



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SJM INSTITUTE OF TECHNOLOGY

**P.O. BOX 73, BY PASS NH - 48/ AH - 47, CHITRADURGA, KARNATAKA -
577502.**

577502

www.sjmit.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

S.J.M Institute of Technology (SJMIT) was established in the academic year 1980-81 with the blessings of Sri Sri Mallikarjuna Murugharajendra Mahaswamiji, the then President of SJM Vidyapeetha. Located just adjacent to the Pune-Bangalore National Highway-4, the institute is well connected with road and railway network and just 200 km drive from Bangalore. The eco-friendly campus filled with flora-n-fauna sprawled with lush green garden spread over vast of around 22 acres land, makes an ideal platform for higher education centre with homely atmosphere.

SJMIT is affiliated to Visvesvaraya Technological University (VTU), Belagavi, approved by the Government of Karnataka and All India Council for Technical Education (AICTE), New Delhi. The college offers Five Undergraduate Programmes (B.E.), Three Post graduate Programmes (M.Tech.) and Doctoral (Ph.D) programme.

The institute functions with well qualified, experienced and dedicated faculty in all the disciplines. The institute possesses well-equipped laboratories and basic amenities supporting academic and students' needs. In addition, it has independent hostels for boys and girls, indoor and outdoor sports facilities including gymnasium, student activities centre, cricket ground, canteen, juice parlor and several other amenities catering the needs of the students within the campus.

Central Library has large number of books, national and international journals catering to the academic and research needs of the students and faculty. Central Computer Centre provides facilities to browse several reading and research materials until late night. The well established campus provides platform for students' career development and opportunities during their stay in the institution.

SJMIT alumni presently occupy key positions in Industry, Government and NGO sectors, whose experience and expertise have been tapped for the overall development of the faculty and student community.

S.J.M. Institute of Technology is accredited by National Assessment and Accreditation Council (NAAC) with B++ **Grade** during the First cycle.

Vision

Train and develop technically excellent and the globally proven human resources on the lines of quality, excellence and inclusiveness.

Mission

Provide world class infrastructure to enable the young prospective and practicing engineers to place themselves on gainful jobs in industry or confidently engage in self-employment.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Located in the Central part of Karnataka connecting NH-4 and NH-13.
- Supportive Management and Globally placed Alumni.
- Adequate infrastructure: Class Rooms with ICT facility, Lab Facilities, Playgrounds, Hostels, Campus amenities etc., having Lush Green Campus.
- Qualified, Experienced and Committed Faculty.
- Recognized Research Centres by Visvesvaraya Technological University.
- Career and Leadership Guidance.
- Institution Innovation Council (IIC -SJMIT) with Ministry of Education.
- Industry-Institution Collaborations with government and private organisations.
- Philanthropic reputation of Sri Murugha math, running 79 institutions including Medical, Dental, Law College etc., under esteemed SJM Vidyapeetha ®.

Institutional Weakness

- Chitradurga being a backward District has dearth of Industrial and Entrepreneurial opportunities.
- Lack of Collaboration with Foreign Universities/Organizations.

Institutional Opportunity

- To do quality Research & Development (R&D) work, Peer reviewed publications, funded projects, product developments, patents, and start-ups.
- Expansion of PG courses and R&D activities for all programmes.
- Encouraging Consultancy services to Industry and Institutions.
- Collaboration with Institutions like DRDO, IISC, BARC etc., within our vicinity.
- Finishing School/ Evening College/Value added courses.
- Entrepreneurship Development Programmes & Awareness campaigns.
- Seeking NBA Accreditation and Autonomous status.
- Participation in the ranking of the institution at the National level.
- Establishment of Skill Development Centre.

Institutional Challenge

- General trend of declining admissions in a few programs.
- Scarcity of relevant faculty for IT Programs.
- Diverse socio-economic background of rural students having limited competitive spirits resulting less placements.
- Explore the market for consultancy opportunities with the industry and research organizations for revenue generation.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

SJM Institute of Technology (SJMIT) is approved by the Government of Karnataka and AICTE, Affiliated to Visvesvaraya Technological University (VTU), Belagavi, Karnataka. The Institution provides various facilities for successful implementation of curriculum to meet the vision, mission, objectives and goals. The Institution follows the curriculum and syllabi provided by the VTU and the curriculum implementation is effectively planned based on periodic meetings conducted by the principal with all the heads of the departments under IQAC. The faculty members prepare lesson plans, course files in their respective subjects and are reviewed continuously by the HODs and the Principal. As a part of continuous evaluation, institution conducts three internal tests and one preparatory examination, which help the students to know the foretaste of University Examinations. For effective translation of the curriculum, faculty are encouraged to participate in Faculty Development Programmes, Workshops and Seminars conducted by various institutions and corporates. The Institution invites experts from industry and reputed institutions for organizing different skill development training programmes for the benefit of students and faculty.

SJMIT offers ample academic flexibility to its students to avail opportunities in choosing electives, value added courses for their benefit and moulds them to suit industry needs. The feedback and suggestions for improvement of curricula, are sought and obtained from the alumni, parents / guardians, academic peers of SJMIT and other institutions. All these feedback reports are analysed and recommended to the University to consider during the revision of curriculum.

The university has introduced many changes in the curriculum structure, teaching-learning process, assessment procedures to stay relevant and minimize the gap between Institution – Industry. To fulfil the Multidisciplinary Aspiration of NEP 2020, along with Open Electives and Professional Electives, few courses on Arts, Law, Political Science, Geography, Music, Yoga, NSS, Physical Education, Sports, Finance, Banking, and Kannada literature, the VTU has included as Ability Enhancement Courses (AEC).

The institution's mission and vision statements are being taken into consideration when the goals are being set. The institution's different committees, working under the guidance of top management, the principal, and the heads of departments, successfully carry out the new education policy NEP 2020.

Teaching-learning and Evaluation

SJMIT takes efforts to serve students of different back grounds and abilities, through effective teaching-learning experiences. Use of different teaching methods and aids, engage students in higher order 'thinking' and investigation. SJMIT encourages its students for internships and value added training programmes. The emphasis of Teaching-Learning is to foster global competencies and inculcating value system among students.

The various Student centric methods to enhance Teaching- Learning are:

Experiential learning: following activities are conducted:

- Main Project Work
- Mini Project Work
- Internship Work
- Industrial Visits
- Paper/ Poster Presentation

- Academic Laboratories
- AICTE Activities

Participative Learning:

- To enhance the knowledge about advanced technologies, industrial visits are conducted. From this student can understand the importance of subjects taught in class rooms by watching working models/Machines at industries.
- Training programs on personality development/soft skills are organized through Placement Department. Competitive and Team Spirits are developed through group discussions, debates and panel discussions.
- **Collaborative Learning:** The Institute also promotes industry sponsored projects and research projects. In activity-based learning, students are encouraged to participate in project competitions, design contests and various technical festivals.
- **Independent Learning:** E-learning platforms are provided to facilitate independent learning wherein students can access course contents online.
- Available E-learning platforms include SJMIT YouTube channel and Technical online courses like MOOCs, NPTEL, VTU e-resources etc.

Problem Solving Methodologies:

- Ability of problem solving is attained through participation in the technical events to solve practical problems such as challenges posted by technical community, industries and competitions organized by academic institutions.
- Interest in research is inculcated through paper presentation and publication.

Teachers are trained to mentor the students and to provide learner-centric education. Mentors monitor the test performances, identify slow learners and counsel them and suggest for remedial classes.

The evaluation process is reformed and is being evolved continuously. To improve the communication skills and aptitude level, training courses on Personality Development are conducted for students. Repetition classes are provided in labs. Lab tests are held at par with examination pattern at the end of semester, which will also boost up the confidence level of students to face the final exam.

Research, Innovations and Extension

The institute has a Doctoral Committee to address and monitor the issues related to the research activities. Mechanical, Electrical and Civil Engineering Departments have been recognized as Research Centres by Visvesvaraya Technological University (VTU) and these centres are actively engaged in meaningful research activities. The research grants have been increased steadily with more faculty members participating in R&D activities.

In the last five years, more than ten research scholars have registered for Ph.D programme on part time basis. Ten senior faculty members have been guiding for Ph.D Scholars. More number of minor projects have been taken up with a different funding agencies for students. The faculty have presented and published their research work in national and international conferences and journals. Industry Institution interface is created by signing up of Memorandum of Understanding (MoU) with several partners.

A bio-diesel plant is established in Mechanical Engineering department sponsored by Karnataka State Bio-Energy Development Board (KSBDB), one of the government organizations. Bio Diesel awareness Programmes, Bio-Diesel Production, Training and Research are conducted under this project.

The institution has received 8 patents during in the year 2022-23 which has become a hallmark of our success.

The Institute invites industry leaders from a variety of sectors to discuss current creative ideas and business, The IPR Cell has been established to promote creativity and quality invention. This cell meant to assist and support students and employees in protecting their unique and creative ideas.

IPR & Research Methodology Workshops were organized by Institute on Research, Patents, and Copyrights. The institution is registered under Institution's Innovation Council (IIC) and has organized various activities on initiatives and creativity.

The institution has signed MOUs with various organizations for support and services. The purpose of signing MOUs is to assist not only inculcating innovative skills among students but also to provide a holistic help in their entrepreneurial journey.

Infrastructure and Learning Resources

SJMIT has a good physical infrastructure in the form of buildings with enough class rooms comprising smart boards, laboratories, seminar halls, staff rooms, R&D centres, rest rooms etc. All these facilities are constructed as per AICTE norms with sufficient ventilation and living space for free movement of the students. The additional infrastructure facilities are created based on changes in the curriculum, introduction of new courses and research requirements. The hostel facility is provided for boys and girls separately. The RO drinking water is provided in the hostel for 24 hrs through water purifier. Medical facility is available for staff and students within the campus.

Central library and Information center has a variety of collection of books, National and International journals, and periodicals as per the AICTE and Visvesvaraya Technological University norms. The library is located in the IT building of the institution with reading rooms, reference room discussion room, a digital library room, a periodical section, having a total floor area of 889 sq.mt and includes all of the most up to date amenities and services. It is designed to meet the needs of all specialties at the undergraduate and postgraduate levels, as well as research and developmental requirements. It has collection 53,661 volumes and 11,720 titles, 11 National printed journals, SC/ST book bank and e- journals. It has a seating capacity of 200 students and faculty members with sufficient ventilation, lighting, and furniture.

The Institute within the campus maintained uninterrupted power supply (including hostels), having been installed with three UPS systems of 30 KVA and three generators (Two 45 KVA & one 70 KVA) capacity. Further the institution has outdoor and indoor play grounds and courts with sports facilities to encourage students to take part in sports activities in the Campus. Besides, the institute has 351 Computers in the current academic year with the Internet connectivity having 200 MBPS bandwidth.

All the faculty members use the ICT facility in the classrooms and laboratories, whenever needed. The college regularly maintains the IT facilities. Entire campus is under the surveillance of CCTV.

Student Support and Progression

The institution publishes its updated prospectus annually and provides all the information regarding admission, various programs, student facilities and placement information. To meet the day to day requirements of the students, the mentoring system is implemented. For every 20 students there is one faculty counsellor who regularly monitors students' performance in academics. Slow learners are identified by the counsellors and separate coaching is arranged through remedial classes. Special care has been taken to build confidence in such students so that they will sail along with the main stream. Progress reports of students are periodically sent to parents. Parents' meets are conducted at the departmental level to discuss the difficulties faced by the students. Ragging has been seriously viewed by institute authorities through Anti-Ragging committee and has been brought to zero level. The student centric measures have improved the academic performance of the students reduced the dropout percentage as well.

SJMIT motivates students to participate in various National & International, Sports, Cultural and Curricular activities including Entrepreneurial skills. The institution has a well defined structured mechanism for career guidance and placement of its students which provides requisite training and motivates the students for research and higher studies. Besides the institution encourages the students to interact with alumni for their academic and career development support. Continuous feedback is obtained from alumni and graduating students regarding teaching learning process, placements, internships and entrepreneurial activities.

Every year institute brings out students magazine titled as 'Rainbow'. It consists of articles on vivid technical and general topics by students and faculty. Literary and artistic expressions like poems, innovative photography, drawings/paintings are also included. Further, to showcase the hidden talents of students, a mega college annual cultural fest, "SPOORTHI " is conducted for three days. Above all, the students especially SC/ST, OBC and economically weaker sections receive financial assistance in the form of scholarship from Government & private sectors.

Governance, Leadership and Management

The institute has a Governing Council functioning under SJM Vidyapeetha®. The Governing Council is the apex authority in taking decisions and implementation of things relating to the vision and mission, policies, road map, development and functioning of the institute. The management provides effective academic leadership opportunities to the faculty, by setting goals and involving them in participative decision-making process to achieve the vision, mission and goals of the institution. Principal is the head of institution who along with the Heads of the Departments has adequate autonomy in academic and administrative decision making and execution.

The IQAC has been established to monitor and evaluate all mechanisms of academic and administrative processes to ensure that the quality is initiated, promoted and sustained in every activity. The staff, student representatives and all other stakeholders of the institution participate in framing policies and decision making at both the department and the institution levels. All quality improvement strategies are planned taking into consideration the feedback of all relevant stakeholders and deployed in a transparent and effective way.

Quality enhancement strategies like participation in orientation programs, seminars, refresher courses, Faculty Development Programs, paper presentations in conferences, encouraging research activities etc. are implemented for faculty development through IQAC.

The Management, Principal and HODs put enormous efforts to improve the quality of Institute keeping in view the Perspective/Strategic plans. Once the plans are approved by the higher authorities, each department is entrusted to execute work on those strategic plans.

The strategy implementation is monitored through the IQAC of being implemented and the progress shall be measured from time to time.

Service rules, recruitment policies, procedures for the institution, the roles and responsibilities of all faculty members and the supporting staff are made known through the service manual of the institution.

The Management of the organization provides various facilities for the benefit of teaching and non-teaching staff to take care of the welfare of the human resources of the institution. The teaching and nonteaching staff, along with the supportive staff, play a vital role in the functioning of the organization.

Institutional Values and Best Practices

The institution believes in equality of all cultures and traditions as it is evident from the fact that students belonging to different caste, religion have been studying without any discrimination.

Scholarship Assistance is extended to religious and linguistic minorities. This is done to support underprivileged and minority section of students in the campus. Book-Bank is extended religious and linguistic minorities, special interest communal groups in the library.

In order to sensitize the students to be socially responsive to the needs of underprivileged sections of the society, NSS club engages them in social immersion programs and activities like, Voters awareness program, Fit India Freedom run, EK Tareekh Ek Ghanta Ek Saath, Constitution day, Drug Free Campus And E-Pledge Campaign, Swachh Bharat Abhiyan, Sampling plantation etc.

Tolerance and Harmony to cultural, regional, linguistic, communal socioeconomic and other diversities is best achieved by the major events like Tech Fest, Cultural and Sports Fest (Sproothi) etc., at Institute levels. The institution supports student involvement in sports and games and cultural activities. Independence day and Republic day are celebrated in the institute besides Kannada Rajyotsava, the state festival of Karnataka on 1st November every year. International Yoga day and Women's day are being celebrated every year. Institute celebrates Rastriya Ekta Diwas, Sports day to inculcate oneness among the students from various socio cultural background. Above all, the Institute organizes Dr. Ambedkar jayanthi, Gandhi Jyanthi, Valmki jayanthi, kanakadasa jayanthi, Blood donation camps and World environmental day to motivate the social responsibilities among student community.

Many activities are conducted by the institution like orientation programmes, training programmes, seminars, and workshops, in order to educate future leaders to inherit human values while meeting constitutional duties.

Special facilities are created for the Divyangjan students. Their mobility is supported with the provision of ramps and wheelchairs. Special restroom facilities have been provided in the college premises. Audio-visual and Braille software facilities are available for them on the ground floor of the library.

The institution has adopted best practices like

- Mentor-Mentee System
- Green campus initiatives and practices
- Entrepreneurship Development Training and Employability

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SJM INSTITUTE OF TECHNOLOGY
Address	P.O. Box 73, By pass NH - 48/ AH - 47, Chitradurga, Karnataka - 577502.
City	Chitradurga
State	Karnataka
Pin	577502
Website	www.sjmit.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Bharath P B	08194-222866	9483190087	-	sjmitprincipal@gmail.com
IQAC / CIQA coordinator	Jagannatha N	08194-9986520328	9986520328	-	jagan_nath05@rediffmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Karnataka	Visvesvaraya Technological University	View Document
Karnataka	Visvesvaraya Technological University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	Online Application of the Institution submitted for Extension of Approval for the Current Year
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Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	P.O. Box 73, By pass NH - 48/ AH - 47, Chitradurga, Karnataka - 577502.	Rural	21.23	26037.91

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Mechanical Engineering,MECHANICAL ENGINEERING	48	PUC OR PLUS TWO	English	30	3
UG	BE,Civil Engineering,CIVIL ENGINEERING	48	PUC OR PLUS TWO	English	60	7
UG	BE,Electrical And Electronics Engineering,ELECTRICAL AND ELECTRONICS ENGINEERING	48	PUC OR PLUS TWO	English	40	15
UG	BE,Electronics And Communication Engineering,ELECTRONICS AND COMMUNICATION ENGINEERING	48	PUC OR PLUS TWO	English	90	82
UG	BE,Computer Science And Engineering,COMPUTER SCIENCE AND ENGINEERING	48	PUC OR PLUS TWO	English	120	120
PG	Mtech,Mechanical Engineering,THERMAL	24	BE OR B.TECH	English	9	0

	POWER ENGINEERING					
PG	Mtech,Civil Engineering, STRUCTURAL ENGINEERING	24	BE OR B.TECH	English	18	8
PG	Mtech,Computer Science And Engineering,COMPUTER SCIENCE AND ENGINEERING	24	BE OR B.TECH	English	9	2
Doctoral (Ph.D)	PhD or DPhil ,Mechanical Engineering, MECHANICAL ENGINEERING SCIENCE	48	ME OR M.TECH	English	24	0
Doctoral (Ph.D)	PhD or DPhil,Civil Engineering,	48	ME OR M.TECH	English	6	0
Doctoral (Ph.D)	PhD or DPhil ,Electrical And Electronics Engineering,	48	ME OR M.TECH	English	12	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	9				16				45			
Recruited	6	0	0	6	10	4	0	14	30	11	0	41
Yet to Recruit	3				2				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				19			
Recruited	0	0	0	0	0	0	0	0	7	12	0	19
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						48
Recruited	40		8		0	48
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				49
Recruited	46	3	0	49
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	6	0	0	4	0	0	0	0	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	6	4	0	30	11	0	51
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	7	12	0	19
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	155	0	0	0	155
	Female	154	0	0	0	154
	Others	0	0	0	0	0
PG	Male	6	0	0	0	6
	Female	4	0	0	0	4
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	4	5	3	0
	Female	7	4	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	1	1	1
	Others	0	0	0	0
OBC	Male	14	5	4	0
	Female	9	10	3	0
	Others	0	0	0	0
General	Male	143	156	108	124
	Female	139	127	111	109
	Others	0	0	0	0
Others	Male	0	11	7	4
	Female	2	7	7	14
	Others	0	0	0	0
Total		319	326	244	252

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>S J M Institute of Technology is a Self-financing College, affiliated with Visvesvaraya Technological University (VTU) delivers a quality inter-disciplinary & multi-disciplinary engineering education in accordance with the curriculum framed by the VTU. The university has introduced many changes in the curriculum structure, teaching-learning process, assessment procedures to stay relevant by minimizing the gap between Institution-Industry. VTU to fulfil the Multi-disciplinary Aspiration of NEP 2020, along with Open Electives and Professional Electives, few courses on Arts, Law, Political Science, Geography, Music, Yoga, NSS, Physical Education, Sports, Finance, Banking, and Kannada literature are</p>
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included as Ability Enhancement Courses (AEC). The institution's mission and vision statements are being taken into consideration when the goals are being set. The institution's different committees, working under the guidance of top management, the principal, and the heads of departments, successfully carry out the new education policy NEP 2020. All activities such as classroom instruction, research, field action projects, internship, and co-curricular activities are structured by the inclusion of humanities and science. The IQAC of the institute organizes workshops / seminars for students in the area of community engagement and service. The complete curricula is designed with multi-disciplinary and is flexible based on NEP2020. The institution is well equipped through integrating the study of various academic disciplines suited to their life-long interests. The faculty in the institution have the ability and enhanced their knowledge to teach inter and multi-disciplinary subjects to the students. The institution has adequate facilities for the students to prepare for graduate and professional study, for careers in new and emerging fields, and also high competency levels with confidence. Example : i) The university provides flexibility to offer / study some Inter-disciplinary courses like Programming in Python, Java Programming, C++, Data structures and other software oriented courses to any branch of engineering students. Students can also do their project work in Multi-disciplinary / inter-disciplinary areas irrespective of their branch. ii) Universal Human Values - Implications of Holistic Understanding of Harmony for Professional Ethics iii) Indian Constitution, Professional Ethics and Cyber Law - To understand the Ethics and Responsibilities of Engineers, Identify Their Identity Roles and Ethical Responses to Society. iv) Biology for Engineers - To motivate students and develop a multi-disciplinary view of biological engineering. The course should encourage engineering students to think about solving biological problems using technical means. v) NSS/Physical Education/Yoga - Inclusion of Yoga/Physical Education/NSS in the curriculum has many benefits for the students as it will have a positive impact on academic performance. vi) Social Innovation-Social innovation course designed in the first year of study where students identify existing local social problems and propose

	solutions to them.
2. Academic bank of credits (ABC):	The UGC has produced guidelines and frameworks to assist the adoption of the Academic Bank of Credits (ABC) system by institutions in India. The institution is following the guideline of university concerned for the implementation of Academic Bank of Credits (ABC) in view of NEP 2020. The Institution is already in the process of encouraging the students to take up SWAYAM / MOOCs courses offered by premier institutions of the country to enhance their technical skills. The Institution will adopt relevant online courses for the respective programmes to enhance the student's skill competence and to prepare them to have the benefit of Academic Bank of Credits in accordance with the VTU. As per the introduction of Choice Based Credit System (CBCS) by the university, the credits are awarded to a student for one program from an institution may be transferred / redeemed by another institution upon students consent. Credit transfer is the key to successful study mobility.
3. Skill development:	The institution has planned to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework in the view of NEP 2020 as follow • The Institution has made more number of MOU's and Collaboration with various organisations for providing Internship , Training program and project work for students which helps them in getting to Industrial exposer. • The institution encourages the students and the faculty to learn a new skill set through digital technologies. • Entrepreneur Development Cell is established in Institution to provide Entrepreneur Development Programme (EDP) training in collaboration with Entrepreneurship Development Institute of India (EDII), Ahamadabad. • The institution has made efforts to provide at least one vocational course to the students before graduation like CNC operator, programmer for Robotic applications, PCB Design for IOT based controller etc.,
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institution has planned to integrate Indian Knowledge System in the view of NEP 2020 as follows: • To adopt the NEP 2020, which envisions an educational system fashioned on the lines of India's profuse linguistic, cultural, and artistic

	<p>heritage. • The Institution has plan to teach Technical programs in Local languages (Kannada) to provide technical knowledge to students from rural areas as encouraged by VTU. • The Institution has implemented the classroom teaching delivery in bilingual mode (English and kannada). • The syllabus is framed to teach local and global languages compulsory for graduation programs. • The Institution has a plan to create awareness to the students about Indian languages, Indian ancient traditional knowledge, Indian Arts and Indian Culture and traditions in the view of NEP 2020. • As the institution adheres to the framework of the VTU curriculum, the Indian Knowledge system is integrated with the curriculum as a mandatory credit course such as Samskrutika Kannada / Balake Kannada (3rd /4th Semester), Constitution of India, Professional Ethics (3rd /4th Semester), Universal Human Values-II and credit courses on NCC. The institute promotes Indian culture through events and festivals, through SPOORTHI, an annual cultural extravaganza with literary and cultural programs. Additionally, the institute offers a language lab for students to engage in reading, debating, and creative writing, fostering a love of languages and creativity beyond engineering. Kannada Rajyotsava is a colorful festival for all age groups, genders, religions, castes, and creeds at our Institute. It is a wholesome and inclusive event.</p>
5. Focus on Outcome based education (OBE):	<p>The institution is following the guidelines of university for the implementation of Outcome-Based Education and Choice Based Credit System (CBCS). University regulations governing the UG and PG Degrees are under the Outcome-Based Education and Choice Based Credit System (CBCS). The institution aims to follow the outcomes-based education as to: • Help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification. • Enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study; • All programmes offered by the institution have Program Outcomes, Program</p>

	<p>Specific Outcomes and Course Outcomes. They have been displayed on the Institution's website. • All the admitted students are given a copy of the VTU curriculum, in which the Course Outcomes (COs) for each subject are clearly defined by the university itself. • Mapping between COs and POs is developed. In this regard, a mapping matrix is created for each course in the curriculum. • The direct attainment of each course is considered in a semester, which is carried through three assignments and three internal assessment tests, as required by the university policy. In addition to assignment of grades, the percentage of students that reach a specific objective (60 percent of the maximum marks) in each assignment and internal test is computed for the COs that are covered. As a result, the CO attainment level is determined by the percentage of students who achieve the entire COs. • The achievement of COs leads to the achievement of Program Outcomes and 'Program Specific Outcomes. Direct attainment of POs and PSOs is what it has termed. PO attainment is calculated using the overall CO attainment value and the CO-PO mapping values. • Finally, the levels of attainment of POs and PSOs for each course of the programme are compared to the target level, and COs are modified to improve the attainment level towards the target level.</p>
6. Distance education/online education:	<p>The institution is under preparation to start Distance education in online mode. The institution has proposed plans for online education as per the guidelines of University Grant Commission (Open and Distance Learning) Regulations, 2017 , University grants commission (Online Courses or Programmes) Regulations 2018 and also as per the norms of VTU. • The Institution has ICT facilities for teaching learning activities like video clips, YouTube linked materials and NPTEL videos etc. • Blended learning integrates traditional classroom education with internet activities. This technique provides students with the benefits of both ways of learning. Students attend lectures in person and can access supplementary course materials online. Blended learning enables students to work at their own pace and offers greater flexibility. • Education programme customized or generic programmes in emerging knowledge's to enhance the skills/knowledge through AICTE's SWAYAM ,MOOC's etc.,</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>SJM Institute of Technology has set up an Electoral Literacy Club on 2nd September 2021 and has been functioning along with National Service Scheme of our Institute. Principal being the Chairperson, One of the faculty member is appointed as faculty coordinator for ELC along with NSS program officer and few student coordinators as the members of NSS. The institute has taken steps to promote electoral literacy and civic engagement recognizing the significance of voting as a fundamental democratic right and responsibility.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The ELC has both faculty coordinator and student coordinator appointed by the Head of the Institution. The members of NSS unit, other NSS Volunteers, faculty members in ELC and Youth Red Cross involve to make the ELC of the Institute functional and they conduct many activities to promote electoral literacy. The ELC is functioning with the following Objectives: 1. Providing hands-on experience to students, enabling them to learn about voter registration, the electoral process, and related matters. 2. Organizing sessions and demonstrations to familiarize students with Electronic Voting Machines (EVMs) and Voter Verifiable Paper Audit Trail (VVPAT), highlighting the robustness of EVMs and the integrity of the electoral process. 3. Empowering students to understand the significance of their vote and encouraging them to exercise their suffrage rights with confidence, comfort, and ethical responsibility. 4. Offering assistance and support to eligible members of the target audience who are not yet registered voters, facilitating their voter registration process. 5. Conducting informative campaigns and activities that emphasize the value of each individual's vote, emphasizing the importance of active participation in the democratic process. 6. Collaborating with relevant authorities and organizations to provide accurate and up-to-date information on voter registration requirements and procedures. 7. Organizing workshops, seminars, and interactive sessions to address any queries or concerns related to voter registration and the electoral process. 8. Collaborating with local election authorities to establish voter registration drives and</p>

	<p>on campus registration centres, ensuring convenient access for students to register as voters. 9. Promoting a culture of civic engagement and responsible voting by incorporating voter education initiatives into the curriculum and extra-curricular activities. 10. Regularly evaluating and updating the voter education programs to ensure their effectiveness in equipping students with the necessary knowledge and skills for active participation in the electoral process.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The ELC, Youth Red Cross (YRC) and National Service Scheme (NSS) Wing of S J M Institute of Technology (SJMIT) in collaboration to organize a comprehensive Voter Awareness Program aimed at educating students about the importance of voting and the electoral process. The following are the initiatives under taken by the ELC of the institution:</p> <ul style="list-style-type: none"> • Right to vote-pledge • Right to vote –Awareness in the institution • Right to vote –Essay writing to students • Special Camp for EVM and integrity of the Electoral process. • Special camp for Teacher constituency voter registration <p>The program embraced several activities to impart knowledge on various aspects of the electoral process. These included:</p> <ul style="list-style-type: none"> • Voter Registration Drives • Essay and Poster making competition: • Collaboration with Election Authorities • Enrolment of students to voters list • Painting/Drawing competition • Message from management authorities, principal, and department heads – compiled, edited and uploaded on social media.
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>SJM Institute of Technology - Electoral Literacy Club has conducted various activities as listed below:</p> <ul style="list-style-type: none"> • District SVEEP meeting on 08/09/22 at Zilla panchayath office,Chitradurga. • Debate competition on “EVM vs. Ballet Electoral process” on 16-09-22 total of 25 student participated. • Essay competition on 18-10-2022 with a total Participation of 30 students. 20 Students participated in English Essay writing competition. 10 Students participated in Kannada Essay writing Competition. • Total 127 students (Young Voters) registered by using VHP application on 03/12/2022. • Speech on Voting awareness program for first year students on 15-09-2023. • Total 67 Teachers are registered for teacher (North-East) constituency on 30-10-2023.
<p>5. Extent of students above 18 years who are yet to be</p>	<p>The mentors of the respective students have been</p>

enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

given the responsibility of awareness, communicating the information regarding voter enrolment and linking Aadhaar with Voter ID for all the students above 18 years of age.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1016	924	1097	1074	1116

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

2 Teachers

2.1

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

Response: 167

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
79	79	76	90	94

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
92.10	69.39	74.16	89.04	102.57

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

SJM Institute of Technology is affiliated to Visvesvaraya Technological University (VTU) and strictly adheres to the regulations, curriculum and syllabi prescribed by the university. The university also communicates the action plan for every academic semester through the "Calendar of Events (COE)".

The institute follows a strategic approach to develop and deploy action plans for effective curriculum implementation as follows;

The principal, in consultation with the academic dean and heads of departments (HODs), will prepare the college "COE", outlining important milestones such as the start and end of the semester, internal assessment dates, sports and cultural day, examination schedules, holidays, mentors' meetings, and extracurricular activities, according to the university's calendar of events. In turn, the heads of departments (HODs) will prepare the department's academic calendar, which includes details of workshops, seminars, technical talks, industrial visits, etc., to ensure effective delivery of academics to the students.

Courses are assigned to faculty members based on their specialization, experience, and willingness. Course plans are formulated at the beginning of the semester in line with syllabus objectives. Each department prepares a timetable indicating class and laboratory hours for effective scheduling.

The effective implementation of curriculum is ensured by supplementing classroom teaching with video lecturers, expert lectures, seminars and mini projects.

Laboratory manuals are prepared to facilitate student understanding and independent experimentation.

Continuous Internal Assessment (CIA):

CIA is carried out by including a range of assessment methods such as internal tests, assignments, and quizzes to evaluate students' Performance, understanding, skills, and competencies across different subjects and disciplines.

IA test timetables are prepared according to the COE and circulated well in advance to all students and faculty members. Three internal assessment examinations are conducted for each semester of the academic year.

Assignments help students prepare for semester-end examinations, and technical quizzes are also

conducted and evaluated according to the syllabus.

This complete process of internal performance evaluation is used by faculty members to identify slow and advanced learners in their respective courses. Remedial classes are conducted for slow learners to improve their performance, while advanced learners are engaged in career development activities and provided input for competitive examinations.

The institution conducts an academic audit process which consists of attendance registers, internal exams, question papers, and evaluation processes. In addition, IQAC team conduct internal audit to verify the compliance to academic calendar/ calendar of events with documentary evidence.

Faculty members maintain course files for individual courses for ensuring documentation of curriculum delivery. The Course file includes; vision & mission of the institution, calendar of events, student list, individual timetable to perform predefined academic activities, syllabus copy with textbooks and reference books, lesson plan, attendance registers, course outcomes, lecture notes, question papers of internal tests with scheme and solutions, assignments, previous year question papers, copies of PPTs slides if any.

The academic progress of the students and any grievances are addressed, and remedial measures are taken whenever necessary during regular mentors' meetings with class representatives.

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

1.2 Academic Flexibility

1.2.1

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

Response: 17

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

1.2.2

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

Response: 40.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
330	198	58	624	891

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The efforts made by the institution to integrate the cross cutting issues such as Gender, Environment and Sustainability, Human Values and Professional Ethics are as follows:

Human Values and Professional Ethics:

- Courses on professional ethics, Intellectual Property Rights (IPR), and Human Rights are part of the curriculum.
- The institution arranges special lectures to create awareness on human values and professional ethics.
- NSS organizes programs like Tree Plantation Programs and Blood Donation Camps, which contribute to instilling values and ethics among students.

Gender:

- The institution ensures equal opportunities for both genders in admissions, employment, training programs, and sports activities.
- Efforts are made to encourage women faculty and students to participate in events focusing on women empowerment and leadership.
- Both boys and girls are included as members of various committees associated with academic, co-curricular, and extracurricular activities

Women Cell

SJMIT has 504 girl students out of **1038** students and **27** women staff out of **80** staff. The women cell is started in 2016 with an objective of promoting general well-being of female students, women staffs, culture of respect, equality for female gender and entrepreneurial attitude among young girls at the earliest. Women cell has organized 17 events at institute level.

Climate Change and Environmental Education:

- The institution includes Environmental Science and Engineering courses in the university curriculum itself.
- Celebrations like World Environment Day are utilized to raise awareness among students and faculty on topics related to climate change and environmental issues.
- The National Service Scheme (NSS) also initiates programs aimed at environmental protection and ecological preservation.

Faculties involve the students in a variety of activities including expert lectures, National Service Schemes, and the Youth Red Cross program. The institution celebrates various commemorative days such as republic day, Independence Day, Women's day, Teachers day, Engineers day, International yoga day, etc. These celebrations raise the moral, ethical, and social values of the students.

Various committees such as the Anti-sexual harassment committee, Grievance Redressal Committee, SC/ST/OBC committee, Anti-ragging committee and Discipline Committee are established in the institution. They serve as important institutional mechanisms for promoting gender equality, ethics, moral/human values, and a conducive learning environment that nurtures the holistic development of students

These efforts demonstrate a comprehensive approach by the institution towards addressing these important societal issues within its educational framework and community activities.

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

1.3.2

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

Response: 78.84

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

Response: 801

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 73.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
319	326	244	252	280

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
376	376	376	394	414

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 33.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	24	11	1	76

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

2022-23	2021-22	2020-21	2019-20	2018-19
76	87	85	89	99

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 12.86

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

SJMIT takes efforts to serve students of different back grounds and abilities, through effective teaching-learning experiences. Use of different teaching methods and aids, engage students in higher order 'thinking' and investigation. SJMIT encourages its students for internships and value added training programmes. The emphasis of Teaching-Learning is on fostering global competencies and inculcating value system among students.

The various Student centric methods to enhance Teaching- Learning are:

Experiential learning: following activities are conducted:

- Main Project Work
- Mini Project Work
- Internship Work
- Industrial Visit
- Paper/ Poster Presentation
- Academic Laboratories
- AICTE Activities

Participative Learning:

- To enhance the knowledge about advanced technologies, industrial visits are conducted. From this student can understand the importance of subjects taught in class rooms by watching working models/Machines at industries.
- Training programs on personality development/soft skills are organized through Placement Department. Competitive and Team Spirits are developed through group discussions, debates and panel discussions.
- **Collaborative Learning:** The Institute also promotes industry sponsored projects and research projects. In activity-based learning, students are encouraged to participate in project competitions, design contests and various technical festivals.
- **Independent Learning:** E-learning platforms are provided to facilitate independent learning wherein students can access course contents online.
- Available E-learning platforms include SJMIT YouTube channel and Technical online courses like NPTEL, VTU e-resources etc.

Problem Solving Methodologies:

- Ability of problem solving is attained through participating in the technical events to solve practical problems such as challenges posted by technical community, industries and competitions organized by academic institutions.
- Interest in research is inculcated through paper presentation and publication.

Teachers are trained to mentor the students and to provide learner-centered education. Mentors monitor the test performances, identify slow learners and counsel them and suggest for remedial classes.

The evaluation process is reformed and is being evolved continuously. To improve the communication skills and aptitude level, training courses on Personality Development are conducted for students. Repetition classes are provided in labs. Lab tests are held at par with examination pattern at the end of semester, which will also boost up the confidence level of students to face the final exam.

ICT facilities

- Google class rooms are created for all the courses and all the course materials, online activities are decimated to students.
- Online classes, Online Seminars and Placements activities are conducted using digital platforms like G-Meet, Zoom and Cisco WebEx.

As result of the above Student centric methods and through ICT- enabled tools including online resources the result of the students has been improved as compared to the previous cycle and also the placement.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality**2.4.1****Percentage of full-time teachers against sanctioned posts during the last five years**

Response: 98.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	80	77	91	95

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

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

Response: 17.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	18	14	14	14

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institution is affiliated with Visvesvaraya Technological University (VTU) and confirms to the norms stipulated in the Continuous Internal Assessment examinations (CIE) evaluation procedure of VTU as on the prevailing date. The concept of continuous internal assessment place an important role in enhancing the ability of students to work systematically throughout the semester. Three Internal Assessment (IA) tests ,assignments along with quiz and seminars are conducted to evaluate the students progress in individual subjects .The faculty in charge of each subjects will discuss the question paper pattern and the scheme of evaluation with the students for the preparation of the semester end examination along with important topics. The assignment question papers will be given to the students to submit on or before dates so that they have the enough time to prepare for the topics covered and the same will be monitored by the faculty in charge .

- IA for the theoretical subjects is evaluated by:

1.Three IA

2. Assignments, Quiz/Seminar as per VTU Regulations for different schemes.

- IA for the practical subjects is evaluated by:

The laboratory classes are conducted regularly according to the academics and the students performance

in the laboratory is gauged by IA test, attendance and IA marks of the concerned Laboratory and the same will be awarded at the end of the semester.

CIE Evaluation: The scheme and solution for the IA is prepared before the commencement of the IA, the same will be verified by the respective heads of the department. The IA test seating arrangements will be organized in each department. The faculty allotment for the invigilation is done irrespective of their handling subjects. After the IA test, the answer scripts are evaluated by the faculty, as per the scheme and solution with in the scheduled date and once the IA test is done the evaluated scripts are provided to the students to check for any grievances. The scheme and solution of the IA will be discussed in the classroom and a copy of the scheme and solution will be given to the students to discuss with the faculty about their answers written, clarification of marks allotment and total marks. The students marks will be displayed on the departmental notice board before submitting the marks obtained by each students to the respective head of the department. The students are allowed to register the grievances regarding IA Marks. The finalized list of IA marks will be shared in the whatsapp group of parents.

SEE Evaluation: University will assign the question paper setting to the concerned faculties for the semester End University Exams. The Board of Examiners [BOE] of the University scrutinize the question papers and finalizes the same. The SEE answer scripts will be evaluated through digital evaluation by the VTU. The faculty assigned by the VTU evaluates the answer scripts as per the scheme and solutions.

Practical Exams: University will appoint external and internal examiners to conduct the practical exams as per the schedule given by the respective departments.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

- Program Outcomes, Program Specific Outcomes for all the programs and Course Outcomes for all the courses are defined for all programmes offered by the Institution. These are stated according to VTU curriculum guidelines and displayed on the Institution's website under each department profile so that they are accessible by the stake holders like students, parents, faculty etc.
- Besides, POs and PSOs are also displayed in the respective departments.
- An Induction Program will be organized prior to the start of the programme where in students and

their parents are informed about the Program Outcomes and Program Specific Outcomes through display on notice board.

- The Course Outcomes (COs) for each course are well defined in the syllabus of the affiliated VTU university. Every CO is mapped to one or more POs, and is measured at the end of the course, through various assessments, designed to effectively measure the CO and contribute to the PO that it is mapped to.
- Departments take steps to communicate Course Outcomes, Program Outcomes, and Program Specific Outcomes to students by holding introductory classes prior to beginning the actual programme.
- However, the Course Outcomes (COs) are made available in the course curriculum, internal assessment question papers and blue books and also printed in laboratory manuals
- Course files are prepared by the faculty members for every semester consisting of POs, PSOs, COs and lesson plan, notes, previous year university question papers, internal assessment question papers with schemes and solutions, assignment questions etc.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

- Preparing appropriate COs for each course in the program begins with the process of obtaining COs, POs, and PSOs.
- The COs are then mapped with POs and PSOs with the weightage given depending upon the respective COs in the rating scale of 3= Good, 2= Average, and 1= Poor.
- Then, on a scale of 1 to 3, a link between COs and POs is developed. In this regard, a mapping matrix for COs with POs and PSOs is created for each course in the curriculum.
- The outcomes of the assignment marks, internal assessment marks and university's external examination marks are used to determine CO achievement levels. This is a type of direct assessment of achievement.
- Each course in a semester is subjected to two to three assignments and three internal assessment tests, as per university policy. For each covered CO, the percentage of students that reach a specific objective is computed (≥ 60 percentage of the maximum marks for assignments and internal marks).
- Similarly, as per discussions in the meeting of HODs and senior faculty members, the target attainment level for the course attainment level has been set at 40% considering the university results of the institute's courses in the past three years.
- For overall Course Outcome attainment of each course, the total CO attainment level is calculated

by taking 50% of the CO attainment level in assignments and IA tests and 50% of the CO attainment level in SEE examinations.

- The attainment level is decided based on the attainment level as level 1 if 60% of the students scored more than 60 to 69% marks, as level 2 if 60% of the students scored more than 70 to 79% marks and as level 3, if 60% of the students scored more than 80% marks.

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

2.6.3

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

Response: 97.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
182	252	268	294	247

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

2022-23	2021-22	2020-21	2019-20	2018-19
189	255	281	296	251

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.71

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 23.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.43	4.61	5.10	3.24	5.45

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Institution has built an environment for Research and Innovation by selecting & training desirable human resources from prestigious colleges of the country, taking initiative for the formation, foundation & distribution of knowledge through innovative pedagogy, and setting up a good infrastructure. The institution has received 8 patents in the year 2022-23 which has become a hallmark of our success.

The Institute invites industry leaders from a variety of sectors to discuss current creative ideas and business, The IPR Cell has established to promotes creativity and quality invention. This cell meant to assist and support students and employees in protecting their unique and creative ideas.

The institute is planned organize a Symposium on IPR and Fostering Innovation. This activity aims to value new concepts, and ideas of awareness in IPR and innovation. The Institute offers Corporate Shadowing: Alumni & Industry Expert workshops. This outside expert also conducts Group Discussion

& Personal Interview for the benefit of student.

IPR & Research Methodology Workshop Organized by Institute on Research, Patents, and Copyrights.

The institution is registered under Institution's Innovation Council (IIC) and has been organized various activities on initiatives and creativity.

The following deliberates the functions of IICs

- Promote innovation in the Institution through multitudinous modes leading to an innovation promotion eco-system in the campus.
- To conduct various innovation and entrepreneurship-related activities prescribed by Central MIC in time bounded fashion.
- Organize periodic workshops/ seminars/ interactions with entrepreneurs, investors, professionals and create a mentor pool for student innovators.
- Create an Institution's Innovation portal to highlight innovative projects carried out by institution's faculty and students.
- Organize Hackathons, idea competition, mini-challenges etc with the involvement of industries.

The institution has signed MOUs with various organizations for support and services. The purpose of signing MOUs is to assist not only with innovative skills of students but also to provide a holistic help in their entrepreneurial journey.

IPR cell for Research Culture: The institute encourages faculty members to take part, publish their work, and communicate their findings on a variety of venues and involve in advanced research culture. The institution has hosted a workshops, seminars on IPR and Entrepreneurship development program (EDP).

The Incubation center has started, students are motivated to start their new ideas towards start-ups, which helps to encourages innovation and the sharing of information among its stakeholders.

The outcomes of IPR and Innovations programs, it has been found that placement of the institution is improved during the last 5 years and students are placed at various companies. The students are participated in various project & mini project exhibitions and symposium and also student skill enhanced. Initiatives for creation and transfer of knowledge are included under supervision of IPR cell.

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

3.2.2

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

Response: 24**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
03	06	02	04	09

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**3.3 Research Publications and Awards****3.3.1****Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response: 0.38****3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
13	04	21	20	5

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

3.3.2

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

Response: 0.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	09	06	02	04

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

3.4 Extension Activities

3.4.1

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

Response:

S.J.M. Institute of Technology has been established the 'District's Biofuel Research Information & Demonstration (BRIDC)' on August 16, 2012, collaboration with Government of Karnataka.

Bio-energy is the power produced when biomass, such as crops, trees, or agricultural waste, is harvested and used to produce heat, electricity, and transportation fuels. Sustainable and renewable fuels, a reduction in the amount of CO₂ released into the atmosphere, and the conversion of trash into energy are all advantages of bio-energy. At the moment, biofuels are blended with oil-based fuels so that the average U.K. gasoline contains 3-5% biofuel. We also create biofuel and by-products including oils, cake, raw glycerin, soap water for flour cleaner, oil for lighting lamps, and esterification of biodiesel in our biofuel research center. Additionally, we run a variety of training programs and awareness campaigns for the public and rural Stree Shakthi women from all across our district. Additionally, instruction in the manufacture of oil and the preparation of biofuel from used cooking oil and various non-edible seeds oils like Cotton seed oil, Kadagala Murugha, Hens feathers oil, Sesamum oil, etc. is provided to vocational course students at ITI, Polytechnic, and Engineering colleges.

The Institute runs effectively National Service Scheme(NSS), the Institute organised various extension activities in the neighborhood community like campus cleanliness, tree plantation, water conservation, road safety, environmental awareness, Women empowerment, National Integrity and Aids awareness. Youth Red Cross of the institute organizes a Blood donation camp. The students are motivated for the community service and awareness of their responsibility towards social issues.

Institute follows a mechanism for students' involvement in various social activities which promote citizenship roles and leadership quality and also with social consciousness. In addition this, the Institute organizes other activities as per the needs and availability of time without affecting academics. All department students have conducted AICTE activities for society in vicinity at different locations.

The following analysis shows the extension activities and its impact and sensitizing students to social issues and holistic development. The spirit of voluntary work through sustained community interaction and link between campus and community is enthralled amongst students, which reflects on the personality development of students through community service. The students and faculty members are voluntarily contributed in the field of mass literacy, environment preservation, watershed management, health education, communal and social harmony etc.

During last 5 years, Various activities which have contributed towards patriotism. All these mentioned activities have positive impact on the student community to build up relationship, leadership skill and self confidence of students. It also helped in cultivating personality development and also created awareness among students.

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

3.4.2

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

Response:

The Institute has carried out various extension activities outside the campus. The students of the institution with the support of faculty members have carried out various activities. The prime objective of carrying out the extension activities is to enable the student community to be socially responsible. Possessing an attitude of service is considered essential for professional by the institution. The extension activities are carried out in multipronged way through various agencies, which include NSS. The activities carried out by the institution for which recognition are extended are herewith described in brief: The students of SJMIT have carried out various social service programs which include medical camps in surrounding rural areas, student personality development programs in municipal and panchayath schools to the students of 8th to 10th standard, donating blood to the needy in times of emergency. All these activities carried out in association with NSS and Youth Red Cross Society. The students of the institution actively participate every year in the annual festivities.

The college takes pride in mentioning that the college has carried out various extension activities under NSS, NCC, Sports, and others to benefit society and the vicinity. Various programs and activities were organized and conducted successfully in the last five years. These activities and programs were conducted by respective committees with the help of neighboring communities and the students. As a result of this, the institute received appreciation in the form of various prestigious awards and recognitions from stakeholders and government recognized bodies. One of our faculty has got award and recognized Under Top 2% in Global scientific. Awarded by AD Global Scientific Index.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 60

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

last five years

2022-23	2021-22	2020-21	2019-20	2018-19
15	17	14	6	8

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

3.5 Collaboration

3.5.1	
<i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i>	
Response: 23	
File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institution has wide campus spread over 22 acres with buildings plans for smart class rooms, well stocked library, staff rooms, toilets, seminar halls, hostel facilities for boys and girls, playground, gymnasium and auditorium. The college has adequate class rooms and well equipped laboratories/workshops, seminar halls for each Department. In addition, the institution has separate rest rooms for girls and boys. Facilitates for organizing cultural events, special lecturers, leadership and entrepreneurship training programs etc. have been provided. Considering physically challenged students, provisions of ramp and wheel chairs are made. Health care facilities for students and staff are provided within the premises. Further, provisions for facilities such as canteen, Xerox centre is also provided within the campus. Departmental consultancies and well funded R & D centre are run by well qualified faculty members. A central administrative block has provision for conference halls. A fleet of modern buses are maintained to provide transport facilities for students and staff covering distant places of entire city. The Institute has provided more than 385 computers in all the departments. Every department is provided with Smart Boards, LCD projectors, Laptops and Overhead projectors for teaching. Internet facility is also provided for all class rooms.

The institution has two play grounds spread over an area of 4 acres, comprising two tracks of 200 m. One play ground is accommodated for the following outdoor games Football ground, Volleyball court, Handball court, Kho-Kho court, Soft ball ground, Other playground is accommodated for Athletics and cricket. Facilities for kabaddi, basketball and tennis are also provided at different locations in the campus. Indoor Game Facilities: The institution has facility for Indoor games such as table-tennis, carom and chess in the campus in built area of about 423sq.m. The gymnasium centre (120sq.m) is also provided in the campus. The institution has a fully competent and qualified Physical Director to train the students to participate in events conducted by the State/University. Students are trained well in sports and games. There is one separate sports Cell to train students on different sporting aspects. Co-curricular activities such as Yoga and the various cultural activities of the college are conducted in STEP building and auditorium.

Cultural Activities Spoorthi, the cultural bastion of the college which provides a platform for students to exhibit and develop their talents. Every year, a wide variety of artistic, literary, Music, Dance and other creative talents are identified and recognized through a series of Inter- Departmental competition. Students are provided opportunities to win more accolades in intercollegiate competitions. Celebrations of Ethnic Day, and the annual College Day, a colorful extravaganza of music, dance which marks the

highpoint of each academic year, make for a vibrant college environment. Every year our college comes up with new theme. On this theme, events like Pencil Sketching, Essay Writing, Rangoli, will be held & winners & Runners will be awarded with Medals, certificates during college Annual Day celebrations.

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

4.1.2

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

Response: 32.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
36.79	26.21	11.22	39.60	25.99

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

Central library and Information has a variety of collection of book, National and International journals,

and periodicals as per the AICTE and Visvesvaraya Technological University. The library is located in the IT building of the institution with reading rooms, reference room discussion room, a digital library room, a periodical section, which has a total floor area of 889 sq.mt and includes all of the most up to date amenities and services. It is designed to meet the needs of all specialties at the undergraduate and postgraduate levels, as well as research and developmental activities. It has collection 47,985 volumes, 11national printed journals, back volumes of journals SC/ST books bank e- journals (VTU CONSORTIUM), gate books collections, and many other resources. It has a seating capacity of 200 students and faculty members, as well as good ventilation, lighting, and furniture.

Library Management System (ILMS)

Circulation module- contains check out (issues) check –in (return), reservations, renewal or loan, binding management, overdue management, RFID, reports of lost items, a record of reference materials, request for check out, each of them is integrated with a unified interface.

Acquisitions module – consists of search , process request , process approval of supplies, firm orders, receive order, gifts, accession received, process payment (invoice received), invoice payment details, claims for unsupplied items, process quotations.

Serial management – consists of processing new subscription, ordering subscription, receiving invoices, registering serial issues.

Online Public Access Catalog/ Public User INTERFACE (OPAC)- consists of reviewing user ratings, approving user comments, user catalog records, opening OPAC, new arrivals.

NewgenLib Ver .3.1.1- The software functional modules are completely web- based user java web start TM technology.

Digital Library- e-resources: A library digital facilitates Knimbus VTU consortium that is designed to manage all the e –resource functions of a library.

e- Resources- we have subtractions from VTU Consortium 1000 students already register in this digital facilities and we are also giving training to students and faculty members.

All the departments of the college are provided with computer and other related accessories. The college regularly maintains the IT facilities.

The library has reference section which is open up to 7.00 p.m in all working days ,it also open on Sunday during the Semester Examinations. The faculties and students were efficiently used the library facilities which result in improvement of publications as compared to previous period of accreditation of cycle 1 by NAAC (2013-2018).

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution has updated the IT infrastructure by replacing the old computers as per new Curriculum of university. The institute has 385 Computers in the current academic year with network facility and with Internet connectivity. The Campus has 200 MBPS bandwidth for Internet facility. Besides, Wi-Fi facility in the departments is provided for the students and faculty members.

IT infrastructure, computing & communication resources offer students the facilities of e-mail, net surfing, up loading and down loading of web based applications besides helping them in preparing for project works & Technical Seminars. The campus has the browsing center for the students at Library also. The institution provides facility to students to access research papers, e-journals like IEEE, Springer, Science direct, Elsevier, etc.

All the departments of the college are provided with computer and other related accessories. All teaching staff member use the ICT in the classrooms and laboratories, whenever needed. The different educational sites are shown to the students with the help of digital device. Most of the official work is being done with the help of ICT. The college regularly maintains the IT facilities. All computer has anti-virus and Wi-Fi connectivity is available in Principal chamber, Office-room, IQAC room, various departments including library and laboratories. CCTV is installed in every classroom

Details of hardware and software resources available in the campus are as follows:

Hardware: All computers are connected through LAN with 10 to 100 MBPS line. For Internet connectivity, 200 MBPS bandwidth is made available with the Wi-Fi facility for all departments.

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

4.3.2

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

Response: 2.89

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

Response: 351

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 66.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
55.31	41.38	62.94	49.44	76.58

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 77.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
785	726	770	869	896

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

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

Response: 4.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	75	0	0	115

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

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

Response: 35.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
113	109	50	98	165

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

2022-23	2021-22	2020-21	2019-20	2018-19
248	254	332	342	348

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 24

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at

national/international level (award for a team event should be counted as one) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
20	0	0	00	4

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 3.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	5	1	0	2

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

5.4 Alumni Engagement

5.4.1

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

Response:

SJM Institute has the registered association of its alumni. The main objective of this association is to enrol all alumni as the members of the association and facilitating active participation of them, inappropriate activities, events and initiatives of the Institute.

Alumni can play an active role in voluntary programs like mentoring students in their areas of expertise and assist the students in securing suitable jobs. The carrier guidance programs are also organized by Institute, by inviting alumni from reputed university and industries. Alumni are a huge talent pool whose guidance can be beneficial to many students and other fellow-alumni in their respective areas of study.

Alumni members also visit the institution occasionally as well as the hostels and interact with students. The alumni association has involved in the conduction of various activities like Personality Development Programs, Placement, Industrial visit and Training etc., Alumni are engaged in various activities which support progression of institution as well as students.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The main focus of the institution is to empower students with sound knowledge, wisdom, experience and training both at the academic level of Engineering and in the highly competitive global industrial market. Keeping in view the vision and mission statements of the institution are prepared to achieve the goals. These are then implemented by various committees of the institution under the guidance of Top management, Principal & Heads of various departments in an effective way.

Vision

Train and develop the globally excellent technical human resources on the lines of quality excellence and inclusiveness.

Mission

Provide world class infrastructure to enable the young prospective and practicing engineers to place themselves on gainful jobs in industry or confidently engage in self employment.

The Governance of the Institution is in accordance with the Organogram. SJM Vidyapeetha is the apex body with Institution Governing Council as the supreme body for the college. The head of the Institution, that is, the Principal is assisted by various committees like IQAC, Sports and Cultural Committee, Anti-ragging Committee, etc.,

The Faculty members actively participate in department level meetings. The Principal regularly conducts meetings to discuss various issues. All such issues are addressed by the Heads of the Departments with their respective faculty for proper implementation

S J M Institute of Technology is a Self- financing College, affiliated with Visvesvaraya Technological University (VTU). The university has introduced many changes in the curriculum structure, teaching-learning process, assessment procedures to stay relevant and minimize the gap between Institution – Industry. VTU to fulfill the Multidisciplinary Aspiration of NEP 2020, along with Open Electives and Professional Electives, few courses on Arts, Law, Political Science, Geography, Music, Yoga, NSS, Physical Education, Sports, Finance, Banking, and Kannada literature are included as Ability Enhancement Courses (AEC).

The institution's different committees, working under the guidance of top management, the principal, and the heads of departments, successfully carry out the new education policy NEP 2020. The IQAC of the

institute organizing workshops / seminars for students in the area of community engagement and service based on NEP2020.

The Institution's organogram itself clearly depicts the decentralized governance where in the authority and responsibility are delegated and distributed from higher level to the lower level. It believes in promoting the culture of decentralized governance with well-defined inter-relationships.

The academic activities are monitored by the Principal through regular meetings with the concerned HODs. Further, the departmental meetings are also conducted by concerned HODs along with their Faculty and staff members regarding Departmental activities.

The Cells/Committees are formed to decentralize the academic and administrative activities.

Participative management

The institute promotes a culture of participative management by involving all the employees of institute. The Governing Council along with Principal are responsible for academic, non-academic and administrative activities of the institution. They monitor the procurement of equipment, introduction of new programs and conduction of welfare activities. The employees at all levels are encouraged to contribute ideas towards identifying and setting organizational-goals and other decisions.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The development of college is a consistent ongoing process. The Management, Principal and HODs put much efforts to improve the quality of Institute keeping in view the Perspective/Strategic plans. Once the plans are approved by the higher authorities, the each department entrusted to execute work on their strategic plans.

The strategic development plan is placed for approval by Governing Body and the next step is its implementation. The Strategy implementation is monitored through the IQAC of being implemented and the progress shall be measured from time to time.

Prospective and Strategic Plan of the institution after the 1 Cycle of NAAC includes:

- Improving consultancy services and enhancement of value addition activities like Technical and General skill development.
- Promoting Self-employment oriented Entrepreneurship development programs.
- Strengthening the Industry-Institute interaction.
- Foreign collaborations
- Autonomous status of the Institution
- To have a center of excellence in all the departments to enrich the knowledge of students and the research scholars.
- To start new UG programs in the department like Artificial Intelligence and Machine learning, Robotics and Automation etc.,
- To attain 100% Placements.
- Getting 2(f) and 12B status from the university
- To attain 2nd cycle NAAC Accreditation

The chairman of the IQAC will submit the strategic perspective plan to Governing Council and after receiving the approval take all the necessary actions required to implement the plan.

Deployment

The plans enunciated by the management and principal are communicated to the faculty, students, staff, and other stakeholders through meetings, emails, and other forms of communication. IQAC has framed various coordinators to review the program from time to time and their implementations as per the plan.

These decision policies and planning are reviewed by the Governing Body in accordance with the statutory regulatory authorities and the stakeholders.

Action plans are prepared to have effective implementation of policies and to monitor the value addition in the academic process under the guidance of the Principal and Heads of the Department. There are various committees in the institute, the head of the committee plan and deploy to ensure quality improvement, development activities and ensure timely execution. IQAC monitors the functioning of all the committees relevant to teaching-learning, student enrichment, and overall development of the institute to identify areas of improvement and suggest required actions.

The Principal and Chairman of the IQAC submit proposals related to the strategic perspective plan, academic, and other functions to the Governing Council and after ratification deploys the same.

The Service rules, recruitment policies, procedures for the institution, the roles and responsibilities of all faculty members and the supporting staff are made known through the service manual of the institution.

The Institution follows the process of recruitment involves inviting applications from aspirants for the required position through paper advertisement, receiving resumes from aspirants are reviewed in accordance with the regulations of AICTE & VTU, suitable candidates are called for interview, and based on the recommendation of the selection committee framed with subject experts and nominee of the University, and the final decision will be taken by the management.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Faculty Performance Appraisal (FPA) is measured every year in order to evaluate their performance based on their roles & responsibilities. The FPA is carried out for 100 Points. Out of 100 points a weightage of 50% for Teaching and Learning Process (Students Feedback, Subject Results etc.), 20% for Academic Research and Publication, 15% for sponsored R & D Consultancy, 10% for Academic and Administrative Work 05% for other activities.

For Non-Teaching staff, Performance Appraisal involves attitude towards co-workers, Responsibilities, skill about the job & other activities.

The process of appraisal is as follows:

Every year, it is mandatory for all faculty members to submit their ‘Self-Appraisal Reports’ in the prescribed ‘Performance Appraisal’ format to the concerned HOD. After verifying the details, the HODs submit the self-appraisal report to the IQAC. The IQAC after review, forwards the same to the Principal and management for further action.

The Management of the organization provides various facilities for the benefit of teaching and nonteaching staff to take care of the welfare of the human resources of the institution. The teaching and nonteaching staff, along with the support staff play a vital role in the functioning of the organization.

The Institute provides facilities as a part of welfare measures for teaching and non-teaching staff are mentioned below:

- SJM Vidyapeetha provides concession in tuition fee for the teaching and non-teaching staff of the institution.
- SJM Vidyapeetha provides Gratuity for the retired employees of the institution.
- Concession is provided for medical treatment to employees of the Institute in Basaveshwara Hospital run by SJM Vidyapeetha.
- Salary advances to the needy staff.
- The institution provides EPF for the Teaching and Non-Teaching staff.
- The institution provides also provides ESI for the Non-Teachingstaff.
- Employee Welfare Fund (EWF).
- Personal loans, Vehicle loans, Home loans are provided by SJM Co-Operative society to the employees of the institution.
- Vacations for faculty members and Medical leaves facility.
- Financial assistance for attending Faculty development programs (FDP)for the faculty members.

The Institute also provides facilities at department level:

Internet access and free Wi-Fi are also provided on campus for faculty and staff members.

- Faculty members are given an individual cabin to create a pleasant environment for their preparation & teaching.
- Attendance and leave are automatically tracked via a biometric system.
- Registration fees have been provided to encourage young faculty members to pursue a research career and to publish their findings in peer-reviewed journals.
- The Women Empowerment Cell was founded to provide opportunities for female members to thrive and build carrier .
- Faculty doing research will be provided on duty to carry out their Ph.D. works.
- Reprographic services are provided.

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

6.3.2

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

Response: 21.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	21	36	2	7

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

6.3.3

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

Response: 10.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	17	21	20	11

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	98	98	98	98

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

To ensure financial compliance. The institutional accounts are regularly audited. The observation of the auditors if any is immediately corrected/rectified.

Internal Audit: The internal audit is an ongoing continuous process. Qualified Internal Auditors from the institution have been permanently appointed and a team of staff under them does a thorough quarterly basis check and verification of all payments, receipts & journals vouchers of the transactions cash books, ledger account review that is carried out in each financial year on an accrual basis system.

External Audit: The external auditor appointed by the institution performs an audit of the financial statements of the institution. The financial records are audited by qualified chartered accountants after the end of each fiscal year is certified income & expenditures, balance sheets, and prepared notes to accounts are certified. Statutory financial audit of Institution is conducted and the audited statement is prepared for the financial year. The audited statement is duly signed by Chairman and Chartered Accountant. All accounting systems are accrual basis computerized and maintained . The Institution also publishes audited financial statements on the institution's website as information for the public.

The departments propose their budgetary requirement for the particular year.

The Member- Secretary of the Board of Governors, the Principal puts-forth proposals on finance-related matters and seeks approval and ensures its implementation effectively. The annual budget for the institution is prepared at the beginning of the financial year, considering potential income and expenditures (recurring and nonrecurring) involved for the year.

Every year, the institute undertakes an internal and external audit. The internal audit team examines all of the accounts, monthly vouchers and other documents. If any errors are detected while verifying entries, the concerned department can correct them within the month. Internal auditors would send the report to the management after making necessary corrections. The external auditors will submit a final audit report. The final statutory audit report will be submitted to the Governing Council for approval after completion.

Resource Mobilization

SJMIT is a self-funded institution, with revenues generated through student admission and other sources such as consulting work and research project grants (BRIDC). Utilization of Funds Adequate funds are allocated for efficient teaching-learning strategies, such as conduction of FDPs, orientation programs, workshops and training courses to ensure excellent education.

Adequate finances are allocated for the establishment and maintenance of the institute's infrastructure.

The principal and department heads prepare the college budget in the beginning of the academic year. The institutional budget includes expenses such as salary, infrastructure augmentation, maintenance of physical infrastructure and library maintenance. The budget is scrutinized and approved by the management.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Institution established an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality measure under the guidance of NAAC. The IQAC plays a vital role in maintaining and enhancing the quality of the institution and suggests quality enhancement measures to be adopted.

Some of the Quality initiatives taken by the IQAC are:

- Motivating faculty members to fetch funds Government and non-governmental agencies.
- Focus on skill enhancement and Placement for students.
- Focus on Industry oriented training programmes.
- Focus on Research & Publication by faculty members.
- Motivating Faculty Members and students for self-learning via SWAYAM/MOOCs courses..

Research and Innovation:

SJMIT - IQAC promotes research culture and innovation among students by supporting project competitions and participation in national and state level competitions. Students receive funding for these projects. Additionally, SJMIT provides funding for faculty to publish in reputed conferences and journals.

Enrichment and use of ICT infrastructure

Teachers are continuously encouraged by IQAC to adopt latest teaching methodology in the labs and the classroom through ICT. The administration has been advised by the IQAC to improve its ICT infrastructure.

The IQAC has actively channelized all its efforts to promote academic excellence by analyzing the Internal Assessment (IA) and the end-semester University examinations constantly.

IQAC has formed an Internal Academic Audit Committee to check academic-related files across all the departments. The Academic Audit Committee Members review the record of attendance, internal assessment process, lesson plan execution, lab conduction, proctor system, remedial classes, and other teaching-learning processes twice in a semester.

Achievements:

The academic performances of the passed out students (2022-23) have been improved with 92.19% (final year) results due to the implementation of the quality initiatives. The Department of E&C Engineering was recognized as Research Centre by the University (VTU). The total number of R&D centers are increased to four. The campus facilities were augmented and strengthened. The Outcomes in terms of Research and its publications have increased considerably. The Institution has more than 23 MOU with industries to facilitate Industrial exposure to students and subsequently help in the placement of graduates. The number of Ph.D. faculty has been enhanced.

SJMIT - Institution Innovation Council (IIC) of our institution recognized from the Ministry of Education's Innovation Cell (MIC). The SJMIT is motivated all students and faculties to register in the AICTE activities like ATAL.

Incubation Centers / skill development Labs are established. The Language Laboratory for the use of all the Departments was established. More number of the faculty were published their research work in reputed peer reviewed Journals at National and International levels in various areas and fields of the research.

The Institution has completed 40 years of its journey in promoting engineering education, The overall performance of the Institution was improved in all criterions like Teaching learning, Reaserch, Infrastructure , student progress and institution values were improved as compared to previous period of accreditation by NAAC cycle 1 (2013-2018). The Institute is preparing for accreditation by NBA.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institution has a great responsibility regarding gender equality of all gender's equal rights, benefits, responsibilities, and opportunities. The institution through various activities shows that gender equity plays a vital role in equal opportunities for both males and females in terms of economic, social, cultural, and political developments.

Our Institute is providing equal opportunities for both men and women to exhibit their talents in curricular, co-curricular, and extracurricular activities.

Safety and security at Institution / Hostels

The institution has taken following steps with respect to safety and security.

- The campus is under CCTV surveillance, the CCTV cameras are installed at the college main gate, entrance, corridors, classrooms, laboratories and girls hostel.
- The security guards are deployed 24X7 in the campus and Hostels for any kind of security incidents/issues and offers strict vigilance.
- Restricted entry and Exit at the entrance of the college and hostels. Student movement is monitored strictly in the Hostel.
- To safe guard students in girls hostel a lady warden is appointed for the girl's hostel.
- The faculty will take care in case of students going out of the institute to represent the institution for various activities.
- The Anti-ragging squad regularly monitors in different places in the campus to make the campus ragging-free.
- The Institution has Grievance cell to address the various issues of girl students/women staff.
- Our institute is educating students regarding the punishments for disturbing the individual's freedom by posting the warning boards in all the common places.
- Discipline Committee in the institution is constituted to take awareness of indiscipline and unruly behavior of students both in the institution and in the Hostel by imposing the penalties appropriate with the acts of violation by the students.
- Exclusive common room facilities for girls and boys are provided.
- To educate the students about sexual harassment and its punishments through the signboards are placed at different location of the institute.

Counseling

Mentor-Mentee system of the institution helps the students to achieve emotional stability and to promote clarity in thinking and decision making for overall progress in their carrier. Where students can express their thoughts, emotions, and concerns by addressing issues such as anxiety, stress, depression, and low self-confidence. Mentors help students to build resilience, develop coping strategies, and foster a positive sense of self.

Women Cell

SJMIT has 555 girl students out of 1038 students and 38 women staff out of 177 staff. The women cell is started in 2016 with an objective of promoting general well-being of female students, women staffs, culture of respect, equality for female gender and entrepreneurial attitude among young girls at the earliest. Women cell organized 12 events at institute level for last 5 years.

In conclusion, SJMIT commitment to gender equity is evident through its multifaceted approach, encompassing curricular and co-curricular activities, sensitization programs, and enhanced facilities for women on campus.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

SJMIT is located adjacent to Pune-Bangalore National Highway-4; Chitradurga with eco-friendly campus filled with flora-n-fauna sprawled with lush green garden spread over vast 22 acres of land. Over 1000 plus students along with 80 staff members are come from various cultural backgrounds that carry forward their rich cultural diversities. Institute is abide by the rules and regulations given by Karnataka Examinations Authority (KEA), Government of Karnataka which has a specific reservation category seats allotted for minorities, backward classes, socioeconomic classes etc., and institute follows the same during the admission of the students. Institute also recruits staff with various religions, cultural, linguistic and other diversities. The institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion are studying without any discrimination.

Scholarship Assistance is extended to religious and linguistic minorities, special interest communal groups through a designate scholarship officer appointed by the Institution. This is done to support

underprivileged and minority section of population on campus. Book-Bank is extended religious and linguistic minorities, special interest communal groups in the library.

In order to sensitize the students to be socially responsive to the needs of underprivileged sections of the society, NSS club engages them in social immersion, programs and activities like, Voters awareness program, Fit India Freedom run, EK Tareekh Ek Ghanta Ek Saath, Constitution day, Drug Free Campus and E-Pledge Campaign, Swachh Bharat Abhiyan, Sampling plantation etc.

Tolerance and Harmony to cultural, regional, linguistic, communal socioeconomic and other diversities is best achieved by the major events like Tech Fest, Cultural and Sports Fest (Sproothi) etc., at Institute levels. The institution supports student involvement in sports and games and cultural activities. Independence day and Republic day were celebrated in the institute. The institute celebrates Kannada Rajyothsava, the state festival of Karnataka on 1st November every year. International Yoga day and Women's day is being celebrated every year. Institute celebrates Rastriya Ekta Diwas, Sports day to inculcate oneness among the students from various socio cultural background. Institute organized Dr. Ambedkar jayanthi, Gandhi Jyanthi, Valmki jayanthi, kanakadasa jayanthi. Blood donation camps and World environmental day to motivate the social responsibilities in student community

Many activities are undertaken by the institution, orientation programmes, training programmes, seminars, and workshops, in order to educate future leaders to inherit human values while meeting constitutional duties.

Special facilities are created for the Divyangjan students. Their mobility is supported with the provision of ramps and wheelchairs. Special restroom facilities have been provided in the college premises. Audio-visual and Braille facilities are available for them on the ground floor of the library. During the examination, scribes are arranged for the needy.

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

7.2 Best Practices

7.2.1

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

Response:

Response: **Best Practice :1 Mentor –Mentee System**

Title of the practice: **Mentor –Mentee System**

The institute has a structured procedure in Mentor –Mentee system. The students admitted to the institution will be allotted a section based on their department. Mentors are allocated to a group of students. Each mentor has a mentor report which contains the information on personal and academic record. This information helps the mentors to assess the students as slow or fast learner. Periodically parent teacher meeting is conducted by the mentors to brief the progress of the students and interaction is on a regular basis.

Objectives of the practice:

The Mentor-mentee system benefits faculty and students in better understanding either personal or academic issues. The main objectives are

- To inspire a healthy relationship between the teacher and student.
- To support students in their academic and personal development to attain the goals.
- To observe the overall progress of the students during their education period in the department.
- To identify the career paths of the students and guide them in placement perceptive.

The Context:

The mentor makes a valuable contribution to the overall development of the students, including personality development, presentation skill, and communication skill. The students meet their mentors before every internal assessment to update them on their progress in every course and also meet their mentors after the internal assessments to discuss their performance and about the scope for improvement next time and the steps to be taken to achieve the same. The students might also choose to meet their mentors more regularly for advice regarding matters which may be extra- or co-curricular activities. The Outcome of performance in the academics, social issues, anxiety, stress, usually leads them to a confused state of mind that may leave a long-time impact in their future career.

The Practice:

A student admitting to the college, a mentor is assigned by the mentor coordinator allotted in a ratio of 1:20 to take over the role of a mentor for the student. The mentor not only guides the student in academic matters but also any matter of concern for the student. The student seeks the advice of the mentor at every step of their course of study beginning from the admission still the course of completion. The students meet their mentors regularly. Mentors maintain individual mentee reports containing details of their counseling and academic history. To enhance student's co-curricular and extracurricular skills, suitable training programs, online courses, internship opportunities, project and paper presentation events, sports and cultural competitions are identified by the mentors. The students are motivated to participate in such programs based on their diverse interests However, depending on the need; mentor conducts more meetings with their students and their parents.

Evidence of Success

The success is observed in participation of curricular and extracurricular activities. The following observations exhibit the evidence of success. Few students are motivated and presented the paper in conferences/journals. Students are motivated to participate in project presentation. Students with major health issues are counseled to boost their confidence level in academic performance and to maintain good health.

Problem Encountered

Finding time and resources to include many more activities was difficult. No rules were available for the training process. Lack of experience in counseling matters. Hectic academic schedule. Traditional moral values and family guidelines

Getting students of diverse interests and backgrounds to involve in the academic practice was an initial challenge. Moreover trying to create an interest in students to participate in curricular, co-curricular and extracurricular events was a problem which had to be addressed through proper mentoring and counseling. Many students hesitated to shoulder responsibilities. Major challenges were faced while identifying the right person for the right task and bringing students out of their shells.

Best Practice –II

Title of the Practice - Green campus initiatives and practices.

Objectives: To establish the green campus structures in the campus

The Context: The institute adopts various Green initiative practices with the voluntary participation of students and staff members.

The Practice Our College adopted following best Green campus initiatives practices

Use of renewable energy: Interactive solar power generating system of 250 KVA is provided on the roof top Non IT building. With the installation of this system 40 to 45 % of the total electricity requirement is met. It also has additional advantages like: no escalation in power cost for 10 years.

Water harvesting: Water harvesting of 100 cum capacity has been constructed. This is being used for landscaping of the institute. This would save 30% of fresh water.

Plantation: Every year students along with the Teaching and Non-Teaching staff plant trees. The saplings have been obtained from NGO or donated by HDFC Bank. Subsequent care is taken by the gardeners. Due to this program over the years the campus has become lush and green.

Evidence of Success: The concept of sustainability has been receiving global attention from academics, the public sector and practitioners. The high level of industrialization has contributed to the increase of environmental impacts on the environment and the society. To give a sustainable answer to the industrial sector, more strategies aimed at reducing the environmental and social impacts should be considered. In this regard Installation of roof top solar plants with the capacity up to 250KVA was installed on Non IT academic block and rainwater has been harvested in the campus.

Problems Encountered and Resources Required: Green campus initiatives and practices require lot of investment. This increases the cost of developing, which results in making them a bit costly than the available alternatives. Motivation is required to enable the students and faculty to established green campus.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Response: Giving back to society and Environment

The performance of the institution in one area distinctive to its priority: College gives priority to promote technical education to economically backward students of rural area. The students of the locality can't afford their education in the urban colleges, due to several reasons basically financial. The vision of SJMIT - imparting quality of technical education in Engineering, Technology and Empowering Students to Excel in their Career. This was the mission set by our SJM Vidyapeetha, Chitradurga. In this context priority was given to establishing a well-organized work culture and a system in line with the vision of our Institution. Every year large number of rural students (Girls and Boys) takes admission in different courses offered by the college and the college makes it sure to provide all the basic need-based facilities to students as per the direction of the University and the State Government. We provide an opportunity to every student to contribute to make the society in which they live a better place and to grow as better individuals.

SJMIT also provide to the students learning to interact with other people, being aware of social, environmental and gender issues, and inequities in the society. In line with its vision of working towards the socio-economic development of the country, the SJMIT has taken utmost care to give back to the community. The Twenty-one days long intense induction program and session on Universal Human Value (UHV) is arranged that gives the students an insight into the institute's values and vision.

SJMIT organize extension lectures, one day seminars, awareness rallies, different competitions and activities to provide students a broader perspective of life and society, teaches them a sense of duty, discipline and social responsibility. The College always aspires to help poor and needy students so that they can overcome their academic hurdles, as an initiative the college has established a book bank wherefrom poor and needy students can avail free books on yearly basis. Mentor system aims at providing valuable support to the students and is responsible for grooming of better trained students. The Mentors assist students in developing their creative skills. Students are given ample opportunity, guidance and support to excel in cultural activities and sports.

NSS club, Red-Cross Wing of SJMIT are committed to the cause of informing students to be environmentally conscious and responsive to societal problems like illiteracy, poverty, inequality, health hazards and others. Under the Social Sensitization and Environmental Consciousness strategy volunteers

of NSS club have been actively engaging in addressing such problems through their humble contributions to support of national missions of Swachh Bharat Abhiyan aimed clean the campus.

Student volunteers from NSS planted nearly 100 saplings to support one student one tree initiative by MHRD and AICTE initiatives plantation drive was an endeavor to create environmental consciousness among students.

Blood donation camp organized every year by NSS and Youth RED Cross cells in association with HDFC bank Chitradurga, at SJMIT campus. The students, faculties, non-teaching staff have donated blood. Donation of blood is very critical and crucial for saving lives of many patients. Blood donation is great service to contribution to the society.

SJMIT has set up an Entrepreneurship Development Cell (EDC) entrusted with the task of creating awareness about entrepreneurship among students and faculty members. EDC has conducted programs benefiting faculty members and students.

SJMIT Placement cell provides plenty of training programs, conducting more numbers of assessments and bringing reputed companies in to the campus. Huge improvement has been witnessed in the personal and technical skills of the students after the pre-placement training. Also, massive difference is observed in their communication skills, their attitude in facing the interviews and confidence levels of individuals.

Institution Innovation Council was established at SJMIT, Chitradurga in the year 2022 as per the guidelines of the Ministry of Education (MOE) as Govt. of India in collaboration with AICTE for Higher Educational Institutions (HEIs). The primary mandate is to encourage, inspire and nurture young students by supporting them to work with new ideas and transform them into prototypes.

Electoral Literacy Clubs was established at SJMIT, Chitradurga in year 2023 to create awareness on importance voting by engage students through hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting.

Production of Biodiesel at SJMIT Biofuel center

In the current Scenario of fuel crisis, several alternatives are being considered and one among them is Bio-fuel. Bio-fuels are derived from renewable bio-mass resources. Bio Diesel is a clean burning alternating fuel produced from domestically grown renewable resources.

SJMIT has taken initiative in this field and established a biofuel information and demonstration center with the support from Karnataka State Biofuel development board, Govt. of Karnataka. At this center, biodiesel is produced from various oil seed by the process of transesterification and this biodiesel is used for all the diesel engine vehicles of SJM Vidyapeeta by blending with conventional diesel at the ratio of 20:80.. All the waste that is generated in our biofuel center, is used to produce by-products as a value added products. They include the Glycerin and soap cakes.

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

5. CONCLUSION

Additional Information :

The following are the additional achievements during the road map of last five years.

- Institution Innovation Council is established in SJMIT, Chitradurga during the year 2022 as per the guidelines of the Ministry of Education (MoE) , Govt. of India.
- To encourage Research and Development culture, R&D centres are established for two more programmes and approval for one more Programme is awaited by VTU.
- The faculty succeeded to obtain 8 patents.
- During the last two years, two Ph.D degrees have been awarded in the Department of Mechanical Engineering.
- Two students secured state level university ranks from VTU.
- In the central library, the number of Text book volumes is increased to 53,661 with 11,720 titles.
- Interactive solar power generating system of 250 KVA is provided on the roof top of Non-IT building. With the installation of this system, 40 to 45 % of the total electricity requirement is met. It also has additional advantage like, no escalation in power cost for 10 years.
- In the institution, organizing Ideathon Competitions, Prototype Exhibitions, Project exhibitions etc have made the students proactive and helped them to be more confident to achieve better goals.
- The webinars and related courses offered by different platforms such as NPTEL and SWAYAM have ensured a structured implementation of OBE among faculty and students.
- Green campus is maintained.
- The placement status is marginally improved.

Concluding Remarks :

S.J.M Institute of Technology (SJMIT) was established in the academic year 1980-81 with the blessings of Sri Sri Mallikarjuna Murugharajendra Mahaswamiji, the then President of SJM Vidyapeetha. Located just adjacent to the Pune-Bangalore National Highway-4, the institute is well connected with road and railway network and just 200 km drive from Bangalore. The eco-friendly campus filled with flora-n-fauna sprawled with lush green garden spread over vast of around 22 acres land, makes an ideal platform for higher education center with homely atmosphere. SJMIT is affiliated to Visvesvaraya Technological University (VTU), Belagavi, approved by the Government of Karnataka and All India Council for Technical Education (AICTE), New Delhi. The college offers five Undergraduate Programmes (B.E.), three Post Graduate Programmes (M.Tech.) and Doctoral (Ph.D) Programme. The Institution has Four R&D centres Recognized by Visvesvaraya Technological University (VTU), Belagavi.

SJMIT is committed for quality education and 'B++' Grade accreditation from NAAC, further motivated SJMIT's commitment to fostering a positive and enriching learning environment.

The institution's infrastructure and facilities are attractive, fostering an ideal learning ambience. From ICT enabled classrooms to a Wi-Fi-enabled campus, industry-supported labs, and a differently abled friendly environment, SJMIT ensures a conducive setting for holistic student development..

SJMIT focuses on student support through effective mentoring system, scholarships, placement support, and

numerous cells and committees for development of students in different non-curricular aspects.

The institution's faculty has over 80 qualified teaching faculties and employs student-centric teaching methodologies and maintains a commendable 13:1 Student-Faculty Ratio.

SJMIT embraces Research & Development, with well-established research centres, industry collaborations, and a keen emphasis on cultivating a research culture among students is focussed.

8 patents are received and two Ph.Ds are awarded from Mechanical Engineering ceter in the last two years. Green initiatives, including a plastic-free campus, rooftop solar PV system, and rain-water harvesting, showcase SJMIT s commitment to environmental sustainability.

SJMIT emerges as an educational hub that not only imparts quality education but also nurtures a culture of innovation, research, and sustainable practices. Its 40 years of journey reflects a harmonious blend of academic, industry collaboration, and a student-centric approach, positioning SJMIT as a distinct institution in technical education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :17</p> <p>Remark : DVV has made changes as per the report shared by HEI</p>																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>35</td> <td>25</td> <td>11</td> <td>1</td> <td>136</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>24</td> <td>11</td> <td>1</td> <td>76</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>75</td> <td>85</td> <td>85</td> <td>88</td> <td>93</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>76</td> <td>87</td> <td>85</td> <td>89</td> <td>99</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	35	25	11	1	136	2022-23	2021-22	2020-21	2019-20	2018-19	32	24	11	1	76	2022-23	2021-22	2020-21	2019-20	2018-19	75	85	85	88	93	2022-23	2021-22	2020-21	2019-20	2018-19	76	87	85	89	99
2022-23	2021-22	2020-21	2019-20	2018-19																																					
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76	87	85	89	99																																					
2.6.3	<p>Pass percentage of Students during last five years (excluding backlog students)</p> <p>2.6.3.1. Number of final year students who passed the university examination year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19																																			
2022-23	2021-22	2020-21	2019-20	2018-19																																					

186	294	306	328	316
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
182	252	268	294	247

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
189	322	343	349	348

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
189	255	281	296	251

Remark : DVV has considered the supporting document and made changes accordingly as per the intent of metric

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	08	24	20	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	04	21	20	5

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

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

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

Answer before DVV Verification:

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

11	09	08	13	04
----	----	----	----	----

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	09	06	02	04

Remark : DVV has made changes as per the report shared by HEI and has considered only those books and chapters which have ISBN numbers

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	21	07	12	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	17	14	6	8

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has considered the supporting document and made changes accordingly as per the intent of metric

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

5.2.2.1. Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/

GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has considered the supporting document and made changes accordingly as per the intent of metric

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	0	0	2	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	0	0	00	4

Remark : DVV has considered the supporting document(e-copies) and made changes accordingly as per the intent of metric.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33	20	5	9	35

Answer After DVV Verification :

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

11	5	1	0	2
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Remark : DVV has considered the supporting document and has considered the event in the same month as one and made changes accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	27	30	71	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	21	36	2	7

Remark : DVV has considered the supporting document and has considered those teacher as one to whom the multiple times assistance has been provided in the same year.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	21	27	28	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29	17	21	20	11

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	7	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
98	98	98	98	98

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1038</td> <td>1005</td> <td>1115</td> <td>1092</td> <td>1149</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1016</td> <td>924</td> <td>1097</td> <td>1074</td> <td>1116</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1038	1005	1115	1092	1149	2022-23	2021-22	2020-21	2019-20	2018-19	1016	924	1097	1074	1116
2022-23	2021-22	2020-21	2019-20	2018-19																	
1038	1005	1115	1092	1149																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1016	924	1097	1074	1116																	
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>80</td> <td>80</td> <td>77</td> <td>91</td> <td>95</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>79</td> <td>79</td> <td>76</td> <td>90</td> <td>94</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	80	80	77	91	95	2022-23	2021-22	2020-21	2019-20	2018-19	79	79	76	90	94
2022-23	2021-22	2020-21	2019-20	2018-19																	
80	80	77	91	95																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
79	79	76	90	94																	