



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

JAIN INSTITUTE OF TECHNOLOGY, DAVANGERE

NO, 323 NEAR VEERESHWARA PUNYASHRAMA, BADA CROSS, AVARAGERE

VILLAGE

577003

www.jitd.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Jain Institute of Technology, Davangere, affiliated to Visvesvaraya Technological University (VTU), Belagavi is a completely self-financing institution and was founded in the year 2011. It is a part of Jain Group of Institutions. As education is a continuous refinement of learning, the institution strives towards excellence in holistic education. The institution offers a host of programmes for students to cherry pick such as Bachelor of Engineering in Computer Science, Civil, Electronics and Communication, Electrical and Electronics, Information Science and Mechanical at the Undergraduate level and Master of Business Administration at the Post Graduate level. The institution has successfully implemented the National Educational Policy-2020 and adheres to the prescribed norms of the policy as per the guidelines of Karnataka State Higher Education Council and VTU. It strongly believes in imparting value-based education. The Value-Added courses are taught to equip students with professional skills, mould the students to deal with real situations of life and to face future challenges with confidence and courage. Strategically situated adjacent to the Pune Bangalore National Highway, a mere 7 kilometers from the Davanagere Railway Station, the Institution boasts a vast campus adorned with lush greenery and a serene lake. The institution, under the leadership of principal, strives to impart quality education. A tandem of dedicated and well qualified faculty members cater to the needs of the students, besides fine tuning the robustious cohort. The curricular, co-curricular and extra-curricular pursuits at the institution sculpt the students into the society's paradigm of ideal citizens. Besides its emphasis on academic excellence, the institution creates a platform through which students are moulded into multi-faceted citizens. The extension activities of the institution are taken up through NSS, Lions Club, Rotary Club, and Officers Club to reinforce all-round development of the students. Significant strides are taken by the Institution in the growth of its academic offerings, research accomplishments and entrepreneurial promotion. As a result of this, the institution has **obtained NBA Accreditation for three UG Programs (CS&E, E&CE and EEE) with a rating of 3.5 Stars out of 5 in the IIC 4.0 and UGC 2(f) status under UGC Act 1956**

Vision

Technical manpower development to build professionally excellent, globally competitive, socially responsible engineers and entrepreneurs with human values

Mission

- To provide quality education through innovation in teaching to create technologically competent engineers.
- Achieve excellence in research and development to advance science and technology to the ever-changing needs of society.
- To create outstanding professionals capable of working in multi-cultural environment.
- To produce quality engineers with high ethical standards and professionalism

Quality policy

To impart quality education to our students through congenial learning environment to provide the changing as

well as challenging needs of the society.

Quality Objectives

- To create lifetime leadership and societal qualities to the students
- Periodic measure of stakeholders satisfaction
- Monitoring strategic quality management system for the success of corrective action plans
- Consistent upgradation of resources

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Good work culture and academic climate prevailing in the Institution
- Committed and Dedicated faculty members imparting Quality Education
- Pro-active and supportive Management
- Good Pass percentage of the students leading to higher education and better employment
- Number of value-added certificate courses offered with the Industry Partners help to increase the employability of students
- Good Research eco-system enabling the stakeholders particularly the faculty members to undertake research which has led to six Research Centers recognized by affiliating university (VTU)
- The Institution has received funds for Skilling and Students Research initiatives from Government Agencies
- Good Teaching-Learning environment with ICT enabled facilities, adequate number of classrooms, laboratories and computers with Wi-Fi facilities
- Very good exposure given to the students through the outreach activities making the institution relevant to the neighborhood
- Useful and Functional MoUs which leads to collaborative activities for stakeholders instilling the confidence
- Adequate Learning Resources in the form of Library and Digital Repository
- Large number of students availing the Government and the Institutional Scholarships
- Promotion of Innovation and Entrepreneurship through collaboration with startup companies
- Registered Alumni association which encourages the alumni to actively participate in the developmental activities of the Institution
- Financial support given to the faculty members for attending conference, workshops and life membership in professional bodies
- Three of the Undergraduate Programs has obtained **NBA Accreditation**
- The Green initiatives under taken by the Institution

Institutional Weakness

- The Institution is completely self-financed and hence extremely difficult to secure financial resources from Government and Funding Agencies
- The number of Ph.D. holders is less
- Research publications in indexed journals are less

Institutional Opportunity

- Networking with more industries for student internships, placements, and the generation of additional resources
- Leveraging the expertise of a distinguished faculty pool to further explore talents and foster the development of inventions that can be patented and commercialized.
- Expanding collaboration opportunities with reputed Research organizations to inspire and train both students and faculty members.
- To introduce M. Tech Programs in the existing disciplines
- To obtain the Autonomous status for the Institution
- To train the students to take up competitive civil services examination

Institutional Challenge

- The competitions faced by the number of other emerging and existing educational institutions
- To strengthen the startup initiatives to cater to the innovative ideas of the students
- To introduce new programs in innovative/emerging areas
- To elevate the research centers to center of excellence
- Locational disadvantage which hampers the placement opportunities

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Jain Institute of Technology, Davangere is affiliated to Visvesvaraya Technological University (VTU) and offers post graduate and undergraduate programmes. In addition to adhering to VTU's academic calendar, the institution has developed its own comprehensive schedule, encompassing curricular, co-curricular, and extra-curricular activities for each semester. Following a semester pattern within the Choice Based Credit System, students enjoy the flexibility to select elective, core, and soft skill courses. The institution offers postgraduate studies in Master of Business Administration and undergraduate studies in Bachelor of Engineering, supplemented by 114 Value-Added Courses collaboratively designed and delivered by industry, academia, and professionals to meet industry demands. These enhanced courses, crafted with corporate insights, address gaps in the curriculum effectively. To bridge the gap between theoretical knowledge and practical world, students are encouraged to undertake internships, projects, industrial visits, and field trips, enhancing their professional capabilities and real-world orientation. Moreover, various student development programs, guest lectures, workshops, and seminars enrich educational experiences. In order to integrate and promote the cross-cutting issues relevant to professional ethics, gender, human values, environment and sustainability, mandatory foundation courses such as Research Methodology; Intellectual Property Rights, Innovation and Design Thinking, Constitution of India and Professional Ethics, Entrepreneurship Development, Communicative English, Professional Writing Skill in English, Samskrutika Kannada, Balake Kannada, Scientific Foundations of Health, Social Connect & Responsibility, National Service Scheme, Physical Education (Sports and Athletes)-I, Physical Education (Sports and Athletes)-II, Yoga for a Better Life, Biology for Engineers, Universal Human Values, Indian Knowledge Systems, Environmental Studies have been introduced by the affiliating university as non-core courses. These initiatives not only enhance professional skills but also foster gender sensitivity, instill human values, and promote environmental awareness, contributing to the holistic growth of the students. Moreover, the institution maintains a transparent feedback system involving all

stakeholders, where suggestions are carefully analyzed and implemented to enhance institutional effectiveness.

Teaching-learning and Evaluation

The institution boasts a robust admission policy that aligns seamlessly with the reservation guidelines stipulated by the affiliating university. Quality Education is imparted to the students by a team of dedicated, committed and well-qualified (Ph.D/NET/M.Tech) faculty members. A commendable teacher-student ratio of 1:15 ensures the Teaching-Learning dynamics remain vibrant and effective. Classes are conducted adhering to class timetable and the institutes calendar of events. Slow and advanced learners are identified by the faculty members in their disciplines from the marks that they have secured in the qualifying examination during the induction program, the interaction in the classes and the class test. Slow learners are provided with remedial classes that provides necessary support for them to overcome the challenges they face. Special attention is also given besides training them to face the test and the examination by making them to answer the previous question papers and providing them with the Question Banks. The advance learners are motivated to take up research projects and to participate in conferences/workshops/seminars and to publish Research Papers. Postgraduate students are encouraged to participate in field visits and outbound programmes. Undergraduate students are motivated to upskill their professional qualification certificate courses such as Python, VLSI CAD, AutoCAD, Electrical CAD and Unigraphics certificates, either through industry-integrated programs or standalone courses. The teaching methodology is meticulously planned in advance to ensure effective curriculum delivery, incorporating experiential, participative, and problem-solving pedagogies. Leveraging ICT tools complements the traditional teaching methods, as we constantly strive to innovate and enhance the learning experience. The Institution operates within the framework of the Continuous Internal Evaluation system designed by the affiliating university, adhering strictly to the internal assessment patterns prescribed for all the programs. The evaluation process, characterized by both formative and summative assessment methods, is robust, continuous, and transparent. Any grievances related to internal tests or university examinations are promptly and effectively addressed through our redressal mechanism. Aligned with the affiliating university's standards, we define and assess Course Outcomes (COs) and Program Outcomes (POs) using direct and indirect assessment tools. The overall average pass percentage of the students during the assessment period stands at 93%.

Research, Innovations and Extension

A very good research ecosystem has been created by forming the Research & Development Cell, Entrepreneurship Development Cell and Intellectual Property Rights (IPR) Cell. The critical thinking and innovation ideas of the stakeholders is nurtured through these cells. Faculty members are motivated to publish research papers in indexed journals and in UGC Care list. The institution has obtained grants through Government/Non-Government agencies for carrying out minor research projects of societal importance. Fifty-Seven Workshops/Seminars/Conferences on Research Methodology/ Entrepreneurship/Intellectual Property Rights have been organized. Faculty members are also motivated to attend such programs organized by the University and other reputed organizations. 1237 number of publications in Conference Proceedings, Books, Book Chapters have been published during the assessment period. Twenty-Six faculty members are pursuing their doctoral degrees in various recognized Universities. The institution has obtained recognition for six of its departments as Research Centers. Efforts are under taken to augment the research infrastructure by procuring necessary advanced research equipment. Extension and outreach activities are through the NSS and Rotaract Club. Students are exposed to the activities like blood donation, Road Safety Awareness, HIV Awareness, Anti-Tobacco Pledge Day, Drug Free India, Health and Hygiene Society and the like. The institution has made an

impact in the society and is relevant to the neighboring community. The institution has 41 functional MoUs with different organizations of repute that have been signed. This has led to leveraging the research initiatives, bridging the gap between industry and the institution through value-added courses. The collaborative activities through these MoUs are organized regularly which enriches the critical thinking and innovative ideas of the students and the faculty members.

Infrastructure and Learning Resources

The institution is situated in a locality with a visually pleasing atmosphere, offering excellent amenities and architectural elements. There are 36 well-ventilated and spacious classrooms along with facilities like fans, LED lights, benches, appropriate white and blackboards and ICT enabled audio-visual aids. In addition, there are well-equipped Seminar Halls and an Auditorium with Lecture Capturing facilities. The library concedes the significance of functioning in a highly professional manner in the best interests of the academic community. The learning resource center is fully automated with KOHA Software. A separate reference section is available for teachers and students. The library subscribes to 45 print journals, 7,593 e-journals and 24,000 e-Books. The library has 3,555 titles and 16,135 volumes which are updated regularly. The library is kept open between 8AM and 5PM. KNIMBUS, an online remote access platform is made available for the students and the faculty members. Lift facilities are available with access to all the floors. Sixteen Computer Labs equipped with 492 PCs for student use and have access to broadband and WIFI connectivity. In addition, 72 computers are available for the administrative and other purposes. The institution caters to the requirements of Divyangjan students by providing ramps, wheelchair and elevators. A fitness & yoga center is housed in the Institution. Indoor games facilities are made available. A well maintained, hygienic canteen operates during the working hours of the institution. The hostel facilities for Boys and Girls are also available. The facility management team takes care of upkeep and maintenance of the entire campus. Additionally, there is a parking lot designated for two-wheelers and four wheelers. In order to enhance monitoring and security measures, a comprehensive array of 97 closed-circuit television (CCTV) cameras has been deployed in all the floors, classrooms, and critical places. The Institution has been using the ERP system developed by the JGI Group to meet the academic requirements involving Teaching-Learning, Assessment and Examination process. However, an advanced ERP system ROVE Labs has been acquired since 2021.

Student Support and Progression

To foster comprehensive development and advancement, the institution implements a vibrant and insightful mentor-mentee system aimed at assisting students. The principal goal of this structured, well-organized mentorship framework is to ensure understanding of students' aspirations and concerns, aid in cultivating their own perspectives, and encourage accountability and motivation to fulfill assigned tasks punctually. As a means of external motivation, the institution offers scholarship schemes, benefiting a large number of students during the assessment period. Support for students who require additional encouragement is provided through remedial classes, peer teaching, and doubt-clearing sessions. The academic progress of students is closely monitored through mentoring and counseling sessions. Workshops are organized to enhance resume building, conduct mock group discussions, refine interview skills, and develop soft skills essential for professional success. The institution takes care of equipping students with placement training sessions and life skills, having conducted 88 capacity-building and 63 career counseling & guidance programs. This effort has resulted in a steady increase in the number of students placed in reputed companies with competitive compensation packages over the years. During the assessment period, 1274 students' secured placements, while 213 students progressed to higher education. The institution's cultural club and sports cell oversees a wide array of activities, with students

winning 36 awards by representing the institution in inter-collegiate cultural fests and sports events. Additionally, the institution meticulously plans and implements various student welfare schemes, admission policies, infrastructure development, curricular and co-curricular activities, and extension activities through various committees and cells. These diverse activities contribute to the cultivation of leadership skills, organizational abilities, accountability, and public relations skills among the students. Furthermore, the institution boasts an active, enthusiastic, and registered Alumni Association that provides essential support in guiding current students toward their future endeavors.

Governance, Leadership and Management

The Top management, the Head of the institution, Deans, Heads, Coordinators and faculty members of the departments work together harmoniously to accomplish the institution's vision, mission, and established strategic goals and educational objectives. As per the guidelines of the affiliating university, the Governing Council of the Institution is constituted in which university nominees and the management representatives are present. The Governing Council considers the advice and expertise of the academic community and supports the relevant and thoughtful recommendations. The establishment of the various relevant policies ensures good governance. The Strategic Plan is in place to ensure efficient and seamless implementation of the policies. Key performance indicators connected to the main objectives listed in the strategic plan namely Academic Excellence, Research Initiatives, Industry participation and integrated approaches for sustainability shows that the institution has made progress toward implementing its goals and objectives. The perspective plan to give a foresight regarding the future course of action is in place. The institution has implemented e-Governance in academics, finance & accounts, administration, student admission and examination. Transparency in the Governance System and effective leadership have resulted in fostering trust of all the employees. Excellent welfare measures exist both for the teaching and non-teaching staff. The welfare schemes include special leave, maternity leave, ESI, EPF, Gratuity, Staff Group Insurance, Medical Insurance, and the like. Financial support is given to the faculty members for attending conferences/workshops/seminars and for paper publications. Number of Faculty Development Programmes to enhance the knowledge and skills of the faculty members have been arranged during the assessment period besides the Administrative Development Programs. The Internal Quality Assurance Cell was established on 18th January 2017. It has introduced large number of quality initiatives that has helped the institution for the overall development. Distinct strategy is in place for mobilizing financial resources through prior planning. Internal audit is conducted twice a year and external audit annually

Institutional Values and Best Practices

The Institution is deeply committed to fostering an environment rooted in integrity, respect, and excellence. Awareness on Gender sensitivity providing an inclusive environment is taken care of through a variety of programs organized. The safety & security of all the stakeholders is ensured through the security personnel deployed at various strategic places and the CCTVs. Utmost care is given in ensuring a plastic free campus and the efficient way of waste management using the principle of Reduce-Reuse-Recycle. The processes for the management of Solid, Liquid, Hazardous Chemical, and e-waste has been laid down. The green initiatives are implemented by periodically conducting the Energy, Green and Environment Audits from approved agencies. The institution facilitates the use of alternative energy resources and energy conservation measures through Solar Cells, LED Bulbs, Rain Water Harvesting and STP. The institution has additionally organized various initiatives to sensitize its students and employees to the constitutional values, rights and obligations and other dedicatory Commemorative occasions like Independence Day and Republic day, Gandhi Jayanthi, Elector's

Voters day and many more. The best practices of the institutions are i) **Art of Entrepreneurship: Practices for Business**, that educate students with typical entrepreneurial risks and problems and to offer guidance on how to mitigate risks and overcome barriers. and ii) **The Power of Projects - Practices for Experiential Learning** there by showcasing their Innovative Projects and provide an opportunity to demonstrate their learning experience. The **Distinctiveness** of the Institution is **Skilling-Tool for life-long Learning**, that are essential for enhancing employability by equipping individuals with the knowledge, competencies, and attributes that employers seek from prospective employees. By focusing on relevant industry skills, practical application, soft skills enhancement, and fostering adaptability, skill development programs contribute to individuals' readiness for the workforce and their ability to succeed in their chosen careers.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JAIN INSTITUTE OF TECHNOLOGY, DAVANGERE
Address	No, 323 Near Veereshwara Punyashrama, Bada Cross, Avaragere Village
City	Davanagere
State	Karnataka
Pin	577003
Website	www.jitd.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ganesh D B	08192-297002	9448729053	08192-29704 1	principal@jitd.in
IQAC / CIQA coordinator	Santosh Herur	-	8217728722	08192-29704 1	iqac@jitd.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Karnataka	Visvesvaraya Technological University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	09-11-2023	View Document
12B of UGC		

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

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	No, 323 Near Veereshwara Punyashrama, Bada Cross, Avaragere Village	Urban	8.17	12427.78

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,Computer Science And Engineering,Computer Science and Engineering	48	II PUC Science	English	120	120
UG	BE,Electronics And Communication Engineering,Electronics and Communication Engineering	48	II PUC Science	English	60	60
UG	BE,Electrical And Electronics Engineering,Electrical and Electronics Engineering	48	II PUC Science	English	60	59
UG	BE,Information Science And Engineering,Information Science and Engineering	48	II PUC Science	English	60	60
UG	BE,Mechanical Engineering,Mechanical Engineering	48	II PUC Science	English	60	8
UG	BE,Civil Engineering,Civil Engineering	48	II PUC Science	English	90	19
PG	MBA,Master Of Business	24	Under Graduate	English	60	60

	Administrati on,Master of Business Ad ministration					
Doctoral (Ph.D)	PhD or DPhil ,Computer Science And Engineering,	48	Master Degree	English	4	2
Doctoral (Ph.D)	PhD or DPhil ,Electronics And Commu nication Engineering,	48	Master Degree	English	2	0
Doctoral (Ph.D)	PhD or DPhil ,Mechanical Engineering,	48	Master Degree	English	6	0
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,	48	Master Degree	English	2	1
Doctoral (Ph.D)	PhD or DPhil,Physic s,	48	Master Degree	English	2	0
Doctoral (Ph.D)	PhD or DPhil ,Mathematics ,	48	Master Degree	English	2	1

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	12				24				76			
Recruited	7	1	0	8	14	2	0	16	41	35	0	76
Yet to Recruit	4				8				0			
Sanctioned by the Management/Society or Other Authorized Bodies	12				24				76			
Recruited	7	1	0	8	14	2	0	16	41	35	0	76
Yet to Recruit	4				8				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						50
Recruited	44		6		0	50
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						50
Recruited	44		6		0	50
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				23
Recruited	19	4	0	23
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				23
Recruited	19	4	0	23
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.	9	1	0	10	1	0	2	1	0	24
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	2	0	40	33	0	76
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
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
	5	1	0		6

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	751	0	0	0	751
	Female	596	0	0	0	596
	Others	0	0	0	0	0
PG	Male	67	0	0	0	67
	Female	51	0	0	0	51
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	2	0	0	0	2
	Female	2	0	0	0	2
	Others	0	0	0	0	0
Certificate / Awareness	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	17	12	17	17
	Female	27	9	9	9
	Others	0	0	0	0
ST	Male	16	7	7	5
	Female	14	11	4	5
	Others	0	0	0	0
OBC	Male	48	27	34	52
	Female	57	29	31	65
	Others	0	0	0	0
General	Male	77	43	93	113
	Female	40	47	64	114
	Others	0	0	0	0
Others	Male	15	10	13	10
	Female	12	10	8	11
	Others	0	0	0	0
Total		323	205	280	401

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Jain Institute of Technology, Davangere, affiliated to Visvesvaraya Technological University (VTU), Belagavi adheres to the course structure and the content for pedagogical transaction designed by the university, in accordance with the AICTE guidelines. As a part of National Education Policy 2020 and VTU curriculum, Institution has integrated several courses which are essential for the present-day technology. The Institution has encouraged faculty members of other departments to teach the interdisciplinary courses. It is mandatory for the students to opt for minimum of three credits from the other programs in the form of Open Electives. The Open Elective courses available across departments</p>
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	<p>provide students with the opportunity to specialize in diverse subjects offered by various departments. Consequently, students from non-circuit branches can enhance their skills by enrolling in these interdisciplinary courses. The Institution offers Add-on courses many of which span multiple disciplines</p>
2. Academic bank of credits (ABC):	<p>Karnataka being the first of the states to implement NEP, the policy is being implemented pragmatically and the institution awaits further clarity regarding the working of the Academic Bank of Credits that is set up under the policy. The institution shall gear up for the integration of the National Academic Bank of Credits Portal, provided the affiliating university approves and so requires. The evaluation of the students' learning outcome is currently in accordance with the regulations of the affiliating university and is based on Continuous Internal Evaluation (CIE) and Semester End Evaluation (SEE) methods. The assessed academic performance is uploaded in the university portal well within the limitation of time</p>
3. Skill development:	<p>Realizing the importance of developing multivariate skills among the students to make them globally competent, the institution has adopted dual education system, by introducing 114 Value Added Courses that supplement the regular courses. Experiential learning is facilitated by training students through industry practitioners and engaging them with internships and group based co-operative project work to improve reasoning and collaborative skills. Consequently, students are moulded to emerge successful entrepreneurs and as per the industry's current human resource requirement. By observing and celebrating commemorative days and regional, cultural and national festivals, the institution enables students to interact respectfully across cultural differences and manage conflicts. Service learning that is offered to students through extension activities promotes valuing human dignity. Student centred pedagogies that are adopted by the faculty members help students to develop critical thinking with regard to global issues, respectful communication and adaptability. The institutional vision is equitable with that of the National Education Policy in this regard. The university curriculum mandates internships ranging from 4 to 24 weeks for both undergraduate (UG) and postgraduate (PG) students, aimed at augmenting their technical proficiency through</p>

	<p>exposure to current industry practices in their respective fields, thereby addressing socio-economic demands. Additionally, the VTU curriculum, for both UG and PG levels, incorporates courses that address crosscutting themes such as Professional Ethics, Human Values, Environment, and Sustainability. Moreover, the Ability Enhancement Courses (AEC) offered by VTU for UG students focus on delivering practical training, fostering competencies, and instilling value-based skills. Students in their final year are strongly encouraged to work on projects that solve societal challenges; some students have also received funding from government agencies to execute the project work. In order to embed value-based education in first-year students, technical talks on Universal Human Values (UHV) and professional ethics as part of the introduction program. Students are encouraged to participate in AICTE's Smart India Hackathon competition. Numerous MOUs have been signed by the Institution with industries, training centers, and professional bodies. Several activities, including workshops, hands-on training sessions, internships, and industrial/site visits, are carried out through these MOUs in order to raise the skill level of the students. To improve skill sets among students, institution has Skill lab which implements curriculum-based skill training courses, wherein trainee students would gain certifications and endorsements from industry-recognized learning centers. It offers many skill development courses through Domain Expertise from both Academia and Industry.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>As the Institution follows the framework of the VTU curriculum, the Indian knowledge system is seamlessly integrated into the academic program. Undergraduate students are required to study Samskrutika Kannada / Balake Kannada in their first year as compulsory credit courses. The Samskrutika Kannada course is designed for students proficient in Kannada, while Balake Kannada is tailored for those who are unfamiliar with the language. The Samskrutika Kannada syllabus delves into the rich culture, history, and life stories and accomplishments of eminent figures such as Sir M. Visvesvaraya, among others. On the other hand, Balake Kannada aims to impart Kannada language skills to students originating from diverse regions of the country. The</p>

	<p>institution emphasizes on the importance of practicing yoga in maintaining a balance between mind and body. Yoga, a component of Indian traditional knowledge, is incorporated within the curriculum. In order to discover and nurture the creative abilities of students, the institution has established a cultural club, which organizes various cultural events such as 'ethnic day' and 'Shrunga' annually. These events include competitions centered on Indian mythology characters, an Indian carnival, classical music/songs, classical dance, rangoli, face painting, clay modeling, and more, aimed at fostering an appreciation for Indian culture and tradition among students. Additionally, the institution commemorates Kannada Rajyothsava every year on November 1st, marking the formation of the Karnataka state.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institution focuses on student centric teaching and learning methodology in which course delivery and assessment are planned to achieve stated objectives and outcomes. Course Outcomes (COs) for each course and Program Outcomes (POs) for each program are specified. The Program Specific Outcomes (PSOs) for each program has been defined. It focuses on measuring student performance at different levels such as PO course mapping, CO-PO mapping, CO-PSO mapping, CO mapping of assessments, syllabus and questions in the Continuous Internal Evaluation. POs are aligned closely with graduate attributes. Apart from the domain specific skills, learning outcomes at all levels ensure social responsiveness, ethics, entrepreneurial skills and the like so that the students contribute proactively to economic, environmental and social well-being of the Nation so as to align with vision of NEP. Vision and Mission of the Department are framed in line with the Institution's Vision and Mission. Program Educational Objectives (PEOs) and Program Specific Outcomes (PSOs) are also framed by every department to achieve its vision and mission. Course Outcome (CO) statements are framed for every course and are mapped to 12 Program Outcomes (POs) given by NBA/Washington accord. Based on formative and summative assessments, the set target levels and set attainment levels for a program, attainment levels of POs and PSOs of all the courses of a program are computed.</p>

	<p>To bridge the curriculum gap and to address all the POs, site/industry visits, technical talks, seminars, workshops etc. are conducted by every Department. To check the effectiveness of teaching-learning process and to take necessary actions for further improvement, at the department level, Department Quality Assurance Cell is constituted. The Institution has achieved NBA accreditation for three UG programs (CS&E, E&CE and EEE).</p>
6. Distance education/online education:	<p>To enhance the teaching-learning process, the institution regularly employs technological tools. Amidst the disruptions caused by the pandemic lockdown, the institution effectively utilized platforms such as Google Classroom, Zoom, and audio-visual aids to mitigate learning interruptions. Additionally, to accommodate students from various states unable to attend in-person classes, a hybrid mode of education was implemented. Online webinars and conferences organized by the institution during the pandemic transcended geographical barriers, fostering interactions between experts and students from distant locations. This embrace of technology as the "new normal" aligns with the vision outlined in the National Education Policy (NEP-2020). Drawing from the lessons learned during the COVID-19 pandemic, both educators and students now have improved access to online resources. VTU has implemented the e-Shikshana program, an innovative multi-modal, multi-platform collaborative e-learning platform. This platform enables course experts from VTU affiliated colleges to engage with a wide student audience across various affiliated colleges in real-time through live audio-video streaming and synchronized content sharing. Students at the institution are encouraged to access the course materials, including videos and notes, available through the VTU e-Shikshana program. As BIET is affiliated with VTU, VTU has implemented the Academic Bank of Credits (ABC) policy for both undergraduate (UG) and postgraduate (PG) students. According to these regulations, students may be awarded a BE (Honors) degree if they maintain a minimum CGPA of 8.5 up to the fourth semester and, prior to program completion, accumulate 18 credits through online courses offered by NPTEL and the MOOCs platform, SWAYAM. PG students are required to complete two NPTEL</p>

courses in their first year to fulfill this credit requirement. Additionally, students are actively encouraged to enroll in NPTEL online courses to enhance their self-learning abilities and stay abreast of the latest technological advancements. Furthermore, students are motivated to utilize SWAYAM PRABHA, a group of DTH channels dedicated to broadcasting high-quality educational programs around the clock across the nation. The institution adopts a blended learning approach, utilizing a Learning Management System (LMS) to deliver courses. Lecture videos will be recorded and made available on the institutional website, enabling students to grasp concepts at their preferred pace,

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The Institution has an Electoral Literacy Club (ELC) under the Systematic Voter's Education and Electoral Participation Program (SVEEP) of the Election Commission of India. The main objective of the club is to strengthen the culture of Electoral participation among the student community. The club strives hard to raise the level of awareness among the students and the public towards a responsible democratic and sustained participation in the whole electoral process. The club also provides hands-on experience to sensitize the students and the public on the importance of voting and to fulfill the obligation and commitment they have towards the Nation as responsible citizens.
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?	Yes. The institution has nominated Mr. Dhanush Kumar P V, Mr. Girish Chougale and Ms. Inchara K M as student co-ordinators and Dr. Santosh Herur, Dr. Rahul Patil and Dr. Marisiddappa as faculty co-ordinators. The IQAC Co-ordinator Dr. Santosh Herur has been nominated as Nodal Officer and Dr. Rahul Patil and Dr. Marisiddappa are nominated as the President and Advisor respectively. Activities and innovative programs related to ELC are regularly organized through the student co-ordinators, under the guidance of the faculty co-ordinator.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include	Programs such as awareness creation to familiarize the students and neighbouring community with the

<p>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>use of VVPAT/EVM are conducted by the ELC. With the introduction of the EVM in which NOTA has been introduced is made known to all the students. National Voter's Day is observed where students take a pledge to cast their vote. A workshop has been organized to educate students about filling up of different types of voters' application form. The students in-turn spread the awareness among the neighbouring community and motivate them to participate in the Election process. Students also take care to create the awareness at their family levels that develops the practice of informed and ethical participation which is the basic necessity for a good democracy.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The students have promoted and organized mock polling and mock parliament sessions. This enables the students to have very good experiential learning about our democratic setup which may result in an active political change. Further, the students also take up a survey within their localities by visiting the residence to create awareness about filling up the voter form, the importance of NOTA and the functioning of EVM and the like.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The institution regularly organizes the guest lecturers from eminent political/legal personalities to create awareness among the youngsters about the provisions available in our constitution such as Fundamental Rights, privileges and obligations that it imposes on our citizens. Voter Registration Camps that are arranged by the Institution facilitate registration of all the students above 18 years. A mock polling activity is organized by the Institution gives the necessary experience to the students. Large number of students have been enrolled as first-time voters in the Electoral Roll because of the efforts under taken by ELC.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1465	1449	1578	1817	1973
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: 138

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
74	81	84	97	106

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
285.78908	312.03866	287.57671	315.46734	378.24818

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:

Jain Institute of Technology, Davanagere has a well-defined planning and implementation process for the effective delivery of the curriculum framed by **Visvesvaraya Technological University (VTU), Belagavi**, to which it is affiliated. The institution has implemented the **National Education Policy (NEP) 2020** in accordance with the guidelines of the affiliating university for the undergraduate programs from the academic year **2021-22** and for postgraduate programs from the academic year **2022-23**. As per the NEP guidelines, undergraduate program requires a total of **160 credits**, whereas postgraduate program require **80 credits**. The institute adheres to the academic calendar in terms of planning and implementing academic curriculum for both PG and UG Programmes. The academic calendar is prepared at the beginning of the academic year by a committee led by the principal and consisting of the **Academic Dean, Academic Coordinators, and Heads of Departments (HoDs)**. This calendar includes the internal **examination schedule, curricular, co-curricular, and extracurricular activities for each semester** in the beginning of the academic year. The calendar is shared with the faculty and students through the **institution's website and notice boards**. Faculty members are allocated courses for creating the program of work, lecture materials, question banks, and assignments. A master timetable, including bridge courses and remedial classes is prepared by the timetable committee and distributed to teachers and students well in advance. The Principal holds periodical meetings with the HoD's to ensure effective implementation of the curriculum. Additionally, HoD's convene departmental meetings prior to commencement of each semester to strategize curriculum delivery, which involves creating **lesson plans and organizing classroom presentations, including both traditional methods and the use of Information and Communication Technology (ICT)**. Lesson plans outline teaching aids, Course Outcomes(COs), Program Outcomes(POs) and activities that will be used to deliver the curriculum effectively. The HoD's closely monitor the completion of the syllabus as per the lesson plan prepared by faculty members. The institution organizes **Guest Lectures and Industry visits in addition to the effective Teaching-Learning methods to enhance the delivery of the curriculum**. Furthermore, projects and internships assist students in pursuing their entrepreneurial goals, which align with the vision of the Institute. Value-added courses supplement the regular courses offered. An **Orientation Programme** is arranged by the college enabling the students into the decorum of the college. Based on the academic calendar, the institution plans the schedule for Continuous Internal Evaluation (CIE). The CIE schedule is designed to ensure that assessments are conducted within the specified timeframes. The CIE consists of unit tests, assignments, and other activities. After the completion of the CIE, teachers evaluate the assessments and communicate the results to the students. This helps the students in gauging their performance, recognizing areas for improvement, and making necessary efforts to enrich their learning. This also enables both students and faculty to adopt a structured approach to teaching-learning, and assessment throughout the academic year

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: 46

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 89.69

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
1226	1276	1432	1679	1815

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 institution places significant emphasis on aligning its curriculum with that of the **affiliating university**, particularly focusing on cross-cutting issues relevant to **Professional Ethics, Gender, Human Values, Environment and Sustainability** in order to enable the students to gain social awareness, responsibility and competency. **Research Methodology and IPR of Fifth Semester B.E. and Second Semester MBA & Constitution of India and Professional Ethics of Third and Fourth Semester B.E.** courses deals with emotional honesty, modesty, flexibility, professionalism and ethical research principle involved in professional and engineering career. Through scenarios and practical exercises in the **course ‘Innovation and Design Thinking’ of First/Second Semester B.E.**, students explore ethical dilemmas. This helps them develop the skills to make ethically informed decisions in their professional endeavors. The course on **‘Gender Sensitization’ of Fifth Semester B.E.** creates in depth understanding and sensitivity towards gender issues prevalent in contemporary society while promoting a culture of equality and respect. The Women Cell of the Institution along with NSS wing organizes various **gender sensitization programmes on women empowerment, laws relating to women, Women’s Day and the like for instilling a sense of gender equality.** The course titled **‘Scientific Foundations of Health’ of First/Second Semester B.E.**, empowers students with essential knowledge to cultivate human values through a comprehensive exploration of health and wellness. By delving into the beliefs surrounding health, the course fosters a positive mindset and equips students to achieve a harmonious balance in their lives. The curriculum also contributes to the enrichment of **Human Values like empathy, tolerance, compassion, love and more through** various co-curricular and extra-curricular activities. The Institution fosters Human Values among students through activities like **blood donation camps, awareness programmes and Swatch Bharath programs. Physical Education and Yoga for a Better Life courses of Third Semester B.E. are designed to enable students to understand human values and promote a healthy lifestyle.** Through these courses, students gain valuable insights into physical and emotional well-being, teamwork, discipline and also empowering them to make informed decisions about their own health while contributing positively to wellness promotion in their communities. The course on **Environmental Studies of Fifth Semester B.E** familiarize students with diverse environmental concerns, encompassing protection, awareness of

legal rights, and the incorporation of technology for sustainable economic development. The course on **Social Connect and Responsibility of Third Semester B.E** serves as a formal platform for students to communicate and connect with their surrounding environment, fostering a responsible connection with society. It emphasizes understanding the community, identifying its needs and problems, and actively involving students in problem-solving processes. The courses **on the Kannada language such as Samskrutika Kannada and Balake Kannada of First/Second Semester B.E** focuses on the **Kannada language and its culture.** They cover various aspects such as literature, art, history, tradition & culture, and customs associated with the Kannada-speaking regions. All these help the students to get involved with the society for their holistic personality development. Institution's holistic approach serves as a commitment to shaping graduates into not only competent professionals but also responsible global citizens

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: 57.82

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

Response: 847

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: 58.93

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
401	280	205	323	382

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
510	510	600	600	480

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 55.04

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
153	102	95	179	214

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
255	255	300	300	240

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 19.8

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:

Student centric approaches are adopted by the institution in curriculum delivery. Students are given the opportunity to acquire professional values, knowledge, and skills through **Experiential Learning**. This is mainly carried out through a variety of activities, including **student Seminars, Academic Projects, Internships, Software Coding and Team Exercises that develop Leadership and Organisational Skills**. Learning is reinforced through **short-term training sessions, attending conferences**, and other such activities. In order to further enhance their practical abilities, students are also provided with opportunity to visit facilities, corporate entities, enterprises, and various organisations. Students are encouraged to apply theoretical principles through hands-on experimentation or simulation tasks. Hands-on training and workshops are organised as value-added courses that aid in **Participatory Learning**. Furthermore, activities such as **Think-Pair-Share, role-play, flipped classrooms, quizzes, technical seminars, hackathons, and coding competitions have enhanced participative learning**. Industry visits have enabled students to witness the real workings of systems in various nearby industries, which further enhance **Experiential Learning**. Students volunteer to organize various **co- curricular and extra-curricular events which aid in developing managerial skills, team spirit, and leadership qualities**. Participation in activities like classroom discussions, peer teaching and group discussions help in understanding of the concepts. The institute encourages interactive learning through a variety of interesting activities. Seminars which showcase research, and lectures by resource persons from institutes and industries, present students with a wide array of viewpoints and practical knowledge. Workshops are organised for students, encouraging them to actively participate which helps them in gaining hands-on experience and strengthen their **Critical Thinking abilities**. Capacity building activities on latest technological breakthroughs motivates students to improve their technical skills and build their resumes. Students are encouraged to select and present on newer topics to encourage active participation and information sharing. **Problem-Solving** is woven into the curriculum through well-defined methodologies. Students carry out **two academic projects during their four years of study, minor project in the third year and major project in fourth year of the undergraduate programme**. The primary goal of carrying out the projects is to design, develop, and validate the principles taught in the programme. The projects are activity-based, allowing students to gain hands-on experience in the real world and also improves their learning experience. This will foster in them a positive work attitude, self-confidence, interpersonal skills, and the capacity to work together. This also helps to develop and improve operational and other lifelong knowledge and abilities in a real-world work setting. The institution promotes student participation in inter college and intra college events which has led to the development of innovative ideas. Such creative projects by the students are funded by **Karnataka Government and has led to the recognition and commendation for the institution**. The focus on **problem-solving** also extends to industry visits, during which students acquire valuable insights into addressing challenges by observing real operational systems. The institution is implementing integrated blended learning by incorporating videos, interactive quizzes, virtual labs, and discussion forums. Virtual labs proved to be particularly useful during the COVID-19 period

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 77.82

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
112	114	120	120	102

File Description

Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

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

[View Document](#)

2.4.2

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

Response: 20.59

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
24	17	19	17	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
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institution adheres to the internal assessment pattern prescribed by the affiliating university for all the programs offered. Internal Assessment (IA) tests are conducted during each semester. The mode of assessment is multifactorial, based on internal tests, assignments, presentations and activities like group discussions, quiz and role plays. The institution's academic calendar is circulated to all the students to communicate the schedule of the semester. The format of the question paper, scheme of evaluation for **CIE and Semester End Examination (SEE)** is discussed at the beginning of the semester. **The institution has a transparent Continuous Internal Evaluation process in place.** It has an Examination Committee constituted by the Head of the Institution to carry out the effective conduct of examinations and implementation of internal assessment. The Examination Committee schedules the internal tests, and the faculty members are required to set the question papers on the pre-decided portions that will be intimated to the students in advance. The conduct of IA test is systematic and transparent in terms of seating arrangement of students, allotment of rooms, invigilators and floor attenders. Invigilator's diary is maintained to monitor the attendance of the students. **The subject handling faculty develop lesson plans, assessment schemes, and question papers. The Department Quality Assurance Cell (DQAC) reviews these documents to ensure clarity and quality.** The CIE are conducted as per the Academic Calendar where students write the test in the **blue books** of the institute which are evaluated as per the scheme and the schedule. The evaluation scheme is disclosed to the students while handing over the evaluated blue books following the test, and any evaluation-related grievance are rectified. The assessed marks are uploaded into the ERP. The institution has a well-established **Examination Grievance Redressal Cell** that takes care of grievances related to evaluation such as error in totalling, evaluation of assignments/IA test answer-scripts, printing error in the marks list and the like within the stipulated time. The assignment marks are considered for the summative IA which will be displayed on the notice board for reference of the students. **The project evaluation is conducted with internal and external examiners who are appointed by the university.** The end semester university examination answer

scripts are evaluated in the central valuation system. **Queries related to results, corrections in marks sheets, other certificates issued by the University are also handled by the Grievance Redressal Cell.** Students are allowed to obtain photocopy of answer-sheets on request, apply for revaluation/reassessment, re-totalling and challenge valuation by paying necessary processing fees to the University through the institution. For students whose marks are not entered or incorrectly entered in the University mark list, the institution assists the students to apply for corrected marks cards by following the procedure prescribed by the affiliating university. The entire **mechanism to deal with examination related grievances is time bound.** For queries related to the university examinations, the institution follows up persistently until the issue is resolved.

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:

The institution has adopted Outcome Based Education (OBE) in its teaching, learning and evaluation process as per the affiliating university guidelines. **The Programme Outcomes (POs) are defined by the National Board of Accreditation and the Course Outcomes (COs) are specified by the University for each course and programmes.** Every programme offered by the institution have definite learning outcomes that are specified in the form of POs, PSOs and COs. All graduates are required to be familiar with the Programme Outcomes upon completion of their programme. **The Program Specific Outcomes (PSOs) were formulated by the HoDs, Senior faculty of the program on the basis of feedback from different stakeholders.** The POs are defined in a manner so as to reflect the professional scenarios as well as career advancement prospects. **Graduate Attributes**, which include academic ability, personal characteristics, and transferable skills, provide every student with the opportunity to develop during their academic career. The Graduate attributes of the institution are chosen to reflect global professional and success dimensions of graduates as stated in Washington Accord and aim to bring out critical thinking, knowledge, problem solving ability, digital literacy, innovativeness, emotional intelligence, social responsibility, ethical behaviour, communication skill, collaborativeness, enterprise and leadership potential. **The COs, POs and PSOs for all the programmes offered by the institution are displayed on the institution's website, notice boards, project report, lab manuals and printed in the handbook.** In addition, COs, POs and PSOs are communicated to the students verbally during the orientation programme at the beginning of the academic year. The affiliating university conducts a **workshop whenever there is a change in the syllabus.** The concerned subject teachers ensure their participation in the workshop. Regular awareness programmes to the teachers are conducted by the institution to communicate COs, POs and PSOs. The mapping of COs with POs and COs with PSOs are

carried out by the teachers as a part of teaching-learning and evaluation plans. As part of their teaching-learning and evaluation procedures, teachers connect Course Outcomes (COs) with Programme Outcomes (POs), and COs with Programme Specific Outcomes (PSOs). CIE components are carefully designed to meet the identified COs, POs, and PSOs. At the beginning of the academic year, all faculty members create lesson plan for the whole semester in the ERP portal. This is a tool that ensures the integration of specific outcomes into evaluation methods at the course level. ERP portal includes the department's vision, mission, course syllabus, course outcomes, individual timetables, programme objectives, programme outcomes, various mapping matrices, unit plans, lesson plans, course plans, unit-specific materials, direct and indirect assessments, and student grading sheets. This document helps faculty members of different departments to keep a record of necessary information pertaining to teaching-learning and evaluation at all times during an academic session. This helps faculty members to plan better, conduct the course more effectively and help availability of information at one place. Above all, this is used as a developmental tool for progressively making academic programmes better through analysis of outcome attainment and feedback.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The evaluation of **POs and COs** is supported by a carefully developed assessment process that is designed for **learner-centric, outcome-oriented education**. Assessment tools are chosen to be consistent with Bloom's taxonomy, ensuring that they meet the cognitive learning level required as per the outcomes. The attainment of PSOs is measured in terms of COs. **The institution employs Direct and Indirect Assessment tools for the measurement of COs/POs. The Continuous Internal Assessment (CIA), Semester End Examination (SEE), projects, case studies, creating business models and internship are the tools for the measurement of COs and POs through direct assessment. Indirect assessment tools are exit surveys, progression to higher studies, qualification in competitive examinations and placement and feedback from different stake holders. During the Alumni meet, the final year students interact with their seniors and understand the importance of a particular programme. For each CO and PO/PSO, the total number of responses are recorded. The PSOs are measured by taking the aggregate result of all courses of a programme of a student and the average performance of all the students in the programme. The assessment calculation of direct attainment is 80% and for Indirect attainment is 20%. For a course, mapping of COs to POs/PSOs is done through the CO-PO/PSO matrix. The various correlation levels are:**

“1”–Slightly (Low) Correlation

“2”–Moderate (Medium) Correlation**“3”–Substantial (High) Correlation**

CIE contributes 40% and Semester End Examinations 60% for attainment of COs (2018- 2020 batches), whereas for 2021 and 2022 batches, they are 50% and 50% respectively. Each course has a predefined course outcomes and corresponding evaluation criteria. The course outcomes are mapped with the program outcomes to facilitate quantitative measurement of the attainment of program outcomes. The performance of the students in the semester end examinations in each course is used to compute the level of attainment of the POs and PSOs through the mapping of questions to COs and COs to POs and PSOs. CO-PO and PSO mapping for all the courses in the program are prepared by the program coordinator in consultation with other faculty members. Rubrics are formulated for the assessment of Laboratory, Mini Project, Major Project, Seminar and Internship courses. The attainment of each CO is calculated by setting the class average marks as the target. The COs of each course are mapped to POs & PSOs with weightages of 3 as Strong, 2 as Medium and 1 as Weak.

Exit surveys are employed to conduct **indirect assessments** of a course and programme, whereby students complete and submit their response to a standardized questionnaire. Exit survey questionnaires contain a blend of outcome statements, faculty/department execution models, and the like. The total number of responses for each CO, PO, and PSO is recorded.

POs/ PSOs list the knowledge/ skills and other attributes that must be inculcated in graduates by the time the program is completed. At the end of each program, the PO/PSO attainment is assessed from the CO attainment of all the courses taught during the program. This helps in identifying the gaps and to introduce new measures to achieve the desired target.

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: 93.32

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
408	408	457	551	480

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
441	418	514	583	513

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.95

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: 36.42

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
19.5902	5.5	6.224	2.560	2.550

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 JITD-IIC, also known as **Institution Innovation Council (IIC)** of JITD, is a cell that fosters creativity and allows students and faculty to brainstorm fresh concepts and plans. It supports innovation, fosters entrepreneurial spirit, and nurtures a start-up culture among members of the organization. Through this cell, various initiatives like organizing events focused on intellectual property, entrepreneurship programs, start-up workshops, competitions, innovative idea presentations and like are undertaken to enhance the skills and knowledge of faculty members and students. JITD-IIC encourages the faculty members to undergo certification under Innovation Ambassador Programme launched by Institutions Innovation Council, Ministry of Education. Institution has bagged **highest star rating of 3.5 in IIC 4.0** during the academic year 2021-22. Students from the institution engage in innovation competitions at both state and national levels, including events such as the **Smart India Hackathon, the Federation of Karnataka Chamber of Commerce and Industry MANTHAN, KAVACH** (an initiative by AICTE), the **Inventors Challenge** (an initiative by AICTE), as well as **Ideathons** and

Hackathons hosted by other institutions, along with in-house competitions. Faculty members of the institution are active members of **YUKTHI initiative of AICTE** to upload Innovative Ideas into AICTE repository. Encouragement is given to the PG students to present papers through fieldwork and surveys. Institute has also established JITD-KSCST IPR Cell. The faculty members cross-departmental research has led to the publication of patents. Faculties actively participate in **KAPILA scheme of AICTE to avail the patenting**. Institution has a well-established Research and Development (R&D) Cell. The R&D Cell conducts review meetings to ensure faculty members submit research proposals to government organizations like **AICTE, VTU, DST and VGST**, as well as other funding agencies. The institution offers ample opportunities for both students and faculty to enhance their research exposure through field visits, industrial training, internships, projects, industry lecture series, seminars, and Memorandums of Understanding (MoUs). It has a transparent Research and Development (R&D) policy in place, encouraging faculty and students to take advantage of the various facilities available for research and innovation within the institution. The faculty members are deputed to attend workshops, seminars and conferences to gain a wider exposure in research. Institution has **six recognized research centers** to pursue Ph.D. degree for faculties and students. Around ten students are presently pursuing doctoral degrees with the established research centers. Which has led to paper publication during the assessment years. To instill a research culture among students, the institution conducts programs on research paper methodology and workshops on writing research articles. The institution operates a **Skill Development Cell**, providing numerous skill development courses facilitated by domain experts from academia and industry. It has also established an NPTEL institution chapter and offers opportunities through Springboard online courses in collaboration with Infosys. The institution has been acknowledged by MSME as the host institution for incubating and executing **startups**. Additionally, it supports the National Innovation and Startup Policy (NISIP, AICTE) to foster a transparent and motivating innovation ecosystem.

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: 57

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
12	16	4	12	13

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: 1.88

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
92	102	29	13	23

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: 6.8

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
450	154	120	120	94

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:

The Institute has made a significant impact on society and the environment by actively engaging in promoting the **Institution-Neighbourhood-Community network**. The focus is on involving students, promoting a service-oriented approach, and fostering the overall development of students to cultivate good citizenship. It encourages students' social participation by instilling ethical values and promoting awareness of social issues, along with legal and social remedies for various concerns. The institution is guided by a mission statement that emphasizes the cultivation of these ethical standards through outreach programs. To serve the localities in the vicinity, the campus has established **NSS and Indian Red Cross Society (IRCS)** units. The NSS Unit's primary objective is to nurture the youth's positive mindset and spirit, inspiring them to serve society and contribute to the nation's social upliftment through a collective movement. Within the NSS program, students are educated about the significance of personal cleanliness, the impact of pollution, the importance of water and energy conservation, and the protection of natural resources. They also engage in meaningful interactions with the public. NSS unit is also actively engaged in community development through a range of activities, including **tree plantation, Swachh Bharat initiatives, International Yoga Day celebrations, leadership and soft skills training, blood donation camps, motivational programs, food safety awareness campaigns, stress management and meditation sessions, as well as organizing COVID vaccination drives**. The NSS and IRCS cells are highly active in these endeavours. Consequently, every student is counselled to join NSS and cultivate lifelong skills such as communication, management, leadership, analytical thinking,

and perceptual acuity. Jain Institute of Technology regularly organizes activities that involve student participation within the institution and the neighbouring community. These activities offer students valuable exposure to real-life workplace experiences and contribute to their holistic development. International Yoga Day, World Environment Day and other events are observed by the institution to raise awareness among students about various social, environmental, and health issues. They are made aware of the health benefits of donating blood on a regular basis, and a voluntary blood donation camp is organised in partnership with registered blood banks and hospitals. **Voter's Day** is commemorated to honour the values upon which the nation was founded and to raise knowledge about voting rights. Voters' pledges are made to encourage electoral participation. The institution encourages faculty members and students to engage in **community-oriented initiatives, addressing various needs like health, sanitation, education, and women's empowerment**. Ample opportunities are provided to raise awareness and actively serve the local community. The institution not only imparts technical education but also emphasizes the importance of humanitarian values for societal well-being. Students willingly participate in initiatives that benefit society and, in turn, develop essential skills for community engagement. Faculty members offer support in monitoring students' involvement in different social activities. The institution takes the lead in organizing extension and outreach programs to benefit the nearby community. These initiatives contribute to the holistic development of the student community.

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:

Extension activities conducted by the institution serves as a crucial bridge between academia and society, encompassing endeavours that transcend the conventional boundaries of academic and research endeavours. These initiatives are designed to foster social awareness, cultivate strong community ties, advocate for social justice, and enrich the general welfare of society. Through community outreach programs, Jain Institute of Technology (JIT) has actively engaged with local communities, offering workshops, seminars, and skill development initiatives tailored to meet community needs. These efforts facilitate technology transfer, empowering local industries and promoting economic growth. Furthermore, skill development workshops equip individuals with practical knowledge, enhancing employability and fostering entrepreneurship. Social awareness campaigns organized by JIT shed light on pressing societal issues, fostering informed discourse and encouraging collective action. Collaborative research projects with NGOs and government agencies tackle community challenges, driving sustainable solutions. Internship and volunteer opportunities allow students to apply their skills in real-world settings, contributing meaningfully to community service projects. It helps the students to cultivate the qualities of tolerance, empathy and be service-minded nature. Through these extension activities, the institution demonstrates their commitment to social responsibility, nurturing a generation of engineers

equipped to address the multifaceted challenges facing society. JIT emphasizes the active involvement of both staff and students in programs addressing social issues as integral to their holistic development. The institute has forged strong ties with the neighbouring community and is committed to addressing their needs through a variety of extension programs under various schemes. Notably, the **National Service Scheme (NSS) and Youth Red Cross (YRC)** play pivotal roles in spearheading these initiatives. NSS volunteers at Jain Institute of Technology are engaged in a diverse array of activities aimed at tackling social issues head-on. These include initiatives such as "**Youth for Clean India**" and "**Pollution Awareness Program**" aimed at fostering environmental consciousness among the community. Additionally, the institute regularly conducts medical camps and blood donation drives to address healthcare needs, along with tree plantation drives to contribute to **environmental sustainability**. Furthermore, the NSS volunteers actively participate in community sensitization programs on various social issues. These include rallies for environmental awareness, campaigns to promote election awareness, and initiatives to raise **awareness about COVID-19 prevention and safety measures**. Additionally, efforts are made towards plastic removal to support the Fit India campaign, promoting a healthier lifestyle. It helps the students to cultivate the qualities of tolerance, empathy and be service-minded nature. The institute's commitment to maintaining a clean and eco-friendly campus environment is reflected in the campus cleaning campaigns organized by NSS volunteers. These endeavours ensure that the campus remains green, clean, and provides an eco-friendly atmosphere for all stakeholders. Through these extension activities, Jain Institute of Technology has garnered recognition and accolades from various governmental and government-recognized bodies. These awards serve as a testament to the institute's dedication to social responsibility and its impactful contributions towards addressing pressing societal issues. The faculty and students at Jain Institute of Technology Davangere have received recognition from both government and non-government organizations for their commendable work.

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

3.4.3

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

Response: 75

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
17	19	7	14	18

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

3.5 Collaboration

3.5.1

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

Response: 41

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:

With a well-maintained infrastructure, the 15490.78 square metre campus of the institution is surrounded by greenery. The ground level of the institution is equipped with a principal's cabin, a reception lounge with a waiting area, an administrative office, auditorium, IQAC cell, Placement cell, Skill Development cell and board room for convenient access by stakeholders. **Wi-Fi access points** on every floor of the building provide robust connectivity. There is a bulletin board in each classroom and corridor that displays all relevant information, articles, charts and models. Computer laboratories include fixed computer terminals, and the rooms are well-equipped with Wi-Fi and LAN connections. The computers are equipped with the most recent configuration and internet access. Firewalls and anti-virus software are implemented to protect data security. All **33 classrooms** are equipped with **LCD projectors**, which are linked to desktop systems/laptops and the internet, allowing faculty members to augment pedagogy with various e-resources available through the library, an ICT-enabled facility that aids in a blended learning approach. Institution has 38 Laboratories which are equipped with adequate equipments for conducting experiments. In addition, there are Five seminar halls which are used for purpose of conducting conference and other departmental activities. The institution's library offers access to books, newspapers, journals, magazines, and electronic resources. **The library spans a total area of 600 square meters**, with 300 square meters on the ground floor and an **additional 300 square meters on the first floor**. It can accommodate up to 200 users simultaneously. As recreational amenities, the hostels feature indoor television facilities and sports halls. There are **two hostels for girls' students and one hostel for boys**. Accommodation is available for both girls' and boys' students in the hostels. Students, staff, and visitors can obtain pertinent and essential information from the campus reception desk. The facility offers a waiting area for guests. In answering phone calls about the institution, the reception counter serves as the front desk. The campus has amenities such as wheelchair accessible restrooms, ramps, elevators, and the like to make it accessible to individuals with special needs. Students are urged to offer their assistance to guests or other students who require special attention. There are enough restrooms for boys and girls. Additionally, the entire campus has access to safe drinking water. Institution has **auditorium with built-up area of 230.66 square meters and seating capacity of 250**. The college provides adequate facilities for Indoor and Outdoor games with sports equipment. A specialized research center facilitates for the research endeavours of the departments. Each block is equipped with lifts. The college has a canteen that serves both students and staff with quality food at subsidized rates. It also offers various services including **Sick room, Stationery shop, photocopying facility, vehicle parking, generator, hostel accommodations, yoga center, security services, CCTV surveillance, fire extinguishers, and an ERP system**. The annual budgeting exercise takes care of upgrading and maintenance of existing

Physical and academic infrastructure.

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: 41.58

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
136.10608	138.86537	112.52777	136.24415	132.88193

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

The library functions in a highly professional manner in the best interests of the academic community of the institution. It remains open from **8:00 AM to 5:00 PM** on all working days. Library management system is incorporated with latest technology that enables the library to serve its users effectively. The library covers 600 square metres, with the bottom floor holding Reference, Digital Library, Circulation Desk, Reprography, and Newspapers/Magazines. The first floor has the Reading Section, which has a seating capacity of 100 people. The library uses the Dewey Decimal Classification method to organise books properly. There is a Library Advisory committee which meets regularly and takes care of the upkeep of the library, the purchase of Journals and latest editions of Books. The recommendations for purchase of the latest edition of books including the reference books as received from the departments are scrutinized and purchase order placed after due approval from the head of the institution. Library helps staff and students to enhance the knowledge through various resources such as books, newspapers, journals, magazines and electronic library. The library has been automated using a **KOHA an open source software** version 3.12.00.00 from 2014 along with bar coding to fulfil the needs of the staff/students for easy accessing. Library subscribes to **45 print journals** and e-journals through VTU-Consortium. Library resources comprises with books, project reports, current journals. The Institution central library also have VTU e-Consortium and National Digital Library Club membership. The library has developed an excellent collection of books, journals in engineering technology and management. The membership in the National Digital Library grants patrons access to a vast array of digital resources including books, journals, theses, manuscripts, and audiovisual materials.

The library has over **3555 titles and 16135 volumes** which are updated regularly by way of adding new literature in the form of textbooks, reference books, reports, journals (national & international), and magazines.

Following facilities are available in the library:

- Old exam question papers, textbooks, journals, general reference materials, technical magazines, newspapers (4 English and 5 Kannada), and 700 CDs.
- Offers e-resources from VTU Consortium and uses Drillbit software to check plagiarism in research papers, thesis, and project reports. All resources are made available on the college website (<https://www.jitd.ac.in/>).

Library is equipped with **15 computers** with configuration of **HP PRO 285 3.6G with 8GB RAM** for accessing digital resources and e-books which are subscribed by the VTU under e-consortium. Online e-resources are subscribed to all the programs, Undergraduate, Postgraduate, through the VTU Consortium. which are IP-based. **Knimbus** which is an online remote access platform and can be accessed anywhere in the campus and off campus through the link . The institution spends an annual amount of around 15 to 17 lakhs towards the purchase of books, journals and e-resources. The faculty and students make extensive usage of the library, which is essential for academic and research endeavours since it provides resources and support for their intellectual endeavours and educational goals.

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 a well-defined policy in place for periodically updating its IT infrastructure to support administrative, academic, and research-related tasks. Every year, the budget for IT infrastructure has increased. A team of technical experts and management representatives creates budget plans and suggests buying the right hardware and software. The group also handles system management, website maintenance, and other IT infrastructure tasks. Furthermore, this team makes sure that the website is updated, facilitating simple access to and navigation of pertinent institutional information. The college provides free Wi-Fi available across the campus, and each classroom has an LCD projector. Faculty members can work with various Wi-Fi access points and free, limitless internet access. The institution has **50 Mbps Reliance JIO leased line and 500 Mbps BSNL leased line**. There is a high-speed Internet facility with Airtel 4Mbps leased line and BSNL **5FTTH MODEMS with 1100 Mbps connection on campus**. The campus's internet connection has a total bandwidth of **1654 Mbps (1.65 Gbps)**. Institution upgrades IT infrastructure to keep-up with technological uptrend by replacing the outdated peripherals, as and when required according to university curriculum. Students can access email, the internet, and web-based applications via a fully networked campus with cutting-edge IT infrastructure, processing power, and communication capabilities. These features also assist students with project and seminar preparation. Regularly updated anti-virus software safeguards corporate workstations and laptops as well as computer labs. The institution's **IPfire Linux 4.14.198 and Sophos firewall**, which also offers network security on campus, was installed to handle increased network and application demand. This ensures application security by thwarting complex application-layer threats at the network's edge. The campus's computer labs and desktops are linked to a UPS backup system in addition to the generator backup. Students get access to G-suite, which includes **Google Meet** for online meetings and sessions, calendar, drive, and email. Remote access to learning resources via **e-Resources** is enabled with an updated network. The institution also promotes the use of open-source software for academic and research purposes, including the usage of packages such as N-List where appropriate. The college has an **Enterprise Resource Planning (ERP)** solution to handle administrative tasks, teaching-learning, assessment, daily attendance status access and the like. The institution conducted various webinars using the licensed version of video conferencing tools like **Zoom** and other popular platforms. The institution has deployed a strong surveillance system containing high-resolution cameras installed all over the campus. The campus has partnerships with key software providers including **Microsoft, AutoCAD, Solid Edge, Matlab, Cadem, Xilinx ISE, and Ansys**. Furthermore, the institution promotes the use of open-source software for academic, research, and administrative purposes, including programmes such as **Linux and OpenOffice**. Learning Management System (LMS) is widely utilised by all the departments. This enables faculty members and students to function effectively in terms of Multimedia Approach to Teaching and Learning, posting study materials and assignments, conducting Certificate Courses, and

other activities.

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: 2.98

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

Response: 492

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 29.16

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
102.92179	99.24277	75.00938	84.75224	98.51420

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
Provide Links for any other relevant document to support the claim (if any)	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: 80.08

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
1075	1273	1215	1480	1589

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 91.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
1464	1381	1371	1600	1765

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 64.32

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
182	189	213	474	424

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
408	408	457	551	480

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

5.2.2

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

Response: 1.22

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
3	4	0	1	2

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

5.3 Student Participation and Activities

5.3.1

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

Response: 18

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
1	7	5	3	2

File Description**Document**

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 12.6

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
12	11	8	10	22

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:

The registered alumni association of the institution effectively supports the initiatives undertaken for progress in the areas of academics, placements and extension activities. The formal association of the institution's alumni came into existence on **26th May 2017** as per registration number **DRDVG/SOR/107/2017-2018**. The nominated office bearers of the Alumni association meet regularly and discuss the participation of the alumni in curricular, Co-Curricular and extra-Curricular activities of the institution. The alumni meet is organized on a yearly basis. Alumni are elected as executive members of the committee to be a part of the running of the Alumni association. They take an active part along with the faculty office bearers of the association in conducting the meetings every year. The institution has a database of the graduated students and remains connected with the alumni via different social media such as WhatsApp groups, Facebook and the like. The main objective of the alumni association is to create and maintain a perpetual connection between Institute and its Alumni. The Alumni Association has been functional as a significant contributing stakeholder in shaping the policies and overall development of the institute.

The Alumni Association plays a noteworthy role in bridging the gap between the academic and corporate sectors through career guidance and peer counselling. Reputed alumni members are invited as Resource Persons for college conferences and seminars. Workshops are conducted with the help of alumni, where tips to face, the interview are provided to the students. They also train the students to face competitive exams. The Alumni Association helps to organize educational and industrial visits for the students. Alumni are involved in the quality initiatives of the institution. The association assists the current students by providing placement leads and referrals. Alumni feedback regarding curricular aspects is highly valued. The suggestions given by the alumni help the institution to improvise in terms of the teaching-learning process and to strengthen the add-on courses which meet the industry needs. Alumni are invited as special guests on occasions such as Orientation programs, Freshers' Fest, Graduation Day and share the knowledge acquired by them in their areas of success through their pep talks which motivate the students to succeed. Prominent Alumni are invited as Judges for the intra and inter-collegiate technical Fests. The institution integrates alumni during the conduct of awareness programs such as prohibition of alcohol and drug abuse, plantation and clean-up drives, and the like. The alumni members are actively participating in organizing and executing technical activities, sharing inputs with respect to changing scenario. Besides supporting the institutional growth through their skills and experience, Alumni have been generating invaluable good opinion about the institution among their social and professional networks. Alumni meets help in networking and strengthening social relations and sharing the expertise with the students for guidance of projects, internships and placements. Overall,

the alumni association contributes significantly to the development of the institution, playing multiple roles in its growth. The institution is committed to cultivating a vibrant alumni network that serves as a resource for professional development

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 Institute's Vision and Mission statements are clearly stated, and easily accessible to all stakeholders via its website and other prominent locations. The vision of the institute is

“Technical manpower development to build professionally excellent, globally competitive, socially responsible engineers and entrepreneurs with human values”. The mission supports the translation of vision into reality through overriding commitment to create human assets and intellectual capital, fostered in an ethical environment in which both the spirit and skill can thrive. The institute makes a determined and concerted effort to meet all parts of the quality mandate as stipulated. The administrative governance in the institute is rooted in ensuring the optimum process and systems orientation, as validated through audits as recognitions and accreditation obtained. The institute has been granted recognition under UGC Act 1956 with 2(f) status. Jain Institute of Technology, Davanagere is affiliated to **Visvesvaraya Technological University (VTU)**, Belagavi. With the VTU implementing National Education Policy-2020, which was effective from academic year 2021–2022, the Institute is offering the curriculum and pedagogical framework, as well as a comprehensive, multidisciplinary education, to realize the goal of nurturing young minds as stated in NEP–2020. The college has achieved a rating of 3.5 Stars out of 5 in the IIC 4.0 Ranking and has been acknowledged by DPIIT for the startup Nexgate Pioneer Solutions Private Limited. A technological business incubator, training programmes, and mentorship systems had been established as part of an entrepreneurial ecosystem. Thus, the academic governance in the Institute is built upon the value of achieving a high quality by consciously adopting the quality policy and ensuring its implementation through a system of shared responsibility from individual faculty member to the highest statutory bodies. It strives hard to constantly reinvent to improve academic governance through participation of all stakeholders including the students, faculty and potential employers. The feedback system is institutionalized and ERP enabled. The Institute is governed by Governing Council and supported by HODs, Deans and Committees as specified by AICTE and affiliating University. The Governing Council, through its authorized nominees, meets on a regular basis to approve, review, and monitor the different actions implemented for the institution's development. It also establishes standards for maximizing the use of existing resources, as well as evaluating and approving the institution's key performance indicators by ensuring the freedom combined with accountability, supportive environment in tandem with student-centric outcome focus. The leadership of the Institute promotes a dynamic learning organization with the able guidance of the Governing Council, Departmental Advisory Committee (DAC), IQAC, and bodies fostering Industry-Academia Interface and Research. Faculty members are also appropriately represented in other committees and bodies addressing issues such as grievance redressal, admissions, discipline, teaching-learning innovations, quality assurance, and more, spanning different hierarchical levels. The Institution promotes a participative management culture at the leadership, strategic, functional, and operational levels, as well as alumni and

industry, in order to enable learners' outcomes while adhering to the compliance framework for various academic, administrative, extension, co-curricular, and extra-curricular activities

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The standards of Governance at the Institute has prescribed policies and practices as per the requirements under VTU and AICTE regulations, to ensure effective governance in the matter of planning human resources, recruitment, training, performance appraisal, financial management and overall role of leadership in institution building. Institute has a culture to bring in the participation of faculty and administration at various levels for their association in the development of the Institute. The organogram of the Institute has clear distribution of each position, member composition, power functions, roles and responsibility. Governing Council is the main policy framing body of the institute. The perspective plan for growth and expansion of the institution, review of the progress, approval of annual budget and expenditure is administered by the Governing Council. The Principal takes the lead in managing both the academic and administrative functions of the institution. This involves implementing long-term perspective plans, overseeing academic progress, as well as supervising the administration of departments and various committees. The Deans of Academics, R&D, Placement and Training, Accreditation, IPR effectively accomplish their assigned responsibilities ensuring quality and sustained academic advancement. The Heads of various departments lead, guide and mentor the respective department towards overall progress of students and the staff members. Faculty and non-teaching staff contribute effectively towards the execution of various activities through assigned responsibilities under the guidance of administrators. Office comprises of various superintendents executing admissions, accounts, scholarship, work related to statutory bodies and other day to day activities. The Institute has well defined service rules regarding the procedure for recruitment, promotional policy, and leave rules, which is approved by the Governing Council and disseminated to the staff. Any revision made with service rules is notified through circulars.

The institute follows the organized recruitment procedure incorporating advertisements for vacant positions, interview process by selection committee to ensure fairness and transparency in the selection process. The faculty appointments have been approved by the governing council. Institute follows AICTE norms for assigning designations for the faculty and offers AICTE scales. The Institute has a well-structured Performance Based Appraisal System for professional development of the faculty and staff.

The promotions and absorbing the staff into permanent employment from probation depends on the performance appraisal, recommended by the Screening Committee. Non-teaching staff are extended with state scales and leaves as per the norms and promotions are on the basis of their performance. Institute periodically assesses the overall progress through a consultative feedback process from all the stakeholders, revisiting the vision, mission and core values, prepares focused perspective plans, envisioning advancements in the programs offered, to enter the next orbit of success. In this direction, “To establish MoU with reputed industries and organizations for bridging the gap between industry and academia”, has been one of the most important objectives of the Strategic Plan. The Internal Quality Assurance Cell (IQAC) monitors quality enhancement initiatives. To achieve the objective, the institute has always strived to provide appropriate value-added programs and industrial certifications through industry linkages, bridging the education-employability gap effectively.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution has a clearly defined Employee Welfare Policy, which includes various kinds of welfare initiatives intended to promote an inclusive working environment. Some of these include social security and health benefits such as ESI/EPF/Gratuity, Staff Group Insurance, leave, and an On Official Duty (OOD) policy. Employees can take a variety of leave options, including casual, special, medical, sabbatical, examination, marriage, maternity, and paternity leave. It provides insight into the numerous employee plans and benefits offered by management. Faculty can use the OOD facility to attend university exam duties, Workshops, Orientation/Refresher courses, Conferences, and represent themselves as Resource persons. The Institution provides several welfare initiatives for both teaching and non-teaching staff to promote career development. These programmes enhance the professional abilities of both teachers and non-teaching personnel. Performance-based incentive systems reward both teaching and non-teaching staff members. Faculty members are encouraged to visit other higher education institutions as resource persons, session chairs, co-chairs, and so on. Faculty members obtain further support in the form of grants for open-access publications, monetary benefits for individuals pursuing research projects, paid leave for international fellowships, and financial assistance with IPR filing. Faculty members are provided with flexible working hours to pursue their Ph.D., as well as those interested in pursuing additional research activities such as minor and major research projects. The institution organizes Faculty Development Programmes regularly to upgrade their teaching and knowledge skills. The institution places significant emphasis on the academic success of its faculty members, as determined by the feedback mechanism. Evaluation criteria for teaching staff include upgradation of academic qualifications, teaching experience, feedback from students, research experience and training, research projects and consultancy, attendance at seminars/conferences/symposia/workshops, number of publications/products/patents, and communication skills. This is accomplished through the use of the 'Performance Based Appraisal System (PBAS)', which allows academic staff to self-evaluate at the end of the academic year, followed by reviews at two higher levels. The performance is assessed by the IQAC along with HoDs and the same is reported to the governing council. Additional increment is given to the deserving faculty members based on the appraisal which serves as a motivation for better performance. Based on the appraisal, the faculty members are given necessary training through the FDPs by senior faculty members and external resource persons. The Head of the Institution and the HoD's discuss performance improvement measures with the faculty members. Faculty members who complete their Ph.D.s and who clear the NET/KSET/SET exams receive additional promotions and institution encourages faculty members to pursue Ph.Ds. The Performance Appraisal Report for supporting staff is done annually based on observations made by the Institution's Head. Non-teaching staff are evaluated based on their work experience, the job role they are assigned, as well as deliverables and targets. Each year, one supporting staff member is recognized for their performance and contributions. The newly hired employees are inducted, and special training is scheduled for them. The institution conducted a vaccination drive. Besides this, faculty members are empowered to engage in decision-making processes, strengthening leadership skills.

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: 64.48

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
59	45	28	63	90

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 / workshops and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 78.68

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
89	143	126	77	137

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
66	60	58	51	50

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Institute has framed the strategies for mobilization of funds and the optimal utilization of resources with a Vision that the proper utilization of the Institute resources may not only result in quality assurance, improve productivity and competitiveness but also leads to generation of economic resources – savings, tax, etc. Institute maintains and follows a well-planned process for the mobilization of funds

and resources. The major source of funds is the fees collected from students, Interest income on savings, Research Projects funding by agencies like KSCST. Any expenditure of the Institute is regulated through allocated Budgets as recommended by the principal after due approval of the Governing Council. All the HoDs, Deans and administrative heads submit their requirements for the ensuing financial year as per their Strategic Perspective Plans. The requirements like new lab setup, upgradation of existing labs, Research & Development, Books & Journals, Furniture and other equipment's including Software, Students' training and consumables, Repair and maintenance, Printing & Stationery, Faculty Development & conference and the like are addressed as part of resource optimization. On the basis of requirements, the budget is framed by the Purchase Committee in consultation with IQAC, Dean Academics and principal and is put forth in the Governing Council meeting and approved with suggested changes. All the departments adhere to utilization of approved budget. There exists review mechanism ensuring optimal utilization of resources in all the dimensions of the Institute's functioning and regular review meeting are organized for its efficient implementation. As a part of the financial management system, the Institute follows two levels of audit. The institute has a mechanism for external and internal audits to ensure financial compliance. To monitor the same, internal and external financial audits are conducted on a regular basis. Internal audit is conducted twice a year. The bank reconciliation statements get examined along with fees reconciliation on a daily basis. This is followed by cash book verification. During the internal audit, the liabilities of various creditors are verified. Statutory compliances such as ESI and PF are assessed. Any clarifications or observations are addressed within the internal auditing process. An external chartered accountant conducts an audit once a year. So far, no significant audit objections have been reported. The audit focuses on the acquisition and administration of capital equipment, consumables, and services. Annual maintenance contracts and quotations from suppliers are reviewed. Authorization of expenditures in accordance with the governing council's approved budget, as well as the transfer of authority, are guaranteed. The bills and receipts are cross-checked, and the petty cash expenditure summary is reviewed. The payment of taxes and other statutory requirements, as well as the filing of returns, are monitored. All additional compliances, such as affiliation/renewal fees, student admission registration fees, and late admission fees, have been met. The Accounts section receives the audited financial statements as well as the Auditor's report. The audited financial accounts, along with the auditor's report, are submitted to the management. The institution maintains transparency and accountability throughout the auditing process.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

IQAC at the Institute is structured as per the guidelines of NAAC and works in line with Quality Policy of the Institute to seamlessly integrate all quality dimensions into the processes and procedures of the college. IQAC initiatives have led to substantial improvements in the academic performance of the Institute. IQAC has representatives from industry as regular members to bring in new perspectives and inputs of industry expectations. The Institute continuously works to improve the quality of education for its students. The academic parameters such as CO and PO attainments will be evaluated at institute level by Internal Quality assurance Cell through conducting academic audits. The Heads of the departments, in collaboration with senior faculty members, have introduced various quality initiatives within each department to enhance teaching and learning methodologies. To strengthen the teaching learning process, Industry-Institute interaction and research culture, IQAC has taken following initiatives:

- Organizing seminars and workshops to sensitise the faculty about the quality initiative programs.
- Conducting workshops to highlight the significance of Outcome-Based Education.
- Encouraging faculty members to participate in seminars, workshops, and faculty development programs focused on innovative teaching methods and the effective use of Information and Communication Technology (ICT).
- Encouraging both Students and Faculty to register for NPTEL/SWAYAM/Spoken Tutorial/MOOCs etc. for knowledge enhancement.
- Implementing a well-structured documentation system for student mentoring.
- Facilitating mentoring programs for students.
- Conducting continuous internal evaluation in all laboratories to ensure on-going quality assessment and improvement.
- Reviewing the attainment of COs, POs and PSOs computed through a well-structured methodology.
- Conducting Internal Academic Audits of the departments to improve the academic performance of the institution.
- Encouraging and guiding students to participate in an industrial internship
- To enhance the experiential learning practices, mapping and covering the course contents through industrial visits and field visits
- Industry interaction sessions to bridge the industry academia gap
- Industry collaborations to fortify the technical skills of the students.
- Motivating students and faculties to apply for funded projects from KSCST, VTU, VGST, DST, MSME, AICTE etc.

All these noteworthy efforts have led towards accreditation by NBA for CSE, ECE, and EEE BE programs during AY 2022-23 and UGC recognition. Organizational development initiatives, like entrepreneurship and teaching social and environmental responsibility, are implemented throughout a range of channels. Through the use of mock aptitude tests, mock group discussions, skill enhancement sessions, and other activities, it makes sure that the placement cell's operations elevate the competency levels of seeking students. The faculty members' performance will be evaluated by the IQAC using a performance appraisal mechanism that has been put into place. Every now and then, input is gathered from stakeholders, industry professionals, graduates, and students. All recommendations are examined, and appropriate action is initiated. Best practices that are implemented by the different departments are institutionalized by IQAC. The IQAC conducts periodical meetings with the departments. IQAC analyses

the institutional results and encourages faculties to submit proposals to external agencies. The IQAC constantly works towards setting up benchmarks for all its quality initiatives and implementation.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institution has a gender equity policy with goals, objectives and an action plan. The Human Resource Policy reflects the management's gender equity procedures on hiring, salary scale, promotions, and other benefits. The institution makes sure that female faculty members are equally represented when they are nominated to lead departments, form committees, and participate in decision-making. The institution supports its faculty members' representation in academic councils, boards of studies, and boards of examiners at affiliating universities. Students are fairly given the chance to offer their services to different forums and cells. The institution formed a Gender Equity Cell in order to carry out the policy goals. It not only raises awareness among students but also observes national and international days that promote gender equity. Institute has also established "Women's Cell" and "Grievance Redressal Cell" which address the issues related to women. These cells are monitored by senior faculty members to protect the interest of women. The Women Development Cell (WDC) promotes gender equality on the campus, fostering self-esteem and confidence among female students, and preventing exploitation based on gender. The primary objective of the cell is to empower women. The Institute provides equal opportunity for all to participate in all activities conducted in the institute that may be administrative, co-curricular and extracurricular activities. Faculty members are nominated in committees without any discrimination. Male and female staff members and students are treated equally. The institution promotes gender awareness through various programmes, including workshops, seminars, guest lectures, posters, and counselling. Female students were taught "self-defense." Regular education on human rights, domestic violence, and cyber security helps protect female students and employees. Do's and Dont's are also displayed at the all the blocks of institute. Electronic Surveillance systems in all prominent places viz., Admin block, Classrooms, Corridors, Seminar halls, Auditoriums, Library, Cafeteria, Hostel premises etc. are installed to ensure safety in the campus is installed and maintained to monitor and record activities. The Institution has a counsellor who provides students with the appropriate counselling services on a need-basis. Counselling sessions occur on a regular basis. Ladies' rooms are located in appropriate areas of the Academic building and include amenities such as a common room, sanitary pad dispenser, incinerator, table, chair, and bed. The institute has established an Internal Compliance Committee for the benefit of staff and students to attend various issues. Women can access confidential helplines 24 hours a day, seven days a week. The Student Grievance Redressal Cell works toward ensuring effective solution to the students' grievances of academic and administrative nature and in all such matters directly affecting them, either individually or as a group, with an impartial and fair approach. Fire extinguishers and first-aid kits have been installed in strategic locations to ensure the safety of all students and staff. Functional anti-ragging

cells run various awareness campaigns and displays posters in the academic block. The institution firmly believes in the creation of an environment that is both unbiased and competitive, and this applies to both genders as well.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The Institution makes numerous efforts and activities to create an inclusive environment that fosters students' overall personality development and to establish respect and harmony among students, teachers, and other stakeholders by conducting a variety of events and festivals. Blood donation camp is annually organized by NSS unit of the Institute in association with Indian Red Cross Society, where students and faculty contribute voluntarily by donating blood for the noble cause of serving society and they were appreciated by distributing certificates. Kannada Rajyothsava Day is commemorated yearly on 1st November in cooperation with the Institute's NSS wing. During Kannada Rajyothsava, students participate in pick-and-speak games and sing during programmes like Kannada Habba and Koti Kanta Gayana. The institution celebrates National and International commemorative days with dedication and enthusiasm. Republic Day and Independence Day are celebrated to raise awareness among students about the fight for independence and to commemorate the signing of the Indian Constitution. Commemorative days such as Gandhi Jayanthi and Ambedkar Jayanthi are commemorated to honour and practice the values of these great figures. To promote tolerance and harmony among different cultures, the institution encourages the celebration of festivals such as Ganesh Chaturthi, Mahaveer Jayanthi, Valmiki Jayanthi, Kanakadasa Jayanthi and Ramanavami. In order to promote the values and ethos in students, the institute celebrates the Ayudha Pooja Festival during Dussehra every year. These festivals are an important part of cultural heritage, and commemorating them helps students learn about diverse cultures, traditions, and customs. The institution organizes Ethnic Day, where students showcase the cultural diversity of their region and the nation as a whole. Students dress in

traditional Indian attire, representing various states. This brings students closer to the traditions, customs, and cultural beliefs, fosters brotherhood among them, and seeks to offer a favorable working environment. Every year, on June 21st, the Institute commemorates International Yoga Day, in which many students and faculty participate. The main aim is to provide health benefits of Yogic practices like Pranayama and Yogasana. Institution Innovation Council unit of the college observes Engineer's Day, Innovation Day, Earth Day, Entrepreneurship Day, and Environmental Day and Teacher's Day. Constitution Day is observed yearly on 26th November in order to teach students about constitutional principles such as sovereignty, secularism, democracy, unity, integrity, and international peace. The institution conducts a variety of programmes to raise awareness of constitutional obligations among the academic community and to discourage anti-social behaviour. Every year, the Institute's NSS unit launches the Swachh Bharath Abhiyan. Students from different batches take part in the programme. During Covid-19 pandemic, the administration took measures while re-opening the Institute after assuring immunization of teaching and non-teaching staff and organized a special covid-19 vaccination camp at campus to vaccinate all teaching, non-teaching staff, students and parents. The institution pays tribute to great personalities by commemorating their birth and death anniversaries, aiming to instill values, beliefs, and ideals in the young minds. Thus, the institution strives to impart in students not only professional abilities, but also cultural sensitivity, and social responsibility.

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:

Best Practice I

1. Title of the Practice: Art of Entrepreneurship: Practices for Business

2. Objective:

- To act as driving force behind skilled, ethical first-gen entrepreneur's development, graced with ethics.
- To assist in turning existing family enterprises into profitable, sustainable ventures.
- Encouraging entrepreneurship via showcasing success stories, training, and research.
- Educating entrepreneurship issues, risk mitigation.
- Celebrate entrepreneur's accomplishments who turned passions into profitable ventures.

3. The Context

Encouraging entrepreneurship among engineering students fosters creativity and problem-solving, combating the allure of MNC careers. Fear of failure and parental discouragement impede risk-taking and dissuades independence. Limited exposure to the networking and business knowledge hinders understanding of entrepreneurial landscape, including legalities, funding, and market intricacies. Integrating entrepreneurship into curricula builds critical thinking and business acumen. Hands-on activities and industry collaborations provide essential experience and foster innovation, nurturing future leaders in dynamic economy.

4. The Practice

IIC (Institution Innovation Council) and EDC (Entrepreneurship Development Cell) are platforms allowing students to nurture, polish and showcase their entrepreneurial zeal. **Skill Building activities:** Workshops, seminars, startup challenges, and networking events led by expert's foster innovation and initiative. Our institution supports launching ventures or cultivating mindset, turning dreams into achievements in dynamic business landscape. **Food Stalls:** Students opened their food stalls to sell only healthy food items like fruit and vegetable salads, buttermilk and juices, which helps students to build team work and inculcate entrepreneurship skills. **Selling Event** is an activity-based learning where students bought products from JITD canteen, and identified customers on the campus. Student who makes the most sales is deemed the winner. **MY STORY:** Success stories inspire aspiring entrepreneurs enter entrepreneurship world. **Field Visits** immerse students in real-world entrepreneurship, showcasing successful startups and innovative strategies. Interactions with entrepreneurs offer valuable guidance, fostering a supportive community and igniting passion for entrepreneurial pursuits. **Hackathons and Ideathons** foster innovation and problem-solving skills. Through teamwork, feedback, and pitching, students gain practical entrepreneurial skills and confidence. **P-Expo:** Final year students display their projects at Project Expo, assessed by judges. Best projects are turned into patents and publications

5. Evidence of Success

The institution celebrated three successful proposals at the 7th PMAC Meeting of MSME Innovative. At CPSE Conclave, each proposal received 15 lakhs. Institute secured Rs. 1.00 crore financial support. **JITD Incubation Centre** incubating Nexgate Pioneer Solutions, having brand "Drone Junction" provides internships to JITD students. Students Ideas and projects got selected in events outside institution. **Chenraj Roychand Centre for Entrepreneurship (CRCE)** Entrepreneurial wing of JAIN University, provides platform to nurture entrepreneurial zeal. **Student entrepreneurs:** Student entrepreneurship skills lead many becoming entrepreneurs or joining family businesses, making meaningful contributions to business world, benefiting individuals and the broader economy.

6. Problems Encountered and Resources required

Students often lack motivation due to failure fear, stress, and uncertainty in business world, as they are not exposed to real situations of business environment. Mentoring and cohort settings can boost motivation, foster competition, risk-taking, and teamwork. Challenges include initiative, financial organization and time management. Limited exposure to networking, trends, and training hinders comprehension of fundraising complexities. Difficulty in finding dedicated mentors and balancing academic requirements are additional hurdles.

Best Practice II

1. Title of the Practice: The Power of Projects – Practices for Experiential Learning

2. Objective:

The primary goal of the Project Exhibition at our institute is to offer a platform for students to showcase their innovative projects and highlight their potential and it gives opportunity for them to demonstrate their learning experiences. Participating in this exhibition are students in their final year of study.

3. The Context

When preparing a project exhibition, the context involves several key components to ensure the event is successful and impactful. Circumstances surrounding execution of project can greatly differ based on factors such as project's nature, objectives, industry it pertains to. Distinct contexts associated with executing projects in various domains, including software, hardware development, data science, construction projects. Aim of a project exhibition encompasses sharing knowledge, receiving feedback and evaluation, celebrating achievements, and providing inspiration

4. The Practice

The practice related to project management involves the application of principles, processes, and methodologies to plan, execute, monitor, and control projects effectively.

1. Project Selection and Development: Students choose or are assigned a project to work on, often based on their interests, academic requirements, or industry relevance.
2. Presentation Preparation: Students prepare presentation to showcase their projects effectively. This may involve creating posters, slideshows, prototypes, or other visual aids.
3. Exhibition Day: The projects are displayed or presented in a designated area or venue within the college campus. Visitors, including faculty, peers, and external guests, have the opportunity to view the projects and interact with the students.
4. Networking and Feedback: Students engage with visitors, explaining their projects, answering and receiving feedback. This interaction fosters networking opportunities and provide valuable insights for future project iterations or career paths.
5. Evaluation and Recognition: Projects may be evaluated based on predefined criteria, such as innovation, technical merit, and presentation quality. Recognition, awards, or certificates may be given to outstanding projects or students.

Reflection and Improvement: After the exhibition, students reflect on their experiences, feedback received, and the areas for improvement. This reflection can inform future project work and personal development.

5. Evidence of Success

Evidence of success in our institute can take various forms depends on the specific goals, objectives of the project. Successful projects typically achieve their intended outcomes and deliver value to stakeholders. success in a project exhibition is multifaceted and can be evaluated through a combination of qualitative and quantitative measures that reflect the achievements, impact, and value created for

participants, stakeholders. The institute promotes student's skill display through paper publications in conferences/journals and participation in technical paper presentations and project exhibitions. Awards or recognition from industry peers, clients, or professional associations are the indications of project success

6. Problems Encountered and Resources required

When working on project, various problems can arise. It's essential to identify and address them effectively. To address these problems effectively, project managers and teams need access to appropriate resources, including tools, expertise, and processes. The specific resources required will depend on nature of the project, its complexity, and industry in which it operates. Project exhibitions can overcome obstacles and achieve success in showcasing the achievements and contributions of participants

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:

Title: Skilling – Tool for Life - Long Learning

Objective

The objectives for integrating skill development as its institutional distinctiveness are multifaceted and dynamic. Firstly, the institution aims to bridge the gap between academic learning and industry requirements by providing practical training in contemporary tools and technologies such as AutoCAD, Creo, and Java Application Development using MySQL. These programs are designed to enhance the technical proficiency of students, making them more employable and industry-ready upon graduation. Secondly, the institution seeks to foster a culture of lifelong learning among its students by offering skill development programs that are not only relevant to their academic curriculum but also align with the current trends and demands of the job market. Through workshops like the "Education to Employability workshop," students are equipped with essential soft skills, communication abilities, and professional etiquette, essential for success in the workplace. Moreover, the Institute endeavours to empower students with practical hands-on experience through workshops such as "Engine Assembly and Engine Workshop," providing them with invaluable insights into real-world applications and challenges within their field of study. Lastly, the institution aims to instil a spirit of innovation and entrepreneurship

among its students by nurturing their technical skills and fostering creativity through skill development initiatives. By encouraging students to explore and experiment with emerging technologies, the institution aspires to cultivate a generation of self-reliant individuals capable of driving positive change and innovation in the industry.

The Context

In response to the evolving demands of the modern workforce and the need to equip students with practical skills, the institute has embraced skill development as its institutional distinctiveness. Through a comprehensive array of skill development programs, the institution endeavours to empower its students with hands-on expertise across diverse domains. The institution's commitment to bridging the gap between academia and industry is evident through its meticulously curated workshops and training programs. Initiatives such as the "Training Program on AutoCAD and Creo," "Workshop on Machine Learning and its Applications using Python," and "Workshop on Image Processing and its Applications using MATLAB" underscore its dedication to imparting cutting-edge technical competencies. Moreover, recognizing the significance of renewable energy technologies and emerging trends, the institution conducts workshops like "Workshop on Solar Panel Assembly and Net Metering" to provide students with insights into sustainable energy solutions. Additionally, workshops focusing on embedded systems, Arduino, 3D printing, and electrical wiring further augment students' practical skill sets, ensuring they are well-prepared to tackle real-world challenges upon graduation. The institute sets itself apart by prioritizing skill development, thereby nurturing a cohort of highly competent and industry-ready professionals poised to make significant contributions in their respective fields.

The Practice

Jain Institute of Technology stands at the forefront of educational innovation by embracing skill development as its institutional distinctiveness. The institution's commitment to fostering practical skills among its students is exemplified through a diverse range of skill development programs and workshops. The practice of conducting workshops on contemporary technologies like AutoCAD, Creo, Java Application Development, Machine Learning, Image Processing, and Embedded Systems reflects the institution's proactive approach to aligning academic learning with industry demands. These workshops not only impart technical proficiency but also instill a sense of adaptability and readiness to navigate the rapidly evolving technological landscape. Furthermore, the institution's emphasis on hands-on experiences, such as the Engine Assembly and Solar Panel Assembly workshops, goes beyond theoretical knowledge, providing students with invaluable practical insights into real-world applications. The one-day workshop on 3D printing underscores the institution's commitment to staying at the forefront of cutting-edge technologies, ensuring that students are well-equipped with the skills necessary to innovate and thrive in their respective fields. Overall, Jain Institute of Technology, sets a benchmark in providing holistic education that empowers students with the practical skills and knowledge needed to excel in the dynamic and competitive global marketplace.

Evidence of Success

The evidence of success for the institute skill development initiatives is palpable through various tangible outcomes and feedback from stakeholders. Firstly, the institution's Training Programs on AutoCAD, Creo, and Java Application Development have equipped students with practical skills highly sought after by industries, leading to a noticeable increase in employability and job placement rates among graduates. Secondly, workshops on emerging technologies like Machine Learning, Image Processing, and

Embedded Systems have not only enhanced students' technical competencies but have also inspired innovative projects and research endeavours, evident through accolades, publications, and participation in national and international competitions. Furthermore, the institution's focus on practical application, as demonstrated through workshops on Engine Assembly, Solar Panel Assembly, and Electrical Wiring, has resulted in students gaining hands-on experience, fostering a deeper understanding of theoretical concepts and enhancing their problem-solving abilities. Moreover, the positive feedback from industry partners, who have observed the practical readiness and skill levels of graduates, serves as a testament to the effectiveness of the institution's skill development initiatives.

Problems Encountered

While the Institute has made commendable strides in promoting skill development as its institutional distinctiveness, it has encountered several challenges along the way. One significant challenge is the rapid pace of technological advancements, necessitating frequent updates to the curriculum and training modules to ensure relevance and effectiveness. Keeping up with emerging technologies like Machine Learning, Image Processing, and 3D Printing requires substantial resources and expertise, posing logistical and financial constraints for the institution. Moreover, ensuring the availability of qualified instructors and trainers proficient in the latest technologies can be challenging, particularly in niche areas like Arduino programming or solar panel assembly. This scarcity of expertise may impact the quality and depth of training provided to students. Additionally, logistical challenges such as arranging suitable infrastructure, equipment, and materials for practical sessions, especially for workshops involving hands-on activities like engine assembly or electrical wiring, can be daunting. Furthermore, coordinating schedules and managing time effectively to accommodate a diverse range of skill development programs alongside regular academic curriculum demands careful planning and coordination among faculty, students, and external trainers. Despite these challenges, JITD, remains committed to overcoming these obstacles through strategic planning, resource allocation, and collaborative efforts to ensure the continued success of its skill development initiatives

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

5. CONCLUSION

Additional Information :

The institution right from its inception takes utmost care to emphasize the personal learning of its students which equips them with the academic knowledge coupled with skills of self-direction, curiosity and creativity. The well-defined learning outcomes that are observable and measurable is the main objective of the institution. The course outcomes and the program outcomes are mapped as assessment tool to measure the learning capabilities of the students. The program educational objectives are mapped with Graduate Attributes for the accomplishment of the graduates for the future career. The faculty members go as the resource persons to the other institutions. Awareness is created among the faculty and students to take up SWAYAM courses on various related topics. **Three of our students Ms. Pooja Sasvivalli, Ms. Suchitra N, Ms. Karishma Rathod belonging to Civil Engineering have secured University Ranks. The institution is preparing for the NBA Accreditation for all its remaining programs.** Discussions and brainstorming have happened in the Governing Council and other top management of the institution **to introduce M.Tech programs in innovative/emerging areas.**

Concluding Remarks :

In the context of the present Higher Education Scenario particularly in the technical education sector, the institution is gearing up to meet the aspirations of the 21st Century by accruing the degree of alignment between standards of learning outcomes and teacher training. The academic process of the institution largely focuses on imparting knowledge through quality teaching, the thrust on research activities and service-oriented outreach activities leading to holistic development of the students. The institution is proud in preparing its students for employability, social responsibility and good citizenry. It creates ample opportunities for the students to develop their critical thinking competencies which allows them to participate in socially relevant societal needs. Instructional priorities have been shifted on par with the **National Curriculum Framework**. Concentration on the teaching pedagogies and aspirations to further strengthen the collaborative activities to produce a coherent and integrated set of educational experiences for students across the various disciplines is emphasized. **The Program Educational Objectives are achieved to a very great extent.** The Institution has developed relevant strategies that enhances the synergy between the experiential learning and student education, work in partnership with the stake holders to implement the research curricula that empowers the students to become leaders and agents of change. The institution can boast of positive academic environment, peaceful and stimulating setting for intellectual pursuit leading to a holistic and wholesome learning environment. **The institution is gearing up for introducing the post graduate programs in engineering, strengthening the activities of the six Research Centers and ultimately to attain the autonomous status.**

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 :46</p> <p>Remark : DVV has made the changes as per shared data template document excluding the duplicates by HEI .</p>																				
3.1.1	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>19.6902</td> <td>5.10</td> <td>6.395</td> <td>2.975</td> <td>2.845</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>19.5902</td> <td>5.5</td> <td>6.224</td> <td>2.560</td> <td>2.550</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared supporting document the duplicates by HEI .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	19.6902	5.10	6.395	2.975	2.845	2022-23	2021-22	2020-21	2019-20	2018-19	19.5902	5.5	6.224	2.560	2.550
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19.5902	5.5	6.224	2.560	2.550																	
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list 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>98</td> <td>106</td> <td>35</td> <td>19</td> <td>28</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>92</td> <td>102</td> <td>29</td> <td>13</td> <td>23</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared data template document excluding the</p>	2022-23	2021-22	2020-21	2019-20	2018-19	98	106	35	19	28	2022-23	2021-22	2020-21	2019-20	2018-19	92	102	29	13	23
2022-23	2021-22	2020-21	2019-20	2018-19																	
98	106	35	19	28																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
92	102	29	13	23																	

duplicates .

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
574	259	171	125	108

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
450	154	120	120	94

Remark : DVV has made the changes as per shared data template document excluding the duplicates .

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

Answer before DVV Verification :

Answer After DVV Verification :41

Remark : DVV has made the changes as per shared data template document not considered the duplicates .

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
2	13	7	8	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	7	5	3	2

Remark : DVV has made the changes as per shared data template document and not considered

the duplicates .

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
36	39	13	32	33

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	8	10	22

Remark : DVV has made the changes as per shared data template document not considered the duplicates .

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
61	70	30	63	90

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
59	45	28	63	90

Remark : DVV has made the changes as per shared supporting document excluding the 1000 less

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 100 Answer after DVV Verification : 138
1.2	Number of teaching staff / full time teachers year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	96	97	106

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
74	81	84	97	106