides seed money to its teachers for research (amount INR in

Q _n M	<i>Lakhs)</i>				
	<table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>(INR in Lakhs):</td> <td>183.29</td> </tr> </table>	Year	2019-20	(INR in Lakhs):	183.29
	Year	2019-20			
(INR in Lakhs):	183.29				
3.1.3 Q _n M	<p><i>Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year</i></p> <table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number of teachers</td> <td>05</td> </tr> </table>	Year	2019-20	Number of teachers	05
Year	2019-20				
Number of teachers	05				
3.1.4 Q _n M	<p><i>Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year</i></p> <table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>02</td> </tr> </table>	Year	2019-20	Number	02
Year	2019-20				
Number	02				
3.1.5 Q _n M	<p><i>Institution has the following facilities to support research</i></p> <ul style="list-style-type: none"> • Central Instrumentation Centre • Media laboratory/Studios • Business Lab • Research/Statistical Databases • Theatre 				
3.1.6 Q _n M	<p><i>Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year</i></p> <table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>08</td> </tr> </table>	Year	2019-20	Number	08
Year	2019-20				
Number	08				

Key Indicator - 3.2 Resource Mobilizations for Research

Metric No.					
3.2.1 Q _n M	<p><i>Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year(INR in Lakhs)</i></p> <table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>47.27 LAKHS</td> </tr> </table>	Year	2019-20	Number	47.27 LAKHS
Year	2019-20				
Number	47.27 LAKHS				

<p>3.2.2 Q_nM</p>	<p><i>Grants for research projects sponsored by the government agencies during the year(INR in Lakhs)</i></p> <table border="1" data-bbox="320 282 735 360"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>122.15753</td> </tr> </table>	Year	2019-20	Number	122.15753
Year	2019-20				
Number	122.15753				
<p>3.2.3 Q_nM</p>	<p><i>Number of research projects per teacher funded by government and non-government agencies during the year</i></p> <table border="1" data-bbox="320 528 735 607"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>26</td> </tr> </table>	Year	2019-20	Number	26
Year	2019-20				
Number	26				

Key Indicator - 3.3 Innovation Ecosystem

<p>Metric No.</p>	
<p>3.3.1 Q₁M</p>	<p><i>Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge</i></p> <p>KLE Tech has proven to be one of the top universities for start-up creation over the past few years. Two centres have been established to drive innovation and entrepreneurship on the campus and in the region.</p> <p>1. Centre for Technology Innovation and Entrepreneurship (CTIE)</p> <p>‘Centre for Technology Innovation and Entrepreneurship’ (CTIE) : KLE-CTIE, is a Technology Business Incubator sponsored by DST and TIDE2.0 Incubator from MeitY. It has emerged as a pioneering model to drive, promote and support entrepreneurial communities in Tier-II cities. We have incubated over 75 startups for the last seven years. Currently, we have 30 tech startups spread across over 25,000 sq.ft of workspace.</p> <p>KLE-CTIE Incubation Model Strategy:</p> <p>KLE CTIE has adopted a two-pronged strategy to build its presence and impact. The following figure represents our strategy.</p> <p>The first is to encourage external entrepreneurs with a good business plan and cultural fit to start their business on KLE Tech campus. This enabled quick ramping up of companies with a commercial interest that served as a beacon to engage students in a variety of collaborative activities. The no-strings-attached and straightforward policies of CTIE helped to attract serial entrepreneurs and young engineers to build their ventures.</p> <p>Building student entrepreneurs:</p> <p>The second path focused on building the pipeline of eligible students who are open enough to an entrepreneur’s career. A good mix of credit-based and non-credit</p>

	<p>interventions in place as a part of this approach</p> <p>Several interventions have been initiated to enable, empower and educate young students.</p> <p>PUPA - It is an Accelerated Entrepreneurial Experience for students. Under this program, students are encouraged to take up any product idea, build it and sell it.</p> <p>Ideation Camps: The program consists of the framework of an idea that helps participants through the stages of ideation, validation, development, and lastly, testing in a real-world environment.</p> <p>Butterfly: It is a business plan competition open for all students of KLE Technological University. Selected business plans are qualified to take part in CTIE capstone project track for one year.</p> <p>KLE-CTIE highlights:</p> <ol style="list-style-type: none"> 1. A Technology Business Incubator sponsored by DST and TIDE2.0 Incubator from MeitY 2. Over 1000 jobs created in the region 3. Two companies with a valuation of over INR 100 Cr. 4. Rapid hardware product design and realization through – ‘MakerSpace’ and ‘EEL – Electronic Enabling Lab’, ESDM design center. <p>1. CIPD – Center for Innovation and Product Development</p> <p>Centre for Innovation and Product Development (CIPD) was established in 2016 under KLE Technological University’s guardianship as a product innovation, design, and development center to support industries in the “Idea to Market” journey. The center’s vision is to foster innovations, business growth, and employment opportunities in India’s rural India, tier II, and III cities.</p> <p>The Centre works to develop Product Innovation and Development capabilities for students, faculty, and startups</p>				
<p>3.3.2 Q_nM</p>	<p><i>Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the year</i></p> <table border="1" data-bbox="320 1682 735 1771"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>56</td> </tr> </table>	Year	2019-20	Number	56
Year	2019-20				
Number	56				
<p>3.3.3 Q_nM</p>	<p><i>Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year</i></p> <table border="1" data-bbox="320 1917 735 1995"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>36</td> </tr> </table>	Year	2019-20	Number	36
Year	2019-20				
Number	36				

Key Indicators - 3.4 Research Publications and Awards

Metric No.					
3.4.1 Q _n M	<p><i>The institution ensures implementation of its stated Code of Ethics for research</i></p> <p>The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:</p> <ul style="list-style-type: none"> • Inclusion of research ethics in the research methodology course work • Plagiarism check • Research Advisory Committee 				
3.4.2 Q _n M	<p><i>The institution provides incentives to teachers who receive state, national and international recognitions/awards</i></p> <p>1. Commendation and monetary incentive at a University function 2. Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website</p> <p>All of the ABOVE</p> <ul style="list-style-type: none"> • Publications 31 Incentives Rs. 500343/- • Certificate of Honor Ph.D for 2019-20 – 4 • Certificate of Honor Publications 2019-20 – 15 • Certificate of Honor Citations 2019-20 – 17 • Commendation Ph.D 2019-20 - 7 				
3.4.3 Q _n M	<p><i>Number of Patents published/awarded during the year</i></p> <p>3.4.3.1: Total number of Patents published/awarded year wise during the year</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2019-20</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">04</td> </tr> </table>	Year	2019-20	Number	04
Year	2019-20				
Number	04				
3.4.4 Q _n M	<p><i>Number of Ph.D's awarded per teacher during the year</i></p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2019-20</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">04</td> </tr> </table>	Year	2019-20	Number	04
Year	2019-20				
Number	04				
3.4.5 Q _n M	<p><i>Number of research papers per teacher in the Journals notified on UGC website during the year</i></p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2019-20</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">177</td> </tr> </table>	Year	2019-20	Number	177
Year	2019-20				
Number	177				
3.4.6	<p><i>Number of books and chapters in edited volumes published per teacher during the year</i></p>				

Q _n M	Year	2019-20
	Number	66
3.4.7	<i>E-content is developed by teachers:</i>	
Q _n M	<ol style="list-style-type: none"> 1. For CEC (Under Graduate) 2. For NPTEL/NMEICT/any other Government Initiatives 3. For Institutional LMS 	
3.4.8	<i>Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed</i>	
Q _n M	<p>Web of Science – Publications – 28 Citations 112 for the year 2019 - 2020</p> <p>Scopus - Publications – 28 Citations 112 for the year 2019 - 2020</p>	
3.4.9	<i>Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University</i>	
Q _n M	<p>Web of Science – Publications – 28 Citations 112 for the year 2019 - 2020</p> <p>Scopus - Publications – 28 Citations 112 for the year 2019 - 2020</p>	

Key Indicators – 3.5 Consultancy

Metric No.	
3.5.1	<i>Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy</i>
Q _i M	<p>KLE Technological University gives opportunity to its faculty to work on consultancy projects. Consultancy Policy aims to provide guidelines and share them with faculty depending on the use of resources of the University.</p> <p>The guidelines are framed for three types of consultancy work carried out in the University.</p> <p>Category I: Here, faculty/staff uses the infrastructure like building, electricity, water, etc., along with materials for testing, prototyping, material preparation, etc.</p> <p>Category II: Here, faculty/staff uses the infrastructure like building, electricity, water, etc., only.</p> <p>Category III: Here, faculty visits external premises, and uses intellectual capabilities based on the developments in the Institution.</p>

	The details of share for the three categories are summarised below:			
	Category / party	Category I*	Category II **	Category III
	Institution	50%	30%	20%
	Faculty/ Staff*	43%	60%	70%
	Administrative Costs	7%	10%	10%
3.5.2 Q_nM	<i>Revenue generated from consultancy and corporate training during theyear(INR in Lakhs)</i>			
	Year	2019-20		
	Number	33.63		

Key Indicators - 3.6 Extension Activities

Metric No.	
3.6.1 Q₁M	<p><i>Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year</i></p> <p>KLE Technological University has several formal and informal interventions to engage the community & sensitize students to social issues leading to their holistic development. Here are some of the initiatives:</p> <p style="padding-left: 40px;">1. Social Innovation (compulsory course in the first year) :</p> <p>The course aims to make students aware that the engineering profession is not only about technology but, more importantly, about creating social value. In this course, students work in groups to identify a social issue & conceive, design, implement & operate their own small-scale, workable solution.</p> <p>The course focuses on:</p> <ul style="list-style-type: none"> • Sensitizing students about the concept of social innovation & its impact in bringing about positive social change. • Knowledge & skills required to identify the local issues (Too often they are hidden or marginalized), generating ideas, and arriving at solutions with design thinking approach to deal with identified social problems. • Implementing a small-scale workable solution. • Developing leadership, teamwork skills, & also mindset to convert problems into opportunities. <p>Every year, the first-year students work on approx. Two hundred fifty projects in social space, thereby gaining first-hand experience about the community & developing close connections with society.</p>

2. Technology & Innovation for Social Transformation-TIST

TIST is a service-learning track in which interdisciplinary teams of students from across campus work together on co-generated problems that benefit the community.

In TIST, Student will learn and experience:

- **Service-Learning:** Provide effective service to the community while learning.
- **Multidisciplinary Design:** Learn how to be better designers, gain design knowledge and skills; learn how to apply disciplinary knowledge to real and possibly ill-defined problems; learn how to identify and acquire new knowledge; learn to collaborate with people from other disciplines.
- **Professional Preparation:** Develop the broad set of skills needed to succeed in the changing global workplace & world.

TIST program starts from the summer vacation of the 4th semester and spreads over three semesters with more than 300 hours of engagement.

3. Rural Immersion Track

Rural Immersion track, is a flagship event of MBA program. The track aims at creating responsible leaders by providing values-based education and making a meaningful contribution to the region. This track enables students to understand and adapt to the rural environment. The rural immersion program allows students to develop sensitivity to rural issues through direct experiential learning. Students conduct door-to-door surveys, focus group discussions, and informal discussions.

Students are connected with the local NGO partners working in the areas of education, civic awareness, and empowerment.

4. Swachh Bharath Summer Internship

‘Swachh Bharat Summer Internship’ is considered India’s biggest drive to improve sanitation, hygiene, and cleanliness in the country. This program aims to engage youth across the country, develop their skill and orientation for sanitation-related work.

As a part of this program, selected student teams of KLE Tech invested **100** hours in addressing the issues connected with sanitation, hygiene, and cleanliness.

5. Unnat Bharat Abhiyan

Unnat Bharat Abhiyan is a flagship program of the Ministry for Human Resource Development (MHRD). Under this scheme, KLE Tech has adopted five villages.

The students of KLE Tech contribute to the economic and social betterment of

	these village communities using their knowledge base.				
3.6.2 Q _n M	<p><i>Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year</i></p> <table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>09</td> </tr> </table>	Year	2019-20	Number	09
Year	2019-20				
Number	09				
3.6.3 Q _n M	<p><i>Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry ,community and NGOs)</i></p> <table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>13</td> </tr> </table>	Year	2019-20	Number	13
Year	2019-20				
Number	13				
3.6.4 Q _n M	<p><i>Total number of students participating in extension activities listed at 3.6.3 above during the year</i></p> <table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>3967</td> </tr> </table>	Year	2019-20	Number	3967
Year	2019-20				
Number	3967				

Key Indicator - 3.7 Collaboration

Metric No.					
3.7.1 Q _n M	<p><i>Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year</i></p> <table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>27</td> </tr> </table>	Year	2019-20	Number	27
Year	2019-20				
Number	27				
3.7.2 Q _n M	<p><i>Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the year</i></p> <table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>29</td> </tr> </table>	Year	2019-20	Number	29
Year	2019-20				
Number	29				

Criterion IV – Infrastructure and Learning Resources

Key Indicator – 4.1 Physical Facilities

Metric No	
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4.1.1
Q1M

The institution has adequate facilities for teaching – learning. Viz., classrooms, laboratories, computing equipment, etc.

The KLE Technological University has developed a high-tech campus with modern facilities/learning resources as per the curriculum requirements and norms of statutory/regulatory bodies according to its vision and strategic objectives. It is spread over a sprawling 68 acres with sufficient built-up space.

The infrastructure facilities and learning resources are mentioned as under:

S.No.	Description	Quantity
1	Academic blocks	14
2	Class rooms	106
3	Laboratories	80
4	Seminar Halls	9
5	Auditoriums (Capacity)	2-Nos (730 Capacity)
6	Computer labs	30
7	Central library	01
8	Department library	11
9	Senate Hall	02
10	Training Hall	01
11	Student common room	02
12	Activity room	03
13	Hostel blocks (capacity) (Boys-03; Girls – 03)	06 - Blocks (Capacity -2241)
14	Open learning spaces	05-Nos
15	Video recording studios	13
16	Guest rooms	46 rooms
17	Clinic	01
18	Bank	02
19	Post office	01
20	Canteens	02
21	KLE Tech Park	01
22	Incubation centres	33
23	Yoga/Meditation Hall	01

The University Library caters to all the curricular & intellectual requirements. The library collection comprises 89337 volumes of Books with 39400 Titles along with 180324 e-Books with perpetual access and subscription package, 65 National and International printed Journals and 11,767 full-text E-journals from IEL online.

List of research labs are mentioned below:

S.No.	Description	Remarks
1	Centre for materials Science	Nano Material Research for Structural

		and Energy Applications
2	Samsung Research Lab	AI Enabled Data Ecosystem
3	EV Research Lab	EV Power Train configurations and Battery Management Systems.
4	Industry 4.0 Lab	Integrated and intelligent manufacturing.
5	High Performance computing lab	HPC, Artificial Intelligence and Deep Learning.
<p>The University campus network is having a backbone of OFC with a capacity of 10 GBPS, catering to nodes on the campus of 2600 plus (Desktops). Eighty five (85) wireless access points across campus and Ninety five (95) wireless access points in both boys' and girls' hostels. The University has Hi-Tech Video conferencing facilities.</p> <p>The MakerSpace provides modern design, prototyping, and manufacturing facilities required for the realization of any electromechanical product. It also provides expert supervision and training to the students to use the facilities. Engineering students can use the MakerSpace for concept design & realization, course-related activity and/or competition projects'</p> <p>KLE Tech-CTiE has incubated over 75 startups over the last 7 years. Currently, we have 33 tech startups spread across over 25,000 sq.ft of work space. Our USP has been access to young talent in a well-structured model to enable frugal product development. Seven of the start-ups have University faculty as co-founders/partners.</p> <p>Centre for Innovation and Product Development (CIPD), is a product innovation, design, and development center, to support industries in the "Idea to Market" journey. CIPD has been recognized by the Department of MSME as a "Design Centre".</p> <p>Utilities available on campus include RO water, adequate number of Restrooms, Musical fountain, Generators, Bore wells, Overhead & UG Tanks, Sewage Treatment Plant etc. The entire campus has 100% power backup. To ensure security 325 CCTV surveillance cameras have been installed.</p>		
4.1.2 Q _i M	<p><i>The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)</i></p> <p>KLE Technological University has a strong belief that sports and cultural activities play an important role in shaping the personality and character of a student. The University has created state-of-the-art indoor and outdoor facilities on campus to encourage the active participation of the students in sports and cultural activities. The indoor and outdoor sports facilities include a cricket ground basketball court, football ground, badminton court, athletic track, multi-gym stations, open-air</p>	

theatre and auditoriums, and many more. The details of the facilities are as below:

Indoor Facilities				
Sr.No	Description	Area in Mts.	Estd.	Usage (Average Students/Day)
1	Wooden Badminton Courts	100' X 30'	1957 & 2015	30-50
2	Table Tennis	20' X 60'	2015	20-30
3	Carom Area/ Chess	--	2015	20-30
4	Multi Gym	25.00 X 5.50 Mtrs	2014	50-70
6	Wrestling/ Judo/Yoga	9.60 X 7.60 Mtrs	2004	15-20
Out Door Facilities				
Sr.No	Description	Area in Mts.	Estd.	Usage (Average Students/Day)
1	Athletic Track <i>(Central area has Cricket, Football & Hockey grounds)</i>	400 Mtrs Clay track with 8 lanes.	1957 (6-Lane) 1995 (8-Lane)	150-200
2	Kabaddi	13.00 x 10 Mt	1981	15-30
3	Basketball Court (Cement Concrete & Fibre glass board) With Flood Light facility	32.00 x 18.00 Mts	2004	25-40
4	2- Tennis Court	8.23 X 23.77 Mtrs X 2 courts	2004	10-20
5	Volleyball Court with Flood light facility	9.00 X 18 .00 Mtrs	2004	30-40
6	Ball Badminton	12.20 X 24.39 Mtrs	1981	10-20

7	Kho-Kho Court	29.00 X 16.00 Mtrs	1981 2004(New court Floodlight)	15-30
8	Tennikoit Ground	5.45 x 12.12Mtrs	1981	10-15
9	Throw Ball Court	12.20 X 27.43'Mtrs	2004	15-20
10	Handball Court	20 X 40Mtrs	2004	15-20
11	Turf Wickets for Practice	Four numbers Each 12' X40'	2010	10-25
12	Cement Wickets	Two Cement Each 12' X 40'	2010	10-25
13	Astros Turf Wickets	Three Wickets 12' X 40'	2017	10-25
14	Netball	Playing area 30.50 X 15.25 Mtrs.	2017	10-15

Facilities for Cultural Activities

Sl.NO	Description	Area/Size	Year of Establishment	User Rate
1	Open Air Theatre	10,000 sqm	2002	Used for annual-day and Graduation days.
2	500 capacity Air-Conditioned Auditorium	449.00 sqm	2002	Used throughout the year.
3	350 capacity Air-conditioned Auditorium	1829.00 sqm	2010	Used throughout the year.
4	250 Capacity "Awestrum"	978.00 sqm	2010	Used during Weekends for student activities.
5	Dance Studio	91.5 sqm	2014	Used for regular practice by student teams.
6	Jam Room	55 sqm	2010	Used for practice by student teams.

4.1.3

Q₁M

Availability of general campus facilities and overall ambience

The University campus, spread over 64 acres, is inspiring and invigorating, with expansive lush green lawns, a pleasing landscape, and a tranquil atmosphere. The eco-friendly campus, with state-of-the-art academic and administrative buildings, well-laid walkways, and serene surroundings, provides an ideal ambience for learning and personal transformation. The campus's general facilities and support

services take care of students' day-to-day needs and make their campus experience more productive and meaningful.

General Campus Facilities:

Hostels:

The University has comfortable, secure, and well-furnished exclusive hostels for boys and girls with the following facilities.

- Generator back up for 24 hours power supply
- Wi-fi connectivity and wired nodes.
- Mineral water plants
- Full time security and CC TV camera vigil
- Mess providing nutritious and hygienic food

The total capacity of the hostels is 2240.

Canteens:

The University campus has two canteens and a McDonald's outlet where a wide range of food choices is available to the students and staff.

Health Care Centre:

University Health centre located on the campus provides comprehensive primary medical services. Its main objective is to provide OPD services to all staff and students in the KLE Tech campus. It also has 4 emergency beds for daycare treatment.

Power back-up:

The campus has a decentralized power facility with a total capacity of 1,822 KVA spread across 23 locations in the campus, covering all the buildings and the hostels.

Security:

The entire campus is well guarded on a round-the-clock basis by professional security agencies. At strategic locations, over 323 surveillance cameras are installed to check on-campus activities.

Drinking water:

All the drinking water facilities on the campus and hostels are supplied with the purified water from Reverse Osmosis (RO) plants with a total capacity of 7,250 Litres/hr spread over 13 locations. A meticulously planned maintenance and regular testing ensure the quality of the water.

	<p>Student interaction spaces:</p> <p>Informal or semi-formal interaction spaces in the campus contribute to an active academic environment and a vibrant campus social life. These spaces are equipped with seating arrangements and wi-fi connectivity. The students use these spaces for study, discussion, relaxation, and other informal extracurricular activities.</p> <p>Auditoriums & seminar halls:</p> <p>Two air-conditioned auditoriums of 500 & 300 seating capacity are available for co-curricular and extracurricular activities. The two seminar halls have seating capacities of 150 & 100. The auditoriums & seminar halls are well equipped with audio-visual facilities, digital Lecterns, etc.</p> <p>Internet access:</p> <p>Uninterrupted 710 Mbps high-speed internet access is available for Faculty, Staff, and Students. There are 95 wireless access points across campus and 125 across hostels.</p> <p>Other facilities:</p> <p>Within-campus facilities include the Canara Bank, ATM, and stationery shop. All the buildings on the campus have ramps for differently-abled students. Adequate parking facilities with easier access to workplaces are provided on the campus.</p>				
4.1.4 Q _n M	<p><i>Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)</i></p> <table border="1" style="margin-left: 20px;"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>1614.63</td> </tr> </table>	Year	2019-20	Number	1614.63
Year	2019-20				
Number	1614.63				

Key Indicator - 4.2 Library as a Learning Resource

Metric No.	
4.2.1 Q ₁ M	<i>Library is automated using Integrated Library Management System (ILMS) and has digitisation facility YES</i>
4.2.2 Q _n M	<p><i>Institution has subscription for e-Library resources</i> Library has regular subscription for the following: YES</p> <ol style="list-style-type: none"> 1. e-journals 2. e-books 3. e-ShodhSindhu 4. Shodhganga

	5. Databases	
4.2.3	<i>Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)</i>	
Q _n M	Year	2019-20
	Number	84.00
4.2.4	<i>Number of usage of library by teachers and students per day(foot falls and login data for online access) 4.2.4.1</i>	
Q _n M	Year	2019-20
	Number	1800

Key Indicator – 4.3 IT Infrastructure

Metric No.				
4.3.1	<i>Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year</i>			
Q _n M	Year	2019-20		
	Number	61		
4.3.2	<i>Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility- Well defined IT Policy is in place.</i>			
Q ₁ M	Year	Number of Servers	Number of Computers	Bandwidth
	2015-16	39	1379	155
	2016-17	41	1664	155
	2017-18	42	1906	260
	2018-19	44	2080	360
	2019-20	45	2179	560
	As per expansion plan, we are planning to upgrade internet bandwidth by 850 Mbps, Wi-Fi access points by 250 numbers, and servers and manageable switches by 10% for academic year 2021.			
4.3.3	<i>Student - Computer ratio during the year</i>			
Q _n M	Number of students: Number of Computers available to students for academic purposes → Computers Students Ratio is 1;3			
4.3.4	<i>Available bandwidth of internet connection in the Institution (Leased line)</i>			
Q _n M	Options: <ul style="list-style-type: none"> • 500 MBPS - 1 GBPS 			

4.3.5 Q_nM	<p><i>Institution has the following Facilities for e-content development - YES</i></p> <ol style="list-style-type: none"> 1. Media centre 2. Audio visual centre 3. Lecture Capturing System(LCS) 4. Mixing equipment's and softwares for editing

Key Indicator - 4.4 Maintenance of Campus Infrastructure

Metric No.					
4.4.1 Q_nM	<p><i>Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year</i></p> <table border="1" style="margin-left: 20px;"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>2411.70</td> </tr> </table>	Year	2019-20	Number	2411.70
Year	2019-20				
Number	2411.70				

<p>4.4.2 QM</p>	<p><i>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.</i></p> <p>KLE Technological University has adopted a Process-Oriented ISO 9000 – 2015 Quality Management System (QMS). As a part of the QMS System, a well-defined quality control procedure is followed to maintain Academic and Physical infrastructure. The required records are maintained, which authenticates the compliance of the process. Every year, adequate budget provisions are made to repair and maintain buildings, gardens, equipment, computers, and furniture.</p> <p>1. Laboratories</p> <p>The QMS defines Systems & Procedures for the identification, storage, maintenance, and calibration/verification of laboratory equipment in the laboratories of the Departments/Schools, physical facilities, and the support facilities on the University campus.</p> <p>Maintenance</p> <p>Based on conditions of use and experience, periodic preventive maintenance and breakdown maintenance work of the equipment is planned. Usually, these activities are scheduled on an annual basis during vacation. The record of preventive maintenance is maintained in the specified format. All repair, maintenance, and upkeeps of labs are carried out by their lab in charge/technical expert. The Advanced and Expensive Equipment are maintained through the Annual Maintenance Contract (AMC).</p> <p>Calibration / Verification</p> <p>Where applicable, the following steps are followed for the monitoring & measuring devices:</p> <ul style="list-style-type: none"> • Calibrated/verified on an annual basis against devices traceable to nationally recognized standards. Where no such standards exist, the basis used for calibration is agreed upon and recorded. • Safeguarded from adjustments that would invalidate the calibration. • Protected from damage and deterioration during handling, maintenance, and storage. • Calibration/verification results are recorded. <p>The date of calibration/verification and the next due date is mentioned on the respective devices. Before taking the device for use, it is ensured that it is calibrated/verified</p> <p>The software/simulation tools like Catia, CADENCE, AutoCAD etc., are maintained at the central servers by the department staff and IT cell. Accessibility, maintenance, and up-gradation of the versions are taken care of by the departmental staff.</p>
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2. Physical Infrastructure Maintenance

Construction and maintenance of Physical infrastructure are done through the 'Construction and Maintenance Cell' of the University headed by a senior faculty of Civil engineering. The cell works under the estate board and has qualified staffing to carry out its tasks. Maintenance of physical infrastructure covers maintenance of buildings, roads, gardens, landscape, sports facilities, auditoriums, electrical installations, etc.

The physical maintenance activities at the University are broadly classified into:

- **Routine maintenance:** Routine maintenance such as housekeeping, road sweeping, garden, and landscape maintenance will be done daily.
- **Scheduled maintenance:** Scheduled maintenance such as painting etc., will be done as per schedule.
- **Breakdown maintenance:** Breakdown maintenance will be done as per the indent from the user or by identifying the maintenance requirements from the maintenance department.
- **Preventive maintenance:** Preventive maintenance such as roof cleaning before monsoon etc., will be done as per the schedule/requirements.

The cell also looks after the needs and maintenance of supportive facilities, including furniture, interiors, procurement, and maintenance of peripheral equipment. Procurement and maintenance are done as per the indent from the user/school/dept or by identifying the requirements from the maintenance department.

3. ICT infrastructure The 'Information Technology Cell' looks after the installation and maintenance of IT infrastructure at the institution level. The cell is headed by a senior faculty from the computer science department and has in-house staff to take care of its operations. The facilities looked after by the cell are campus fiber optics backbone and distribution network, central servers, projectors, and audio/video equipment. The cell also supports the department staff for the maintenance of computers on the campus.

4. Library The librarian heads the main library. A committee headed by a Professor and representations from departments acts as an advisory body to the librarian. The operations and maintenance of the library are carried out by assistant librarians, assistants, and attendants under the direction of the librarian. Annually Pest control of library books is carried out.

Criterion V - Student Support and Progression

Key Indicator - 5.1 Student Support

Metric No.					
5.1.1 Q_nM	<p><i>Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)</i></p> <table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>198</td> </tr> </table>	Year	2019-20	Number	198
Year	2019-20				
Number	198				
5.1.2 Q_nM	<p><i>Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year</i></p> <table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>777</td> </tr> </table>	Year	2019-20	Number	777
Year	2019-20				
Number	777				
5.1.3 Q_nM	<p><i>Following Capacity development and skills enhancement initiatives are taken by the institution</i> YES</p> <ol style="list-style-type: none"> 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology 				
5.1.4 Q_nM	<p><i>The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i> YES</p> <ul style="list-style-type: none"> • Implementation of guidelines of statutory/regulatory bodies • Organisation wide awareness and undertakings on policies with zero tolerance • Mechanisms for submission of online/offline students' grievances • Timely redressal of the grievances through appropriate committees 				

Key Indicator - 5.2 Student Progression

Metric No.									
5.2.1 Q_nM	<p><i>Number of students qualifying in state/ national/ international level examinations during the year(eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/Civil Services/State government examinations)</i></p> <table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>39</td> </tr> </table> <p>5.2.3.2: Number of students who appeared in state/ national/ international examinations (e.g.: IIT/JAM/ NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations) during the year:</p> <table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>269</td> </tr> </table>	Year	2019-20	Number	39	Year	2019-20	Number	269
Year	2019-20								
Number	39								
Year	2019-20								
Number	269								

5.2.2 Q _n M	<i>Total number of placement of outgoing students during the year</i>	
	Year	2019-20
	Number	692
5.2.3 Q _n M	<i>Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year</i>	
	Year	2019-20
	Number	39

Key Indicator - 5.3 Student Participation and Activities

Metric No.														
5.3.1 Q _n M	<i>Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the year</i>													
	Year	2019-20												
	Number	05												
5.3.2 Q ₁ M	<i>Presence of Student Council and its activities for institutional development and student welfare.</i>													
	<i>Presence of Student Council and its activities for institutional development and student welfare.</i>													
	<p>KLE Technological University has a vibrant and proactive student council that primarily contributes to the student community's welfare and participates in institutional development activities. At the beginning of every year, students, with academic staff's support, elect the candidate(s) to represent their class/batch. The final year class representatives form the core members Student Council members. Keeping in line with our commitment to gender equality Student council has equal representation from both genders. Each of the following portfolios is headed by one boy and one girl students.</p> <p>Student Council portfolios:</p> <table border="1"> <thead> <tr> <th>Sl. No.</th> <th>Portfolio</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Cultural</td> </tr> <tr> <td>2</td> <td>Sports Indoor</td> </tr> <tr> <td>3</td> <td>Sports Outdoor</td> </tr> <tr> <td>4</td> <td>Co-curricular</td> </tr> <tr> <td>5</td> <td>Community Engagement</td> </tr> <tr> <td>6</td> <td>Fine Arts</td> </tr> </tbody> </table>	Sl. No.	Portfolio	1	Cultural	2	Sports Indoor	3	Sports Outdoor	4	Co-curricular	5	Community Engagement	6
Sl. No.	Portfolio													
1	Cultural													
2	Sports Indoor													
3	Sports Outdoor													
4	Co-curricular													
5	Community Engagement													
6	Fine Arts													

	7	Literary Events				
	8	Finance and Sponsorship				
<p>Roles of the Student Council</p> <ol style="list-style-type: none"> 1. To officially represent all the students in the Institute. 2. To lead Student Representatives of the campus 3. To identify and help solve problems encountered by students in the Institute. 4. To communicate its opinion to the Institute administration on any subject that concerns students. 5. To assist in the dissemination of information within your relevant class and campus when requested by the University. 6. To promote and encourage the involvement of students in organizing Institute activities. <p>Responsibilities of the Student Council</p> <ol style="list-style-type: none"> 1. To promote the interests of students among the Institute administration, staff and parents. 2. To inform students about any subject that concerns them 3. To consult students on any issue of importance. 4. To organize educational and recreational activities for students. 5. To organize an activity to recognize the efforts of students involved in organizing Institute activities. 6. To propose activities to the Institute administration that would improve the quality of life in the Institute. 7. To maintain good relations, out of mutual respect, with the Institute staff (the Director, teaching and non-teaching personnel) and parents. 8. Coordinate with office bearers of student associations 9. To organize and manage co-curricular, extra-curricular, and student development activities <p>The student council reports to Dean-Student Affairs of the University and supported by a team of senior faculty as mentors.</p>						
<p>5.3.3</p> <p>Q_nM</p>	<p><i>Number of sports and cultural events / competitions organised by the institution during the year</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>07</td> </tr> </table>		Year	2019-20	Number	07
Year	2019-20					
Number	07					

Key Indicator – 5.4 Alumni Engagement

Metric No.	
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<p>5.4.1 Q₁M</p>	<p><i>The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services during the year</i></p> <p>BVB KLE TECH Alumni Association</p> <p>Alumni Association has been registered in the year 2001-02 and has been very active since then. We have active groups in Bengaluru and Pune. They are in the process of registering themselves as our Alumni Association chapters. We do have WhatsApp groups in the US, UK, Australia, Singapore, Bengaluru, and Pune.</p> <p>Alumni are actively interacting with our Alma Mater in the following areas:</p> <ul style="list-style-type: none">• Alumni are participating as members of the Board of Studies in different Schools/ Departments for assisting in building curriculum considering industry needs.• Twelve alumni have supported the Placement office for internships and placements.• Preparing students for the placement interviews.• Providing technical talks and exposing students to the latest technology trends whenever they visit campus.• Providing financial assistance to needy students holistically along with Vidya Poshak (an NGO in Dharwad) and University management, under the Nurture Merit@BVBCET scholarship program. We support an average of twenty-five students for hostel/ food charges to the extent of Rs.20000 each. <p>Alumni are actively interacting with alumni in the following areas:</p> <ul style="list-style-type: none">• Alumni in the US have actively supported our juniors who join for their MS programs in the US.• Alumni in the US are also actively extending their support for internships and even placements. <p>Alumni Association has been providing opportunities to alumni as follows:</p> <ul style="list-style-type: none">• Creating an active website: www.bvbkletechalumni.org with a total membership of 14078 as of 12th September 2020.• Providing assistance to conduct annual meets/Silver Jubilee/Golden Jubilee celebrations on the campus.• Extending assistance to procure transcripts for alumni through the alumni portal.
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	<p>Alumni Association contribution to alma mater:</p> <ul style="list-style-type: none">• Supported financially (Rs.94 lakhs) for construction of KLE Tech Park building, where houses startups working under CTIE (Centre for Technology, Innovation, and Entrepreneurship), which LAO has been now approved by the Department of Science and Technology (DST), Government of India in the year 2016. In the last five years, CTIE has incubated 38 companies on the campus. Out of these 16 companies are founded by graduating students.• Alumni Association jointly with Alma Mater and Bengaluru and Pune alumni groups are organizing International Alumni Meets, visits to alumnus ventured industries, and reputed Institutes like College of Engineering, Pune.
<p>5.4.2</p> <p>Q_nM</p>	<p><i>Alumni contribution during the year(INR in lakhs)</i></p> <p>Options:</p> <p>A. 20 Lakhs - 50 Lakhs</p>

Criterion VI – Governance, Leadership and Management

Key Indicator - 6.1 Institutional Vision and Leadership

<p>6.1 .1 QM</p>	<p><i>The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance</i></p> <p>Institute Vision</p> <p>KLE Technological University will be a national leader in Higher Education – recognized globally for innovative culture, outstanding student experience, research excellence and social impact.</p> <p>Institute Mission</p> <p>KLE Technological University is dedicated to teaching that meets highest standards of excellence, generation and application of new knowledge through research and creative endeavors.</p> <p>The three-fold mission of the University is:</p> <ul style="list-style-type: none"> • <i>To offer undergraduate and post-graduate programs with engaged and experiential learning environment enriched by high quality instruction, that prepares students to succeed in their lives and professional careers.</i> • <i>To enable and grow disciplinary and inter-disciplinary areas of research, that build on present strengths and future opportunities aligning with areas of national strategic importance and priority.</i> • <i>To actively engage in Socio-economic development of the region, by contributing our expertise, experience and leadership, to enhance competitiveness and quality of life.</i> <p><i>As a unified community of faculty, staff and students, we work together with the spirit of collaboration and partnership to accomplish our mission.</i></p> <p>The process of formulation /review of Vision, Mission is part of the strategic planning process of the University. The strategic planning process is done once in 5 years through a series of brainstorming workshops wherein faculty, staff, and other stakeholders participate. Further, the vision, mission, and strategic plan are discussed and approved by the Academic Council and Governing Board of the University. The engagement of these boards in the formulation of strategic plan ensures the awareness of the Vision and Mission in its members. Students, the primary stakeholders, are made aware of the Vision and Mission of the Institution during the induction program in the first year. Further, it is also published in the lesson plans issued to the students every semester.</p> <p>Further, The Program Educational Objectives (PEO) that drive the program’s academic aspiration are drafted within the framework of the mission of KLE Technological University. The consistency of PEO and the University’s mission are ensured</p>
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<p>6.1.2</p> <p>QM</p>	<p><i>The effective leadership is reflected in various institutional practices such as decentralization and participative management.</i></p> <p>KLE Technological University has adopted a process-based Quality Management System (QMS) in line with ISO 9001-2015, which is applicable to all the programs and process groups. Quality Assurance System is conceived as a mechanism to build and ensure decentralized and participative management.</p> <p>All the administrative and academic processes at the institutional and program level have the participation of faculty from all levels. Vice-Chancellor, Registrar, and deans provide the leadership at the university level. They are assisted by Heads of the Departments / Schools / Centres in the administration. The academic processes and committees have representation from various levels viz., Professor, Associate Professor, and Assistant Professor.</p> <p>Faculty participation in Academic Processes: The following committees ensure participation of faculty in academic processes</p> <ol style="list-style-type: none"> 1. Board of Studies (BOS): The curriculum design/revision process primarily engages department faculty to continually improve the program under the guidance of 'Board of Studies (BoS). The faculty of the department nominated from all the levels (Professor, Associate Professor, Assistant Professor) are members of BOS. Before every BOS meeting, the department head conducts a series of pre-BOS meetings involving all the department faculty. Based on the input received from various stakeholders, the Pre-BOS discussions develop recommendations for BOS to consider. 2. Academic Council (AC): Academic council coordinates and supervises the academic policies of the University. It is responsible for laying down, regulating, and maintaining the standards of teaching, research, and examinations in the college. With Vice-Chancellor as the chair, it consists of all the deans and heads of the departments/schools <p>Faculty participation in Administrative Processes:</p> <ol style="list-style-type: none"> 1. Having adapted a process-based system, crosscutting tasks across the University are identified, and separate cells are formed to manage these tasks. These cells are headed by a faculty coordinator and members drawn from department faculty. <p>Institutional Level Cells (Process owners):</p> <ul style="list-style-type: none"> • Info Cell (To establish and run IT infrastructure) • Library Management Committee (LIMCO) • Construction & Maintenance cell • TEQIP implementation <ol style="list-style-type: none"> 2. At the department / School level, faculty coordinators are identified and given ownership of the process to manage important tasks. Some of the
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	<p>coordinators at the department level are as follows:</p> <p>Coordinator for</p> <ul style="list-style-type: none"> • Student information • Feedback analysis • IQAC • Research & Development • Result analysis • Student counseling • Class committee meetings • Library management • VIKAS program • Department Budget • TEQIP • Department Association <p>Engaging the faculty in all the academic and administrative processes has led to decentralized, empowered, and participative management of departments and University.</p>
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Key Indicator - 6.2 Strategy Development and Deployment

Metric No.	
6.2.1	<p><i>The institutional Strategic plan is effectively deployed.</i></p>
QM	<p>Strategic plan of KLE Technological University (2017-22) defines how we will be successful within a challenging and changing engineering education environment. The plan has been devised to enrich the experience of our students, staff and stakeholders, and has been developed with their involvement and support through an extensive consultation programme that has also engaged with alumni and external partners.</p> <p style="text-align: center;">1. KLE Tech -The Strategic Plan</p> <p>The strategic planning process was carried out through a series of workshops / brainstorming sessions at the school and institutional level. Participation of all the stake holders in the process was ensured. Following model was adopted for the development of strategic plan of the institution.</p> <p>The strategic themes of our plan evolve from University’s primary commitment to outstanding learning and student experience, impactful of research and societal engagement. These three interwoven strands of a triple helix; teaching, research and engagement that shape and reinforce one another, define our aspirations and focus. The four cross-cutting enablers detailed in the strategic plan; people, governance, partnerships and infrastructure, are essential to achieve strategic</p>

goals envisaged for each of the themes.

Goals, Objectives and specific objectives in each of these strategic themes and enablers is given below:

1. Implementation of Strategic Plan

To effectively implement strategic plan from, OKR (Objective-Key –Results) framework is adopted from 2018-19. In this method the objectives and specific objectives cascade down to academic leaders, schools and faculty and the targets and achievement results are monitored systematically. Every program can choose few objectives which are critical as yearly objective and work on it. As per the OKR Framework Key Results (Lag Indicators) and Initiatives (Lead measures) are defined which results in implementation process and monitoring indicators

A typical format for implementation of strategic plan objective with lag and lead indicators is shown.

Objective-4		Objective fulfilment	
Establish research metrics to measure and reflect research output and impact using a range of measures at individual and institutional level by 31st August 2019.			
Key Results (Lag Indicators)		KRP Initiative (Lead measures)	
4.1	Document that reflects the institutional policy for measuring research effectiveness at individual, program and institutional level by 15th Feb 2019		<ol style="list-style-type: none"> 1. Develop criteria to define faculty into different groups by 11 Dec 2018 2. Develop research metrics for approved/finalized research groups by 31st Jan 2019 3. Develop research metrics for program and institutional level by 15th February 2019
4.3	All the programs, research centers and individuals are aware of baseline metrics (2017-18) and have set goals for the academic year 2019-20 by 31st Aug 2019		<ol style="list-style-type: none"> 1. Prepare baseline metrics as per the approved research metrics at individual level, program level and institutional level by 10 March 2019 2. Alignment with all faculty by 15th March 2019 3. Develop template and goals for institutional policy for research measure at individual, program and institutional level by 31st

				August 2019 for the year 2019-20
6.2.2 Q1M	<p><i>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</i></p> <p>The KLE Technological University has been established as per the Karnataka act 22 of 2013. This act forms the guiding document. Statutes & Regulations are in accordance with this act.</p> <p>The overall set-up of the administrative and academic bodies of the University and their functions and responsibilities are as below:</p> <p style="text-align: center;">Functional Organization chart of KLE Technological University</p> <p>1. Board of Governors (BOG) is the Principal Governing Body of the University;</p> <ul style="list-style-type: none"> • To lay down policies to be pursued by the University. • To review decisions of the other authorities of the University if they are not in conformity with the provisions of this Act, or the Statutes or the Rules. • To approve the Budget and Annual Report of the University. • To take such decisions and steps as are found desirable for effectively carrying out the objects of the University. • To appoint the Statutory Auditors of the University. • Frequency of meeting: twice a year <p>2. Executive Council is the principal advisory body to BOG and other councils;</p> <ul style="list-style-type: none"> • To advise the Academic Council and Research Council in matters that have a bearing on the administration and management of the University. • To formulate, alter, amend, repeal and approve all the Regulations, Rules, Guidelines, and Manuals of the University and to recommend to BOG • Frequency of meeting: twice a year. <p>3. Academic Council is the principal academic body of the University and, coordinates and exercises general supervision over the academic policies of the University.</p> <ul style="list-style-type: none"> • To coordinate and supervise the academic policies of the University as prescribed under Section-26 (2) of the Act. • To scrutinize and approve the proposals with regard to program of study, courses of study, academic, curricula, syllabi and modifications thereof, etc., • To be responsible for the quality, standard and integrity of academic activities of the University. • To recommend the conferment of degrees/diplomas/certificates on qualifying persons after successful completion of the programmes. 			

	<ul style="list-style-type: none"> • Frequency of meeting: twice a year. <p>4. Research Council is the Principal Research Committee of the University. It provides the larger holistic vision of the kind of research to be undertaken by the University and coordinates and exercises general supervision over the University's research policies.</p> <p>5. Finance Council is the principal financial body of the University that undertakes Co-ordination exercise, general supervisions over the financial matters of the University.</p> <p>The executive Head of the University is the Vice Chancellor, who is supported by a team of Deans, Registrar (heading general administration), and Financial Officer. Schools / Departments are led by their respective Heads who work in a highly collaborative manner with faculty and deans, to ensure excellence of instruction and high quality of research. Certain functions which are cross cutting across the University are led independently by officers or faculty-in-charges.</p> <p>The University has formulated its own service rules, procedures, recruitment and promotional policies. Grievance Redressal Cell is set up in accordance with the University Grants Commission regulations 2012 for handling day-to-day grievances related to students, parents and staff members</p>
<p>6.2.3</p> <p>Q_nM</p>	<p><i>Institution Implements e-governance in its areas of operations</i></p> <p>6.2.3.1 e-governance is implemented covering following areas of operation</p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination

Key Indicator - 6.3 Faculty Empowerment Strategies

Metric No.	
<p>6.3.1</p> <p>Q₁M</p>	<p><i>The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff</i></p> <p>Faculty Appraisal System (FAS)</p> <p>A comprehensive faculty appraisal system is adopted by the University to ensure that faculty activities are in line with the mission of the university, accurately measure performance, and assist in the creation of customized development plans for individual faculty members.</p> <p>Faculty Appraisal and Development Committee (FADC), Chaired by the School head prepares Faculty Annual Performance Rating Form (FAPRF) annually for</p>

<p>each of the faculty as per the guidelines of Faculty Appraisal System (FAS).</p> <p>Three areas of faculty appraisal are</p> <ol style="list-style-type: none">1. Teaching2. Scholarly activities3. Service <p>The FAS is based on the following assumptions:</p> <ul style="list-style-type: none">• All faculty have a responsibility for teaching, scholarly activity, and service.• All faculty members are expected to meet minimum standards for performance in each of these components for salary increment and promotion.• A portion from the Basic salary – <i>cadre wise</i> is earmarked as ‘Performance Linked Basic (PLB)’, to be incremented to the faculty who meet the minimum standards of performance. <p>The process, in line with our Vision and Mission statement, looks at Teaching as our Primary and major duty. Teachers are also expected to carry out research work to create knowledge and values. The Employee is expected to assume Leadership roles to use the knowledge created to contribute to the society through industry and government collaborations.</p> <p>The Appraisal of Faculty is an online process from 2020-21, where the goals and the weightages are defined at the beginning of the Calendar year. The Outcomes are defined and categorized in the field of Teaching, Research and Leadership. The Faculty is grouped in these categories based on their educational qualifications and experience in the academic Field.</p> <p>Based on the performance and experience, the Nonteaching staff is given growth and career advancement.</p> <p>Welfare Schemes:</p> <p>The Welfare schemes are guided by the frame work of the University Statue, Service rules and the existing rules framed by governing bodies of Higher Education like AICTE and UGC.</p> <ul style="list-style-type: none">• The eligible faculty and Non faculty employees of the University are covered under the schemes of ESI, Contributory Provident Fund and Gratuity.• The eligible employees can avail the benefits of Maternity leave of 90 days. There is also a provision for casual leaves, earned leaves committed leaves, study leaves which the faculty can avail. Based on the Eligible faculty also have the facility of “Leave Encashment” as per the Service Rules of the University• For Admissions to KLE Technological University: 50% off on the Tuition fees is extended to the immediate ward of the employee.

	<ul style="list-style-type: none"> • For Admission to any other Institution belonging to the KLE Group: 20% off on tuition fees is extended to the immediate ward of the Employee. • Monetary support is given to eligible Faculty: <ul style="list-style-type: none"> ○ to publish papers in prestigious journals ○ as seed fund in entrepreneurial venture • Furthermore, pro-active measures are undertaken by the University for mental wellness of its workers include yoga camps, broadcast of Programs at our own radio station KLE-Dhwani. Many festivals and cultural programs are held to celebrate the diversity of culture. 				
6.3.2 Q _n M	<p><i>Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year</i></p> <table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>116</td> </tr> </table>	Year	2019-20	Number	116
Year	2019-20				
Number	116				
6.3.3 Q _n M	<p><i>Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year</i></p> <table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>05</td> </tr> </table>	Year	2019-20	Number	05
Year	2019-20				
Number	05				
6.3.4 Q _n M	<p><i>Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course)</i></p> <table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>238</td> </tr> </table> <ul style="list-style-type: none"> • 	Year	2019-20	Number	238
Year	2019-20				
Number	238				

Key Indicator – 6.4 Financial Management and Resource Mobilization

Metric No.	
6.4.1 Q ₁ M	<p><i>Institutional strategies for mobilisation of funds and the optimal utilisation of resources</i></p> <p>The University has a transparent and well-planned financial management system. The primary source of the funds is from</p> <ul style="list-style-type: none"> • Student tuition fees and • Salary grants from the state government for aided courses. <p>In addition to the above, the University strives hard to get funding through project and research grant schemes from state and central governmental agencies. Few of the University initiatives also seek funding from industries and alumni donors.</p> <p>The University has a well-defined process to arrive at the yearly budget and also to review and monitor expenditures regularly. This process helps the University to utilize the budget effectively in the financial year. The finance council prepares the budget. Further, the budget is approved by the Board of Governors. Executive Council reviews the progress in budget utilization.</p> <p>While budgeting, it is ensured that expenditures of all the salaries and academic requirements like lab equipment, consumables, maintenance, library, and ICT are met in full. The remaining available fund is utilized to develop new laboratories and infrastructure.</p> <p>The expenditure distribution under various heads for the financial year 2017-18 and 2018-19 is given below</p> <p>It can be seen from the above figure that the yearly salary expenses vary from 48% to 50%. The expenditures made for the construction of buildings vary from 16% to 18%, showing that sufficient new infrastructure is created to meet the increasing needs. For the development of the Laboratory facilities, 9 % to 10 % of the yearly budget is spent. It can be seen that whenever new laboratory facilities are required, adequate funds are provided. Establishment expenditures show other recurring expenditures like campus maintenance, motive power, repairs and maintenance and travel expenses etc,. Sufficient provision of 24% to 25 % is made for these expenses in the budget. Overall adequate budget provision is made for the University's development, keeping present and future demands of the University.</p> <p>The grants received from the governmental agencies are utilized and audited as per the norms of the sanctioning body.</p> <p>Over the last four years, the fund utilization has been consistently 100%. The equipment/instruments/infrastructure on which investments have been made are utilized fully by way of sharing them with allied schools/departments.</p>

6.4.2 Q _n M	<p><i>Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)</i></p> <table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>103</td> </tr> </table>	Year	2019-20	Number	103
Year	2019-20				
Number	103				

6.4.3 Q _n M	<p><i>Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)</i></p> <table border="1"> <tr> <td>Year</td> <td>2019-20</td> </tr> <tr> <td>Number</td> <td>27</td> </tr> </table>	Year	2019-20	Number	27
Year	2019-20				
Number	27				

6.4.4 Q _i M	<p><i>Institution conducts internal and external financial audits regularly</i></p> <p>KLE Technological University considers financial audit an integral part of good governance. It helps examine and evaluate the financial statements and ensures that the financial records are fair and accurately represented. The audit helps us in a systematic and timely examination of financial transactions on a regular basis to ensure accuracy, authenticity, compliance with procedures and guidelines.</p> <p>Our books of accounts are audited regularly since the inception of the University. The Auditors conduct concurrent and statutory audits for our Institution.</p> <p>Concurrent audit</p> <p>The objective of concurrent audits is to assess the completeness, accuracy, and propriety of monthly transactions for anomalies and compliance with University policies and procedures.</p> <p>Statutory audit:</p> <p>The statutory audit is conducted in accordance with the Standards on Auditing (SAs) issued by the Institute of Chartered Accountants of India(ICAI). In line with the code of ethics issued by the ICAI, the auditors appointed are independent of the University.</p> <p>The primary purposes of the statutory audit process are</p> <ul style="list-style-type: none"> • To evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the University authorities • To assess whether University internal financial controls system is in place and the operating effectiveness of the control
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	<ul style="list-style-type: none"> • To evaluate the overall presentation, structure, and content of the standalone financial statements, including the disclosures. • To communicate with governance regarding significant audit findings, including any significant deficiencies in internal control identified during the audit. <p>Reporting: The auditor will summarise identified findings in an audit report to management. The report will identify those issues requiring resolution.</p> <p>Mechanism for settling Audit Objections:</p> <p>In case of any audit objections, the same is put forth to the Finance Officer for resolution. If the Finance Officer cannot resolve the same, the same is discussed with the Vice-Chancellor and the Registrar. In case of any significant audit objections, the same is put up in the Finance Council Meeting and then forwarded to the Executive Council and Board of Governors for resolution. The above is the standard procedure to handle any audit objections or observations. However, to date, our Institution has not come across any significant audit objections as such.</p>
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Key Indicator - 6.5 Internal Quality Assurance System

Metric No.	
6.5.1 Q _i M	<p><i>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals</i></p> <p>Following are the two practices institutionalized as a result of IQAC initiatives</p> <ol style="list-style-type: none"> 1. Laboratory Reforms to enhance student learning: <p>One of the graduate attributes specified by the NBA refers to the ability of students to design, conduct, analyze and interpret data.</p> <p>In traditional engineering laboratory courses, students work through series of fairly rigidly prescribed experiments focused on the conduct of experiments, and other attributes are missing. IQAC deliberated the need to reform the laboratory experience to fulfill the following objectives:</p> <ol style="list-style-type: none"> 1. To enable students to progress from “cookbook” experiences to more structured enquiry and open-ended experiments and finally to a significant experimental design process. 2. To encourage the student to actively engage in each lab, facilitate dialogue with the instructor, work in a team and explore open-ended questions to be

	<p>lifelong learners.</p> <p>To accomplish the above objectives, the following categorization of laboratory experiment was adopted:</p> <ol style="list-style-type: none"> 1. Demo Experiments 2. Exercise Experiments 3. Structured Enquiry 4. Open-ended experiments <p>*Source: Level of Autonomy for Types of Laboratory Activities [Hazel and Baillie, 1998]</p> <p>IQAC, in its meeting held on 22nd June 2018 advised all the schools and departments to implement the same in all the laboratory courses. In the first phase, it was made mandatory to introduce the ‘Exercise’ type and ‘Structured Enquiry’ type of experiments. In the second phase, all departments were asked to introduce ‘Open-ended Enquiry’ experiments.</p> <p>2. Undergraduate Research experience</p> <p>Undergraduate research experience allows students to develop professionally and personally in ways not possible through traditional lecture and laboratory courses. Research experiences enable students to gain a deeper knowledge of research techniques and processes, apply classroom learning in real-world contexts, explore academic literature, and form meaningful relationships with faculty members and professional researchers. Keeping the numerous benefits in mind IQAC evolved the plans for creating opportunities for the undergraduate students to opt for the courses that can help them gain research experience. Following two courses were introduced across all the schools/departments.</p> <ol style="list-style-type: none"> 1. Research Experience for Undergraduates (REU) <p>Objectives of the course are to provide; (i) real-world, hands-on research experience for students, (ii) an opportunity to work directly with a faculty member on a bonafide research project, and (iii) an experience to work with research groups in the industry to solve technological problems innovatively.</p> <ol style="list-style-type: none"> 2. Institutional research project Internships (IRP-Internships) <p>Institutional research projects (IRP) are the projects approved and funded by the University’s R&D center for undergraduate students. These research projects are mentored by a group of faculty researchers.</p> <p>Evidence of success:</p> <p>The initiative resulted in several positive outcomes for the students:</p> <ul style="list-style-type: none"> • Increase in the number of student papers in peer-reviews conferences and journals indexed by Scopus and Web-of-Science.
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	<ul style="list-style-type: none"> Increase in the number of core placements in the current research areas like Machine learning/AI/Computer Vision etc. Increased opportunities for higher education. <p>The tangible outcomes of these courses:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 10%;">Year</th> <th colspan="5">Outcomes of these courses</th> </tr> <tr> <th></th> <th>REU</th> <th>IRP</th> <th>Papers ((REU+IRP)</th> <th>Patents(IRP)</th> <th>Products/ Prototypes(IRP)</th> </tr> </thead> <tbody> <tr> <td>2020-21</td> <td>32</td> <td>74</td> <td>14+Ongoing</td> <td>Ongoing</td> <td>1+Ongoing</td> </tr> <tr> <td>2019-20</td> <td>66</td> <td>85</td> <td>54+35</td> <td>-</td> <td>1</td> </tr> <tr> <td>2018-19</td> <td>73</td> <td>53</td> <td>58+18</td> <td>1</td> <td>3/5</td> </tr> </tbody> </table>	Year	Outcomes of these courses						REU	IRP	Papers ((REU+IRP)	Patents(IRP)	Products/ Prototypes(IRP)	2020-21	32	74	14+Ongoing	Ongoing	1+Ongoing	2019-20	66	85	54+35	-	1	2018-19	73	53	58+18	1	3/5
Year	Outcomes of these courses																														
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2018-19	73	53	58+18	1	3/5																										
<p>6.5.2</p> <p>Q_nM</p>	<p><i>Institution has adopted the following for Quality assurance</i></p> <ol style="list-style-type: none"> 1. Academic Administrative Audit (AAA) and follow up action taken 2. Conferences, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4. Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6. Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) <p>Options:</p> <p style="padding-left: 20px;">A. Any 5 or all of the above</p>																														
<p>6.5.3</p> <p>Q_iM</p>	<p><i>Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle)</i></p> <p><i>Post accreditation quality initiatives(second and subsequent cycles)</i></p> <p>Quality enhancement in the academic domains:</p> <p>Teaching and Learning</p> <ol style="list-style-type: none"> 1. Adaptation of Outcome Based Education Framework across all the programs of the University. 2. Developed and implemented comprehensive examination reforms. The reforms bring more resolution and clarity to program outcomes (POs) by defining competencies and Performance Indicators. Further blooms cognitive levels are used for the design of examination questions and improve the quality of assessment (The method developed and adapted by KLE Tech University has come out in the form of ‘AICTE examination Reform Policy’). 3. Experiential and contextual learning experiences have been enhanced to a considerable extent through <ul style="list-style-type: none"> o Course projects 																														

	<ul style="list-style-type: none">○ Mini projects○ Minor projects○ Design projects etc., <ol style="list-style-type: none">4. Reforms in laboratory courses by introducing structured ‘enquiry’ and ‘open-ended’ experiments5. Setting up of ‘Center for Engineering Education and Research (CEER)’ to spearhead curriculum innovation and pedagogical practices.6. Yearly ‘Faculty conclave’ to showcase and share their experiences in innovative pedagogical practices that significantly impact student learning.7. Blended learning methodology implemented in some of the courses to enhance student learning.8. While University was transitioning to online teaching during the COVID-19 pandemic, we developed and adopted a ‘bichronous’ online learning model where learners are involved in asynchronous and synchronous learning modes.9. Design and deliver new courses like ‘Social Innovation’ and ‘Engineering exploration’ that focus on creating holistic, multidisciplinary learning experiences.10. Introduction of courses like ‘Research Experience for Undergraduates’ & ‘Institutional research projects’ to create an authentic research experience at the undergraduate level.11. Continuous faculty up-gradation; 316 faculty members from different disciplines have been trained in pedagogical innovations and discipline-specific advanced areas. Further, 56 non-teaching staff had various skill development training.12. Engaging the faculty in continuous learning through MOOC courses; A total number of 1683 MOOC courses are done by the faculty in the period 2018 to 2020.13. Enhancement of internship opportunities for students.14. Introduction of courses relevant to the industry needs. <ul style="list-style-type: none">• Upload relevant supporting document
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Criterion VII - Institutional Values and Best Practices

Key Indicator - 7.1 Institutional Values and Social Responsibilities

Metric No.	
	Gender Equity
7.1.1 QIM	<p><i>Measures initiated by the Institution for the promotion of gender equity during the year</i></p> <p>University is committed to promoting and practicing the idea of social, natural justice, human dignity, and the rights of all human beings. Further, it proactively promotes gender equity, and a safe environment for all its members. University ensures on ground implementation of these values through appropriate committees and policies like antisexual harassment policies. The committees and policies operate in line with UGC guidelines to ensure the campus is free from any form of sexual discrimination and harassment and also provide adequate support in the form of social security counselling.</p> <p>Curricular:</p> <ol style="list-style-type: none"> 1. General ethical practices are part of some courses 2. Gender sensitization activities. <p>Co-curricular:</p> <ol style="list-style-type: none"> 1. Women empowerment cell to empower women for a life of equality, empowerment, personal enhancement, and professional success 2. Gender discrimination and elimination of gender-based violence <p><u>Safety and security :</u></p> <p>The University ensures the safety & security of all the stakeholders & assets, students in general & women, in particular, the University has:</p> <ul style="list-style-type: none"> • 24X7 security system at the entry & exit points of the campus & hostels. • 323 CCTV surveillance cameras are in the campus and hostels • Solar-based street lights • Establishment of institutional complaints committee as per the norms • Display of helpline numbers in the campus and hostels. • Lady hostel warden and lady managers for ladies hostels • Internal Complaint Committee and prevention of sexual harassment committee – regularly addresses the complaints • Periodic awareness programs on women’s health & hygiene, legal awareness. • Women empowerment cell – & related activities • Representation of girl students in the student council • Physical safety measures like fire extinguishers, visiting lady doctor facility at ladies hostel and on campus

	<ul style="list-style-type: none"> • Health center on campus • Women at different levels in administrative positions • Formation of girl-student teams in various sports and for the organization of sports events. • Floorwise lady assistants (ayas) to provide help and support to girls in the girls' hostel. • Complaint boxes are kept at convenient places on the campus, and also online complaint provision is made available. <p>Counseling:</p> <p>The University has a well-structured mentor-mentee system. Each mentor has been allotted 20-25 students, their personal & academic profiles are maintained. Twice in a semester, the mentor and the Heads of Schools interact with students for their academic performance and problems.</p> <p>The University has taken a proactive role in creating a social, psychological environment & awareness. Girl students can opt to meet women staff for their grievances. The placement and sports officer counsels students for pre-placement training, campus placement, and participation in sports activities.</p> <p>In girls' hostels, personal counseling is provided to girl students through professional counselors.</p> <p>Common rooms</p> <p>Furnished restrooms are made available for girls on the campus & in each department, an adequate number of restrooms are made available for girls, boys & staff.</p> <ul style="list-style-type: none"> • Sanitary napkin vending machine • First aid kit • Drinking water • Changing room • Recreation facilities • Newspaper & Magazines • visiting of a lady doctor • visiting room for parents. <p>Daycare center: For women's peaceful working, the management of the University runs Day Care Centre. Young children of the women employer have admitted their wards.</p>
	Environmental Consciousness and Sustainability

<p>7.1.2 Q_nM</p>	<p><i>The Institution has facilities for alternate sources of energy and energy conservation</i></p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power-efficient equipment
<p>7.1.3 Q_iM</p>	<p><i>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste</i></p> <p>The University is committed to reducing its ecological footprint and providing a safe and healthy work environment for staff, students and surroundings. It recognises its ethical and legal responsibilities to manage waste that arises as a result of the university's operations in a manner that reduces negative impact on the environment and avoids causing harm to human health. This is achieved by ensuring that the campus wastes are disposed by adopting eco-friendly practices/technologies</p> <p>a) Solid Waste Management</p> <p>The Universities approach to waste management is modelled after 'Waste Hierarchical Approach', to reduce, reuse, recycle and recover waste to reduce the amount of disposable waste and preserve valuable, limited landfill space.</p> <ol style="list-style-type: none"> i. Waste Avoidance and Reduction: University strives hard to promote waste minimisation through several policies / processes and creation of awareness in the campus community. Some of the policies implemented are: <ul style="list-style-type: none"> • Plastic-free Campus • Paperless communication (e-mail / WhatsApp communication) is a regular practice • Faculty and Student details, library and other administrative details are maintained in ERP to avoid paper usage ii. Segregation of Solid Waste at Source: Solid wastes from various departments, hostels, canteen, and dried leaves from the garden are collected through two types of collection bins, one for wet waste (Biodegradable) and another for dry waste. iii. Reuse and Recycling: The recyclable material like plastic, tin, glass, paper and others is handed over to the urban local body. iv. Solid Waste Processing and Disposal: The biodegradable dry waste and the wet waste collected are dumped in the pit for the preparation of natural manure. The compost produced is used as fertilizer for the campus garden, which amounts to 40 tons per year. This has helped to maintain a lush green garden throughout the year. <p>b) Water and Wastewater Management</p> <p>The University makes its best efforts to conserve the water in the campus by</p> <ul style="list-style-type: none"> • Optimum usage water through well designed distribution network and efficient

	<p>fixtures.</p> <ul style="list-style-type: none"> • Minimising the wastage of water by users by creating awareness. • Using the rain water harvesting to recharge the borewells and overall ground water level. • Treating wastewater through a sewage treatment plant having a capacity of 150 KLD along with a dual plumbing system to use treated water. The treated water is used for gardening, lawns, and greening the campus. <p>c) E-Waste Management: Extreme care is taken in disposing of e-waste through the infoCell of the University.</p> <ul style="list-style-type: none"> • Buyback arrangement is widely practiced so that the vendors themselves take the e-waste. Thus the University is absolved of the responsibility of handling a big chunk of e-waste management. • During the up-gradation of the version of computers, the older versions of computers are donated to nearby schools and colleges. • E-wastes that are not covered under buyback management are disposed of periodically, adopting due process. • The University is in the process of installing e-waste bins at strategic locations within the campus. <p>d) Hazardous Chemicals and Radioactive waste management: Hazardous chemicals and liquids accumulated in wet laboratories are disposed of in prescribed protocols to ensure the safety of students and staff. The management of the University follows inventory control, and the older stock is always used first, storage conditions having optimum temperature and humidity. The usage of Hazardous chemicals in micro quantity, avoid spilling. The most Hazardous chemicals like ethidium-bromide are kept under control conditions like amber containers. To avoid pungent gas inhalation, the department uses fumehood and eye safety glasses.</p>
<p>7.1.4</p> <p>Q_nM</p>	<p><i>Water conservation facilities available in the Institution:</i></p> <p>The total area of the campus is about 68 acres and the built area occupy approximately one third of the total area. The remaining balance area is covered with lush green landscape and natural thick green cover. In addition to civic water supply, campus depends upon ground water to meet its daily needs. Extensive rain water harvesting initiatives have been undertaken to recharge the groundwater table in the campus.</p> <ul style="list-style-type: none"> • The rain water from the roof tops and surface runoff is channelled through storm-water drainage system to the appropriate recharge points in the campus. • The ten borewells in the campus are equipped with scientifically designed recharge pits to which rain water is directed to facilitate ground water recharge. • At several locations in the campus existing structures like wells, pits and ponds are modified to act as ground water recharge structures. • Plantation drives in the campus have ensured thick tree coverage in the campus ensuring that soil erosion is reduced and ground water recharge is enhanced. • Further, the need of water for gardens and landscped area is met through the treated waste water from a sewage treatment plant with a capacity of 150 KLD

	<p>along with a dual plumbing system to use treated water</p> <ul style="list-style-type: none"> • Sprinklers are used in gardens to prevent water wastage
<p>7.1.5</p> <p>Q_nM</p>	<p><i>Green campus initiatives include</i></p> <p>The total area of the campus is about 68 acres and the built area occupy approximately one third of the total area. The remaining balance area is covered with lush green landscape and natural thick green cover. In addition to civic water supply campus depends upon ground water to meet its daily needs. Extensive rain water harvesting initiatives have been undertaken to recharge the groundwater table in the campus.</p> <p>The University in its practices has always been environmental friendly and actively promotes sustainable and eco-friendly practices in the campus. Following are the various initiatives and practices to make the campus green.</p> <ul style="list-style-type: none"> • The University is in the central part of the city and is well connected by several modes of public transport, 20% of the students and staff belong to the near vicinity, so walk to the colleges, 25% to 30% through public transport, 10-15% use two-wheelers, 10% use four-wheelers, and 15% common vehicles • Separate parking facility is available near the entrance and vehicles are not allowed inside the campus. • Battery operated car is used for movement within the campus • Solar power for street lights • Energy Efficient Lighting system is established through LED bulbs • The treated water Sewage Treatment Plant (STP) is used for gardening, lawns, and greening the campus. • Sprinklers are used in gardens to prevent water wastage • Rain Water Harvesting system is in place • Reverse Osmosis (RO) water treatment plant is installed to get cleansed drinking water • Plastic-free Campus • Paperless communication (e-mail / WhatsApp communication) is a regular practice • Faculty and Student details, library and other administrative details are maintained in integrated automation system to minimise paper usage • Metal and other scraps are given to outside agencies for further processing • Separate Dustbins for recyclable and non-recyclable wastes are available in common places • Manure for gardens is generated inside campus through composting process

	<ul style="list-style-type: none"> • Used batteries and electronics wastes are disposed of through outside agencies • Various awareness programs like tree plantation, energy conservation etc are regularly organized • Environmental Science is also a mandated course for all the students
<p>7.1.6 QnM</p>	<p><i>Quality audits on environment and energy are regularly undertaken by the institution</i></p> <ol style="list-style-type: none"> 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities <p><i>In pursuance to its commitment to reducing its ecological footprint and providing a safe and healthy work environment for staff, students and surroundings, the University considers quality audits as an important tool to understand effectiveness of present practices and improvements needed in the system to perform better in the environmental parameters. Primarily University undertakes two types of quality audits:</i></p> <ol style="list-style-type: none"> 1. Environmental Audit (Green audit) 2. Energy audits <p>The Green audit mainly focusses on greening indicators like soil quality, water, vegetation, waste management practices, and the campus's carbon footprint. In order to assess the quality, samples are collected from different locations and analyzed for their parameters. Collected data is tabulated and analyzed, and a report about the environmental management plan with strengths, weaknesses, and suggestions on the environmental issues are documented.</p> <p>Similarly, energy audit is conducted by inspection, survey, and an analysis of energy flows for energy conservation of the University and hostels. This is done to identify and prioritize opportunities to improve energy performance and reduce energy waste.</p>
<p>7.1.7 QnM</p>	<p><i>The Institution has a disabled-friendly and barrier-free environment</i></p> <ol style="list-style-type: none"> 1. Ramps/lifts for easy access to classrooms and centres. 2. Disabled-friendly washrooms 3. Signage including tactile path lights, display boards and signposts 4. Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. 5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc. <p>The University gives special emphasis to the aspirations and needs of the disabled students to complete their integration with the University. A friendly environment with several infrastructural facilities is created for efficient participation in academic activities.</p>

	<p>Ramps: The buildings are designed to provide ramps for hassle-free and dignified movement across all its buildings, hostels, and library.</p> <p>Toilets: Separate toilets are made available to cater to the needs of the disabled.</p> <p>Medical Centre: A Well-equipped medical Centre is established with qualified doctors on the campus and hostels to cater medical needs of the disabled.</p> <p>Signages: Adequate signages on the campus are placed at appropriate places with fluorescent colors for low vision persons. Emergency contact numbers are displayed in both campus and hostels. An anti-ragging poster, rules, regulations, and punishment board is displayed.</p>
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<i>Inclusion and Situatedness</i>	
<p>7.1.8 Q_iM</p>	<p><i>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).</i></p> <p>The University strives to maintain an inclusive environment on the campus and universal brotherhood. Every year various programs and celebrations are organized by the University to inculcate tolerance, harmony, culture, and heritage among students. Following are some of the activities.</p> <ul style="list-style-type: none"> • Reservation policy laid down by the government is followed • The extension activities conducted under UBA have emphasized cultural specificities and diversities. • The University also follows the tradition of celebrating various significant religious festivals. • Students celebrate the traditional day with great enthusiasm showing their regional attire. • Women’s day celebrations. • Independence Day and Republic day celebrations • Swami Vivekananda Jayanti to inculcate moral and ethics • Mahatma Gandhi Jayanti. • Mandatory programs and projects by students at various community engagements • Cultural activities. • Students projects in schools and slums • Youth festival • Drama, Street plays • Screening of movies. • World cancer day celebration • Educating school children • Art competition (Kaladevi).

	<ul style="list-style-type: none"> • Health camps • Pledge on the Graduation and Sadbhavana day. • Marathon runs for unity and diversity. <p>Upload relevant supporting document</p>
<i>Human Values and Professional Ethics</i>	
<p>7.1.9 Q₁M</p>	<p><i>Sensitization of students and employees of the Institution to constitutional obligations: values, rights, duties and responsibilities of citizens.</i></p> <p>A good and comprehensive education system is expected to create the necessary capital and knowledge workers who will contribute to the development of the nation. Students play a crucial role in our country, and everyone looks at the students for the welfare of society and the nation. Communal harmony is the love, peace, respect, and cooperation among those people from different races and communities.</p> <p>The University focuses on human values and also righteous conduct, love, nonviolence.</p> <p>The University has introduced a course on the Indian constitution. Through this effort of the University, every enrolled student gets a chance to read and understand constitutional obligations concerning values, rights, duties of responsible citizenship. To encourage students to think critically and not get attracted by anti-social and anti-national forces, but realize their goal of pursuing education, regular programs are conducted. National days too are celebrated regularly.</p> <p>Independence Day, a national festival of pride, memory, and unity, all synthesized in one, is celebrated every year. A defense veteran is invited to address the gathering and motivate students to understand our history.</p> <p>The republic day, which signifies self-rule commemorates the great souls who are responsible for the historical Indian constitution. The younger generation, briefed about the existence of modern India through our struggle and sacrifice of the freedom fighters and their engagement and thus motivated the students to retain the freedom and serve the nation fulfilling the underlying principles of the constitution. The University, on the occasions, has organized a marathon run for unity and other programs.</p> <p>Gandhi Jayanti is celebrated regularly as an international day of nonviolence; the 150th year of Gandhi Jayanti was celebrated in 2019 to practice cleanliness at campus and hospitals. The University has organized many related activities in adopted villages.</p>
<p>7.1.10 Q_nM</p>	<p><i>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard.</i></p> <p>Students :</p> <p>1. Preface</p>

This document gives standard procedures and practices of KLE Technological University (referred to as the 'University') for all students enrolled in different University Programs. All students are bound to abide by this Code of Conduct and Ethics (referred to as the 'Code') along with ensuing rights and responsibilities.

The University's undertaking to enforce the Code aims at student discipline that is democratic, diligent, and efficient, thereby promote growth through individual and collective responsibility.

All Students need to be conversant with the Code, also available on the official University website.

2. Jurisdiction

2.1 The University shall have the jurisdiction over the student conduct enrolled with the University and to take cognizance of all acts of misconduct, including incidents of ragging or otherwise taking place on the University campus and related activities.

2.2 University shall exercise jurisdiction over a violation of ideal conduct which occurs off-campus as laid down in this Policy as if the conduct has occurred on campus which shall include

- Any violations of the Sexual Harassment Policy of University, including physical assault, threats of violence, or conduct that threatens health or safety of any individual;
- Possession or use of weapons, explosives, or destructive devices off-campus
- Manufacture, sale, or distribution of prohibited drugs, alcohol, etc.
- Conduct having a negative impact or becomes a nuisance to the off-campus community.

While determining its off-campus jurisdiction in situations listed above, the University would depend upon the seriousness of the alleged offense and prevailing circumstances as part of a series of actions, which occurred both on and off-campus.

3. Ethics and Conduct

3.1 This Code shall apply to student conduct in the University premises and University-sponsored off-campus activities that adversely affect University's Interests or reputation.

3.2 During admission to University, each student must sign a statement accepting this Code with an undertaking that: He/she shall be regular and must complete his/her studies in the University. However, if he/she discontinues studies for any legitimate reason, such a student may be relieved from the University with the prior written consent of the Authorities. Under such circumstances of student relieving, he/she shall clear all pending University dues and revoke the scholarship grants availed, if any.

3.3. University strongly promotes a safe and congenial ambiance through practices that uphold academic integrity and mutual respect to protect allied interests of property and safety.

3.4 Students should give up indulgence in misconduct of any form while on/off-campus premises that affect University's interests and reputation. The act of misconduct includes physical/verbal discrimination on the basis of gender, caste, race, religion, color, region, language, disability, physical or mental disability.

3.5 The students shall keep off from any Intentional damage to University

/faculty/student property through disruptive activity in a classroom or otherwise. Students should compulsorily produce University identity cards on demand by concerned authorities and campus security guards.

3.6 Students shall not indulge in activities of:

- Organizing meetings and processions without permission from concerned authorities
- Indecent conduct, riot, or group disruption at the University
- Accepting membership of religious or banned terrorist groups.
- Unauthorized possession of weapons, explosives, harmful chemicals, and prohibited drugs
- Smoking and alcohol consumption on the University campus
- Parking a vehicle in a no-parking zone and rash driving on the University campus
- Theft or unauthorized access to other resources and disruption during stipulated University activities like elections and social gatherings.
- On-campus media interaction or providing video/audio clippings of any on-campus activities to media without prior permission of the University authorities.

3.7 Careful and responsible use of social media through complete avoidance of derogatory comments on other individuals or activities contrary to the University's reputation.

3.8 Theft or abuse of University laboratory equipment, electronic resources, University property, or facilities that include offices, classrooms, and other restricted facilities, along with unnecessary interference to other people at University-related work, is punishable.

4. Legal Proceedings

If a student has violated the Code of conduct, a committee will be formed to recommend suitable disciplinary action after a thorough investigation. The Committee, in consultation with students accused of misdeeds, may suggest one/more disciplinary actions.

- Warning- Indicate that the student's reported case of code breach is regretted, and any further act of misconduct shall be viewed seriously to initiate disciplinary action.
- Restrictions- impose time-bound withdrawal from the use of various facilities on the campus.
- Community Service – reformative societal service for a specified period: Any misconduct during this period can lead to disciplinary actions of suspension or expulsion.
- Expulsion of a student from University permanently prohibits entry into University premises or participating in any student-related activities or campus residences etc.
- Monetary Penalty- includes suspension of scholarship/fellowship for a specific period.
- Suspension- for a specified time entails a total ban on participation in student-related activities, classes, and programs. The student cannot use any University facilities without prior permission of the competent authority. Suspension may also follow by possible dismissal, along with additional penalties: Ineligibility to reapply for admission for a period of three years and withhold of grade

card/certificate for the courses studied or work carried out

5. Appeal

If the guilty student charged for misconduct is distressed by the imposition of any mentioned penalties, he/she may appeal to the Registrar. The Registrar can take a suitable stand-in consultation with Vice-chancellor to decide on one of the following:

- Accept Committee recommendation and impose punishment as suggested by Committee or modify and impose any of punishments as stipulated in this Code which is commensurate with the gravity of the proved misconduct, Or
- Refer the case back to Committee for reconsideration. In any case, the decision of the Registrar is final and binding in all cases of possible misconduct by a student.

6 Academic Integrity

Over the years, KLE Technological University has evolved to reach and hold a unique position of pride in the technical education system of India. The University undertook a comprehensive reform process to adapt to the challenging global engineering education scenario. Academic Integrity has been the major feature of the University to reach the present position of honor and continually excel in technological innovations. The University is committed to maintaining high ethical standards in its entire academic and research endeavors, acknowledging the work, ideas, and contributions. As per the University statute, any violations of academic integrity constitute a serious offense.

6.1 Policy Scope

The University Policy on academic integrity is applicable to all students.

- Failure to uphold the principles of academic integrity threatens the University's reputation. Every member of the University bears a responsibility to ensure the highest standard of academic integrity.
- Academic integrity requires a student to properly acknowledge and cite the use of the ideas, results, material, or words of others. Avoid fraudulent claims of work contributed by others and present only the authentic results of one's own work without any malice.

6.2 Policy Violations

The violation of the policy covers:

- **Plagiarism:** encompasses the adoption of already published material, ideas, figures, Code, or data as one's own without due acknowledgment to the original source. This also curtails submissions in verbatim or paraphrased form, the published work of others or oneself (self-plagiarism).
- **Cheating:** covers acts of copying during examinations, course assignments, theses, or manuscripts. The cheating also includes the act of facilitating copying, or writing a report or taking the examination for someone else, fabricating or manipulating data, and reporting them in thesis and publications.
- **Conflict of Interest:** refers to favors in financial or other forms in return to service rendered through a position of influence. The Policy has transparency and credibility by the practice of providing written disclosure of potential conflicts of interests to appropriate authorities.

6.3. Policy Responsibility

The responsibilities are defined at three levels:

- Student roles: all academic reports like a thesis to be compulsorily checked by the

student for plagiarism using software available with the University. In addition, the student should undertake that he/she is aware of the University academic guidelines, has checked the document for plagiarism, and that the thesis/ academic record is his/her original work.

- Faculty roles: The faculty should inform students of the University's academic integrity policy in their specific courses, ensure minimal academic dishonesty, and suggest appropriate and timely interventions during any violations of academic integrity. Faculty should use appropriate methods/practices in academic delivery and assessment that ensure the availability of student recorded data for future reference. Faculty should also carefully review manuscripts/ records to ensure compliance with University academic integrity.
- Institutional roles: Any breach of academic integrity should be viewed as a serious offense that can lead to various sanctions. The first violation of the academic Code of integrity by a student leads to a warning and/or an "F" course grade. A subsequent repeat of offense by the student on a serious note could lead to his/her expulsion. The faculty should report cases of violation of academic integrity to the concerned Department Chairperson to take necessary action. Upon receipt of reports of scientific misconduct, the Registrar can constitute a committee to investigate the matter and suggest appropriate measures on a case by case basis.

7 Anti-Ragging

The University follows a stringent Policy to curb the practice of ragging in any form on University premises, Hostels, and all other utility regions based on 'UGC Regulation on Curbing the Menace of Ragging in Higher Educational Institutions, 2009' (referred as 'UGC Regulations'). The UGC Regulations are framed in view of the directions issued by the Hon'ble Supreme Court of India to prevent and prohibit ragging in all Indian Educational Institutions. The said UGC Regulations should apply to University, and students are hereby informed about taking cognizance of the same.

7.1 Ragging constitutes one or more of the following acts conducted by the student(s):

- Through words spoken/written or an act which has the effect of teasing, treating, or handling with rudeness any other student(s);
- Rowdy or undisciplined behavior that causes or is likely to cause annoyance, hardship, physical or psychological harm or to raise fear or apprehension thereof in any other student;
- Forcing any student(s) to do an act leads to cause or generate a sense of shame/torment/embarrassment and adversely affects the physique or psyche of such student(s).
- To prevent, disrupt or disturb the regular academic activity of any student(s).
- Exploiting services of a student to complete academic tasks assigned to an individual(s);
- Financial extortion or forceful expenditure burden put on a student(s);
- Physical abuse including all variants of it: sexual abuse, stripping, forcing obscene and lewd acts, gestures, causing bodily harm or any other danger to health or person;
- Abuse by spoken words, emails, posts, public insults along with deriving perverted pleasure, vicarious or sadistic thrill by active/ passive participation in the discomfiture to other students (s);
- Actions that affect the mental health and self-confidence of other students (s) with or without intent to derive a sadistic pleasure or showing off power or superiority over

other students.

7.2 Anti-Ragging Committee

The Anti-Ragging Committee constituted as per the UGC guidelines shall examine all complaints of anti-ragging to evolve recommendations based on the nature of the incident.

7.3 Anti-Ragging Squad

The Anti-Ragging Squad that works under the guidance of the Anti-Ragging Committee is constituted of various members of the University. This Squad shall keep a vigil on ragging and undertake patrolling functions. The Squad is active alert and empowered to inspect places of potential ragging and make surprise visits to hostels and other premises. The Squad can also investigate ragging incidents and make recommendations to Anti-Ragging Committee.

7.4 Action on defaulter in a ragging incident

A student involved in ragging and found guilty by the Anti-Ragging Committee will attract one or more of the following punishments:

- Suspension from attending classes and academic privileges
- Withdrawal of scholarship/ fellowship and other benefits.
- Withhold of results/ ban on examination or evaluation process
- Ban on any collaborative work or attending national or international conferences
- Suspension/ expulsion from the hostels and mess/ Cancellation of admission.
- Expulsion/ban on admission to other institutions for a specified period
- Student(s) guilty of ragging, if not held, University will resort to collective punishment.
- In cases of severe legal matters due to ragging committed, a First Information Report (FIR) shall be filed by the University with the local police authorities.

The Anti-Ragging Committee shall take appropriate decisions, including the imposition of punishment on the basis of circumstantial evidence, facts, and nature of each incident of ragging.

7.5 Appeals by Defaulter(s)

An Appeal challenging the punishment enumerated herein above shall lie in the jurisdiction of the Registrar of the University.

8. Sexual Harassment

The University's Policy on prevention and prohibition of sexual harassment at workplace, 2016 shall apply in totality to University students. This service is available to students in case of any (<https://www.kletech.ac.in/committee/anti-sexual-harassment/>) issues pertaining to sexual harassment on campus. Students should note that sexual misconduct encompasses a range of conduct, including sexual assault, unwanted touching or persistent unwelcome comments, emails, or pictures of an insulting or degrading sexual nature, which may constitute harassment.

9 Student Grievance Procedure

Any University enrolled student aggrieved by acts of sexual harassment, misconduct, or ragging can approach Student Grievance Redressal cell. Further, any student aware of any violations must report the same to the Cell (<https://www.kletech.ac.in/grievance-online-portal/>). The grievance must be in written form and be made within 60 days from the day of the alleged violation. The Cell shall consist of members appointed by the Registrar and shall take cognizance of the grievance and inform the Committee formed

to enforce this Code or the Internal Complaints Committee in cases of any harassment complaints.

10 Student Participation in Governance

The students being a vital part of the University campus should have a substantial interest in its governance. The University Code of conduct, in principle, intends student involvement in governance in both administrative and academic areas. The students being direct beneficiaries of the facilities of the University are encouraged to put forth their views and suggestions for informed decision-making. The students are encouraged to uphold this Policy and inform of any grievances, thereby contribute individually and collectively to improve institutional quality and effectiveness.

STAFF :

❖ Preface

This document gives standard procedures and practices of KLE Technological University (referred to as the 'University') for all employed Staff members (includes Administrative/Teaching/ Non-teaching and Supporting staff members) working on the University campus. All staff members are bound to abide by this Code of conduct (referred to as the 'Code') faithfully and discharge their duties for smooth conduct of University activities.

The University's undertaking to enforce the Code aims at Employee discipline, thereby promote growth through individual and collective responsibility. All staff members need to be conversant with the Code, also available on the official University website.

1.1 Jurisdiction

- **Working Hours:** The University works from 08:00 am to 5:00 pm on regular weekdays and from 08:00 am to 1:30 pm on Saturday. There shall be a one-hour lunch break on all working days. However, work hours can change under special circumstances.
- **Attendance and Punctuality:** The staff members are expected to work regularly, exhibiting punctuality in the discharge of assigned duties and responsibilities. In case of absence due to emergency situations, such staff members should bring it to the notice of concerned authorities and make necessary substitute arrangements for allotted work.
- **Harassment at the workplace:** The University follows a stringent policy to curb workplace harassment that can take many forms, not limited only to verbal assault, signs, offensive comments, cartoons, pictures, posters, email jokes or statements, pranks, intimidation, physical assaults or contact, or violence.
- **Gender disparity:** The University does not allow any extent of gender-based discrimination, which may include unethical advances, immoral favors, verbal or physical contact that creates an offensive, hostile, and intimidating workspace and prevents an individual from effectively performing his /her duties.
- **Workplace Violence:** The University prohibits any act of workplace violence, adopting a zero-tolerance for any violations by acts of threat, physical violence, intimidation, harassment, and/or coercion. Such acts that occur on the University campus and adversely affect its reputation shall not be tolerated.

- Non-disclosure of Confidential Information: The university staff members are bound by the agreement of not disclosing confidential information during their period of employment with the University or later after the closure of their tenure. The University strongly believes in a long-term employee association that is mutually rewarding.
 - Ethical Standards: KLE Technological University practices the highest ethical standards and human values. The staff members are expected to make the right professional decision to discharge their duties, consistent with the University's principles and standards.
 - Dress Code & Identity Card: Staff members of the University should present themselves in clean and professional dress, both inside and outside the University campus. The attire that is not consistent with contemporary culture and is deemed improper and unsafe is unacceptable. All staff members should necessarily possess and display the Identity card issued by University during working hours on the University campus and on university duty in organizations outside the campus.
 - Equipment Usage: The University provides essential equipment to staff members in order to execute their duties staff. The equipment should not be put in for personal use or be removed from its allotted confines on the University campus unless approved by concerned authorities for specific requirements outside campus limits. All equipment and consumables are to be properly maintained and utilized with a separate record-keeping register.
 - Usage of Computer, Phone, and Mail: The University provides computers and electronic communication devices to staff members for easy and quick interaction during work hours. These facilities should be used diligently and restricted to official work only. The occasional personal use of computers, phones, or electronic mail and voice mail systems is permitted, but the information stored in these systems will be treated to be the same as other official university-related data.
 - Internet Usage: Staff members should use the Internet facility judiciously provided by University within the ethical and lawful statute. Internet usage must be limited to official purposes in a manner that does not interfere with employee productivity.
 - Computer Software Usage: The University strictly uses legal software for its entire administrative, academic, and research activities. University totally prohibits the use of pirated software. The copyright holder has exclusive rights to make and distribute copies- making/distribution of copyright material without prior permission is a copyright violation, except the user's right to make a backup copy for archival purposes.
 - Use of office amenities: The University provides all essential office facilities that include Printer /Photocopier/stationery required for routine activities. Staff members should utilize these amenities with utmost care avoiding their wastage. The University Letter-heads must be maintained in lock and key storage to be utilized only for official communications. All office equipment and stationery material should be handled diligently without their misuse and damage.
 - Telephone and Personal cell phone usage: Personal use of the official telephone during office hours is prohibited except during emergencies. The conversations must be kept brief and crisp to avoid congestion of telephone lines. Use of Personal Cell phones at the workplace should be minimum to avoid distraction to other colleagues at work. The staff members should keep their cell phones in silent/vibration mode.
- Smoking and Consumption of Alcoholic Beverages: Smoking in public places is prohibited as per the directions of the Honorable Supreme Court. The University

strictly PROHIBITS smoking in any form on its campus, along with a prohibition on consumption of Alcoholic beverages.

Gifts and offers: The University follows a transparent policy that discourages its staff from being lured by Gifts and offers from external agencies or individuals. Staff members are also not permitted to give unauthorized gifts to any person or organization without the prior approval of the management.

Solicitation and Distribution: Solicitation in any form for any cause for University-related work issues is not permitted. Staff members are prohibited from distribution of any non-official literature or promotional nature or otherwise at the workspace.

1.2 Complaint Procedure and Redressal

Staff members facing any job-related grievances should try to resolve them through discussion with their higher authorities. Staff members witnessing any violation of the Code of conduct should report this to the Code of Conduct Adherence Committee.

Committee will deal with any objectionable behavior or misconduct of staff through Oral advice, written notice, and further disciplinary action based on the severity of the cases.

1.3 Transfer Policy

Due to administrative requirements, the University shall transfer staff members to any other place of work as part of the employment. The University encourages transfers on request leading to career growth or personal needs. The staff, so transferred, will be issued a fresh appointment letter without being considered a service transfer. The staff shall not be transferred before one year from the date of appointment or previous transfer.

1.4 Additional Employment

Staff members are prohibited from taking additional work/job that interferes with their official University work either for monetary benefits or otherwise.

1.5 Termination of Services and Resignation

- The Staff member on repeated violations of University code of conduct related will be subjected to disciplinary action as mentioned in para 1.2 of this document. The staff member on further violation of the University practices, rules, or standards of conduct will be terminated from University services.
- The Staff members shall tender resignation, providing enough notice as per the University's Service Rules prior to the date of resignation. However, the staff members involved in teaching roles are permitted to resign subject to completion of all academic activities of the ongoing semester.
- In situations of the voluntary closure of services by a Staff member, University management conducts a closure discussion to ascertain the genuine reasons for resignation.
- The staff members on the closure of University service have to duly return all the belongings provided for discharge of duties such as computer, keys, employee ID card, etc. The staff will be issued a 'No-Dues certificate' for

	settlement of the final account, on clearing of all the dues in connection to Accounts, Library, Department, Staff Credit society, etc., at the time of relieving from duties.
7.1.11 Q_iM	<i>Institution celebrates / organizes national and international commemorative days, events and festivals</i> Besides celebrating national festivals such as independence day, republic days, and Gandhi Jayanthi, the University organizes several national and international commemorative events to imbued the achievements and contributions of great personalities like social reformers, thinkers, philosophers, and scientists to propagate their ideas and teachings. Celebrations of National Science day on February 28th every year to mark the discovery of the Raman effect by Indian Physicist sir C V Raman, world environment day on June 5th. Youth day on January 12th to commemorate the birthday of Swami Vivekananda. Similarly, international yoga day on June 21st, international women's day on March 8 th , and sports days are celebrated. The University celebrated Dr. B.R.Ambedkar's 126th birth anniversary, Teachers' day on September 5th, the constitutional day on November 26th, and Engineers' day on September 15th.

Key Indicator - 7.2 Best Practices

Metric No.	
7.2.1	Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual.
Q ₁ M	Provide the weblink to: https://www.kletech.ac.in/best-practices/ <ul style="list-style-type: none"> Hosted in the University Website


Key Indicator - 7.3 Institutional Distinctiveness

Metric No.	
7.3.1	Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)
Q ₁ M	Provide the weblink to: https://www.kletech.ac.in/institutional-distinctiveness/ <ul style="list-style-type: none"> Hosted in the University Website

Name Dr. Sanjay Kotabagi



Signature of the Coordinator, IQAC

Name Dr. Ashok S Shettar

Signature of the Chairperson, IQAC