SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

R.L JALAPPA INSTITUTE OF TECHNOLOGY

THE PRINCIPAL, R.L JALAPPA INSTITUTE OF TECHNOLOGY, KODIGEHALLI,
DODDABALLAPUR BENGALURU (RURAL DISTRICT) PIN-561203
KARNATAKA (STATE)
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

R.L Jalappa Institute of Technology (RLJIT) is a self-financed educational Instituion of Sri Devaraj Urs Edcational Trust. Our Trust is committed to serve the poor people and to give Quality Education to economically weaker sections of the soceity. We believe to redefine the standard of higher education in India through Quality education. In the year 1984, a group of dedicated and like-minded visionaries headed by Sri R L Jalappa, a champion of the Co-operative movement, a great visionary, philapthrapist and former Union and State Minister in Govt of Karnataka has established " Sri Devaraj Urs Educational Trust for Backward Classes" with the focus on provisioning of Medical,Engineering, Nursing, Arts and Science, Pre -University College(PUC), Polytechnic, ITI, International Residential School Education and Social services. Our Founder have helped to improve the plight of the children of the local farmers and artisans, who have no access to higher education, especially Engineering. He knew the difficulties of the local people; over the years, hundreds and thousands of children from the huts of these poverty-stricken, families devoid of any kind of facility, have got specialized education and they have been profitably employed. There are tonnes of evidence to show that all our students are placed with high lucrative job offers.

The Institute Council is constituted as per the AICTE / UGC and Visvesvaraya Technological Univesity, Belagavi guidelines which help decide the Academic policies and its activities from time to time.

Our Institution was established in the year 2001 under Visvesvaraya Technological University (VTU), Belagavi, approved by AICTE, New Delhi. Our Institution offers 5 UG courses in CSE, ECE, Mechanical, CSE (Data science), CSE(Artificial Intelligence and Machine Learning) along with 1 PG course MBA with a total student strength of 931. The Institution also has 3 Research centers (CSE,ECE,Mechnanical) which is approved by Visvesvaraya Technological University. Each department has highly competent faculty with around 24 Doctoral degree holders and about 10 Research scholars are pursuing their Ph.D. The Departments are actively engaged in Research by working with sponsored projects and the institute has received more than 16 Lakhs of external funding for various research projects in the last 5 years. We have signed MOUs with more than 35 Industries. The Department of Placement and Training has a dedicated team with a placement rate of more than 65%. We are having a strong Alumni Network and we have continuous coordination with the Institute through an active Alumni Association which helps the institution in striving towards economic and technological development of society.

In line with the infrastructure, our Institution is having fully equipped Sports Department with a Gym facilities for both Mens and Ladies and faculty. The College is completely automated and digitized with RF barcode technology and a total collection of 25,000 volumes and 3,200 Titles and 7,794 e-journals available in our Library.

Our Institution is having spacious 30 acres huge campus sprawling which is very near to the silicon valley of India (Bengaluru) with 5000+ Trees and greenery. The Bengaluru International Airport is just 30 Minutes drive and we are having Railway station at Doddaballapur which is very close for the students to travel. Additionally, the college is near to the Express High way to the Bengaluru International Airport .

Vision

To be a premier institution by imparting Quality in Technical Education, Professional Training and Research.

Mission

Mission 1:

To provide an outstanding Teaching, Learning and Research environment through Innovative Practices in Quality Education.

Mission 2:

To develop Leaders with high level of Professionalism to have a career in the Industry, Zeal for Higher Education, focus on Entrepreneurial and Societal activities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Committed Team of Faculty members and Participative Management.
2. Located very near to the sillicon valley of India, Bengaluru
3. Content beyond the syllabus is prepared by every faculty to fill the curriculum gap between Industry and Institute.
4. Well infrastructured and Pollution free Campus.
5. ICT-enabled classrooms, well-equipped Hardware and Software laboratories, and a digital library facility is set up.
6. 3 Research & Development (R&D) Centers to carry out Research activities.
7. 35 functional MoUs with Industries for Research and skill development.
8. Innovative Teaching and Learning activities.
9. Student-centric learning with a strong student support system.
10. Well-connected Alumni network for peer-to-peer learning, Internships, and placements.
11. Condcuting more soceital activities through Lions Clubs International .

Institutional Weakness

1. Less number of DST sponsored Research Projects.
2. Lack of autonomy to introduce new Programmes and Courses being affiliated Institution.
3. Less number of University ranks.
4. Less number of Entrepreneurs.

Institutional Opportunity

1. Work towards Autonomous status with good grades of accreditation and ranking.
2. Autonomous status for better academic freedom and flexibility.
3. More entrepreneurship initiatives will be taken and create better entrepreneurs in the core sectors.
4. Implementation of NEP 2020 policy.
5. Increased number of skill development, training, and certification programs for better placements.
6. Collaborate with MNCs and Institute of National Importance.

7. Encouraging faculty for major Research-funded projects in emerging areas.

Institutional Challenge

1. Complete implementation of NEP -2020 in the present scenario.
2. Growing competition for Foreign, Deemed, and State Private Universities.
3. Improving the communication skills of students from rural areas with diverse backgrounds.
4. Encourage more Entrepreneurs.
5. To improve research publications with real-time projects.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

R.L Jalappa Institute of Technology is affiliated to Visvesvaraya Technological University (VTU), Belagavi, Karnataka, which adapts the AICTE model curriculum in designing the University curriculum that complies with AICTE norms and the Institution thereby follows the curriculum designed by the University. In general, the curriculum comprises Basic Science, Engineering Science, Emerging Technology course, Professional courses, Humanities and Social Sciences, which are distributed as core and elective courses with specified breadth and depth of learning, along with Open Electives and Project Work. The Course plan is well prepared and reviewd by the HOD and delivered to the students for effective delivery of Curriculum. Courses are mapped with 12 Program Outcomes (POs) and Gaps are identified. We condcuct several activities to fill the Curricular Gaps. The curriculum is formulated and reviewed once in 4 years or sometimes even earlier as demanded by the Board of Studies (BoS) VTU, comprising a Chairman, Senior Professors of respective disciplines, and industry representatives. The analysis for the attainment of the (PO) and Program Specific Outcomes (PSO) is done through the curriculum. Suggestions collected are shared with the BoS of the university during the meetings as and when required based on Course Outcomes (CO), Programme Outcomes (PO) , Programme specific Outcomes(PSO) attainment and Gap analysis. The University has made internships mandatory to expose students to the industrial environment. Based on the University Academic calendar received from VTU, the institution prepares an Academic Calendar of Events consisting of Internal assessments, Semester End Exams, General holidays, Project phase presentation, Industrial Visit, Technical, Cultural and Sports events etc. The respective departments in turn prepare their own Department Calendar of events in line with the academic calendar of events with department specific activities added to it. The Institute gives more prominence to add-on courses such as NPTEL/MOOC/Coursera to promote professional standards among students. Course Outcomes (COs) of every program are mapped with Program Outcomes (POs) and Program Specific Outcomes (PSOs). Student Development Programmes on professional development and Soft Skills are conducted within the institute, to enrich the skills of the students. A 360-degree Feedback is collected from all the stake holders and suggestions are implemented for continuous improvement in the curriculum. Through this, the institution ensures the effective implementation of curricular aspects. Faculty conduct the Course End Survey at the end of every semester to analyze the attainment of Course Outcomes, Program Outcomes, and Program Specific Outcomes for the course delivered by the Course Teacher. Analysis of attainments are made by the Internal Quality Assurance cell (IQAC).

Teaching-learning and Evaluation

Our Institution is having the best of Infrastructural facilities, like all the class rooms are well equipped with LCD projectors and we are having two smart class rooms also. We use Innovative Teaching Learning methods for effective Teaching and Lerning process. To support the Practical and Theoretical fundamentals with real-life situations, the faculty base includes both Aacdemic and Corporate experienced Teachers are working in our Institution. Student Teacher Ratio is well maintained at around 1:12 and the average experience of the faculties is more than 10 years with 30 % of the faculty members are having Ph.D degree. There is an effective use of ICT tools in Teaching-Learning pedagogy for Outcome-Based Eduction (OBE) , focused on employment and entrepreneurship. Faculties act as mentors in the student-centric approach, and they provide counseling for effective academic monitoring. The innovative methods used in Teaching-Learning include the blended approach, flipped classes, and experiential learning. Faculty highly contribute to research through publication, patent filing, consultancy, and funding. Institute also encourages and adapt the usage of modern teaching-learning tools such as MOOC, NPTEL, etc.

The overall development of the student is monitored by an effective Mentoring system and on average, for every 25 students, one faculty is allotted as a mentor. Institute has an integrated decentralized Internal assessment conduction process in the examination cell. The academic calendar is prepared and made available online at the beginning of the academic year and strict adherence is also ensured. The Institute has policies for faculty recognition such as Best Teacher Award, and Best Researcher Award along with incentives for good publications.

Effective mechanisms and procedures are in place to assist all stakeholders to redress examination evaluation-related grievances. All programs are with well-structured and documented Vision, Mission, PEO, Program and Program specific outcomes and Course outcomes which are published and disseminated properly. Course Outcomes and Programme Outcomes are assessed using direct and indirect methods; based on the identification of the operational gaps, action plans are being implemented to improve the attainments. Further, Semester End Examination(SEE) results and student feedback are used effectively to improve the Teaching-Learning processes.

Research, Innovations and Extension

Our Institution recognizes Research, Innovation, and collaboration as the focus areas. We are having Research Advisory Committee(RAC) of the institution engages faculty and learning resources towards supporting students and encouraging them to participate in R&D activities. The increase in the number of publications, funded projects, 35 Functional MoUs, and FDPs stands as testimony to the Institute’s commitment to Research. All the departments have VTU recognized research centers with 10 Research scholars pursuing their research. The Head of the Institution will also review the progress made by the Ph.D holding faculty members periodically. The Research project funding has increased to 16 lakhs in the last 5 years. our faculty members papers were published in peer-reviewed reputed journals and in book chapters. Around 10 of the faculty with Doctoral degrees are recognized as Research Supervisors by the University. Faculties are encouraged to publish papers in reputed journals and incentive for the same is provided based on the quality of the journals. Faculty are encouraged to attend conferences and workshops to enhance their research and technical skills. The Institute has a Centre of Excellence with different subject-specific cluster activities like Data science , Artificial Intelligence . The institution has signed 35 fucntional MoUs in collaboration with industries and corporate sectors to offer internships, in-plant training, and field trips for the upliftment of students’ skills.We are having the Incubation centre in our campus which is the testimony for the Research.

Innovation Ecosystem: Our Institution is having the Business Incubator (RLJBI) establisehd in 2023 to put its technical and professional knowledge to the best of its use for practical applications. More number of Workshops , Seminars and skill development programs were organised for research innovation. Our Institution is having Lions Clubs International under the banner of R.L Jalappa group of Instituions and they actively conducted more than 200 soceital activities like Blood donation camp, Free Health Camp check up, Diabetes Health Check up, eye Check up, Bee Hive Training Progammes, Candle making training Programmes, Agarbhatti making trainng programmes for mainly rural village peoples, Teaching and Non Teaching staff members. Our Institution is having **Unnat Bharat Abhiyan** Programme which has adopted 5 villages in our rural area and serving to the rural villages.

Infrastructure and Learning Resources

Our Institution is located on a spacious 30 Acre campus with ample trees and greenery which is near to the heart of silicon city, Bengaluru. Our Institution has a well-planned infrastructure, comprising 25 class Rooms, 25 Laboratories of various Departments as per AICTE norms with necessary equipment and softwares installed for the smooth functioning of the Departments. All the laboratories are equipped with safety measures like Fire Extinguishers, First Aid boxes, etc. The library spans with more than 25,000 volumes, 3200 Titles of books, and subscriptions for 7,794 e-journals from reputed publishers. The Institute is having 4 seminar halls with a seating capacity of 150 and 1 Conference Hall with all ICT facilities. A Language Lab, with the latest English Software, is set up to help students improve their communication skills and to be professionally competent. All faculty members are facilitated with a desktop with a 310 Mbps Internet facility. In order to make use of alternative energy sources, a solar roof top plant is also installed at ECE department block where energy is generated and consumed for the electrical needs. All the computer laboratories are equppied with 24x7 power backups . The laboratories and classrooms are installed with LCD projectors and whiteboard facilities. Adequate safety measures are employed in all laboratories. Campus-wide networking Wi-Fi and CCTV facility is available within the Institute and hostel premises. Institute has a medical facility within the campus and a doctor who visits on regular basis. Staff quarters facilities (80 houses)are also made available for staff in the campus. The Cricket ground, Football field, Basketball court, Gym and ATM facilities are also available on the Institute premises. Other facilities include drinking water with an RO system and canteen facilities. Our Institution has a maintenance team that carries out the maintenance of buildings, classrooms, seminar halls, and laboratories. The Maintenance team is headed by Assitant Executive Engineer(AEE), who monitors the work of the Campus Supervision at the next level. Major works are completed during semester vacations, and minor works are undertaken as per the needs without hampering the academic activities.

Student Support and Progression

Our Institution practices a well-defined Mentoring and Counseling process to ensure that every student who joins the institution is facilitated to become one of the best citizens. For every 25 students, one faculty is assigned as a Local Guardian who continuously monitors the academic/personal activities of the students. The institute has a well- established Scholarship Monitoring System, which guides and helps economically backward and socially challenged students to acquire scholarships from various government and non-government organizations. This facility is being used by 50% of students who receive scholarships and other grants. The Placement and Training Cell conducts training programs in placements and higher studies. The average placement rate is around 65% and an average of 12 students have enrolled for higher studies in reputable institutions across the globe in the last five years. The online / offline Grievance Redressal Mechanism addresses grievances such as ragging, sexual harassment, and others. Students are awarded and recognized for their efforts by participating in various Hackathons, Project Exhibitions, Ideations and Paper

Presentations. Slow learners are identified and counselled to expand their domain knowledge. The Institution promotes and organizes cultural, and sports events and students are encouraged to actively participate in various intercollegiate and University level events. Institute has an Alumni Association who actively contribute towards funds, projects, and technical talks, Internships to motivate students to update their knowledge as per company requirements and support placement activities for the betterment of the students.

Governance, Leadership and Management

The Institution follows an effective and transparent governing system that is in tune with its vision and mission. The Institution has a well-framed administrative setup conforming to the norms of the regulatory bodies. Governing Council and Institute Council meetings are conducted periodically as per the norms specified. All non-statutory body meetings are conducted on a regular basis. The Principal is the Academic and Administrative head of the Institution and is responsible for the implementation of the Vision and Mission envisaged by the stakeholders duly approved by the Governing Council. All important decisions regarding the commencement of new courses, expansion of infrastructure, formulation, and promulgating of strategies are approved by the Governing Council . The implementation process is further discussed in Instiutute Council meetings with the Principal and Heads of the Departments, other section heads for smooth execution. Human Resources Policies and other 35 Policies and procedures are clearly defined for each functional body and it is uploaded transparently in the Institution website. Regular meetings are held amongst various committees, functional bodies, and working cells. Faculty and students benefit through financial support provided for attending various conferences/workshops. The institution adheres to the procedure and policy guidelines for the smooth functioning of administrative and Academic system. The Employee handbook of the institution summarizes the human resources policies and practices duly approved by the Institution Council. The Institution always aims at continuous quality improvement and achievement in academic excellence through the Internal Quality Assurance Cell (IQAC), a self-regulating mechanism. The Academic and Administrative Audits are organized by IQAC and based on the observation of reports, quality recommendations are suggested. The compliance of academic and administrative procedures and their continual improvement is ensured through a systematic audit by IQAC.

Unique features of the Management: The institution maintains transparency in both administration and Academics. Participatory governance and mutual understanding among the stakeholders are identified as the strength of the institution’s management. Academic and administrative audits, reviews, and performance appraisals for teaching and non-teaching staff are conducted on a regular basis every academic year.

Institutional Values and Best Practices

Our Institutional values:

Our Institutional values pays much emphasis in raising the awareness on gender equity in various aspects. The academic ambience of Institution itself manifests gender sensitivity and respect for each other. The male and female faculty ratio of our Institute bears a testimony for gender equity. In the ongoing academic year the Institution has 25 percentage of female faculty and 47 percentage of female students. Each class has a representative of both male and female students as class representative and secretary respectively. Equal opportunity and encouragement is given to both the genders in organizing, leading, participating various events of inter and intra college activities, that taps the leadership quality amongst them. The Institution is equipped with a Ladies common room and Gents common room as per the norms. The institute has various committees like antiragging committee, grievance redressal cell, Anti sexual harassment cell and women empowerment cell. The students are educated by pointing the consequences that they would face if they do not abide to the rules of institution through signboards which are displayed in the institutional premises.

Best Practice - 1

1. Title of The Practice: Innovative Teaching and Learning Methods

2. Objectives of Practice: The objective of innovative teaching and learning methods is to enhance the learning experience and outcomes for students by introducing new and creative approaches to education. These methods aim to go beyond traditional, passive forms of learning and engage students more actively in the learning process of their learning.

3. The context The context of innovative teaching and learning methods is the educational landscape and environment in which these methods are applied Understanding the context is crucial for teachers and institutions when deciding how to implement and adapt innovative teaching and learning methods effectively.

4. The Practice The practice of innovative teaching and learning methods involves the actual implementation and application of creative and forward-thinking approaches to education. It's about translating innovative ideas and strategies into actionable steps that engage students and enhance their learning experiences.

Best Practice - 2

1. Title of the Practice: Local Guardian (LG) Scheme

2. Objectives of the practice: The objectives of the practice are,

- To familiarize the newly joined students to the Institution and course

- To make the students ease in a new place by providing emotional support to students on an individual basis by helping them in overcoming home sickness.

- Establishing rapport between teachers, students, and parents.

3. The Context The Institution implements the mentoring and counselling of students through the ‘Local Guardian Scheme’.It will be focused on the aspects that are hindering their academic performance and accordingly necessary guidance will be given by the respective Local Guardian as allotted and special cases are taken care by a professional counselor who visits our Institution every fortnight or as and when required.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	R.L JALAPPA INSTITUTE OF TECHNOLOGY
Address	The Principal, R.L Jalappa Institute of Technology, Kodigehalli, Doddaballapur Bengaluru (Rural District) Pin-561203 Karnataka (State)
City	Doddaballapur
State	Karnataka
Pin	561203
Website	www.rljit.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	P.VIJAYAKARTHIK	080-27625381	7259893093	080-27625380	principal@rljit.in
IQAC / CIQA coordinator	Manjunatha BN	080-27626800	9482397464	080-27625380	manjunathabn@rljit.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 minroity 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		
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	23-06-2023	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	The Principal, R.L Jalappa Institute of Technology, Kodigehalli, Doddaballapur Bengaluru (Rural District) Pin-561203 Karnataka (State)	Rural	30	20390

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	48	PUC	English	150	150
UG	BE,Electronics And Communication Engineering	48	PUC	English	60	60
UG	BE,Mechanical Engineering	48	PUC	English	30	2
UG	BE,Computer Science And Engineering Artificial Intelligence And Machine Learning	48	PUC	English	60	60
UG	BE,Computer Science And Engineering Data Science	48	PUC	English	60	60
PG	MBA,Master Of Business Administration	24	UG DEGREE	English	60	10

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	8				10				55			
Recruited	8	0	0	8	9	1	0	10	37	18	0	55
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				32
Recruited	23	9	0	32
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				18
Recruited	12	6	0	18
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				18
Recruited	12	6	0	18
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	8	0	0	9	1	0	5	1	0	24
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	31	18	0	49
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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**	**Others**	**Total**
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	89	114	0	0	203
	Female	80	51	0	0	131
	Others	0	0	0	0	0
PG	Male	6	0	0	0	6
	Female	4	0	0	0	4
	Others	0	0	0	0	0

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	10	11	10	11
	Female	11	8	7	6
	Others	0	0	0	0
ST	Male	3	3	3	3
	Female	2	2	2	1
	Others	0	0	0	0
OBC	Male	15	19	15	21
	Female	23	18	12	14
	Others	0	0	0	0
General	Male	138	95	53	87
	Female	113	98	31	49
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		315	254	133	192

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	National Education Policy (NEP) has a forward looking vision for India’s higher education system that would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. R.L Jalappa Institute of Technology has been standing strong for two decades and takes pride to be affiliated with Visvesvaraya Technological University (VTU). The university has designed New Engineering Curriculum (2021, 2022 Scheme) as per aspirations of the National Education Policy – 2020 and industry needs. The unique features of this curriculum offer flexible, Multidisciplinary, Interdisciplinary and student – centric learning with emphasis on Experiential Learning, Project based learning, creativity, and innovation. The Industry – driven and skill – oriented Curriculum gives an opportunity to students to select electives based on interest and skill sets required to become employable and entrepreneurial. It offers industry – readiness to students of core branches of engineering (Mechanical, Electronics and allied branches) with a background in computers by choosing one or two IT – based subjects in the first year itself. Further to enhance Outcome-Based Education (OBE) and to fulfill the Multidisciplinary aspiration of NEP 2020, VTU has introduced various courses that include Skill Enhancement Courses (SEC), Ability Enhancement Courses (AEC) and Humanity, Social Science and Management Courses (HSMC). As our University adheres to the NEP framework, the Indian Knowledge system is integrated with the curriculum as a mandatory credit course such as Kannada Literature. It also offers National Social Service / NGO, Physical Education, Fine Arts, Environmental Studies as a part of open electives. The Institution adheres to the objectives of its Quality Policy and ensures a holistic, multi- disciplinary approach, to disseminate knowledge in accordance with the curriculum framework by the VTU. It focuses on an inter disciplinary approach towards education, by empowering faculties from different disciplines coordinating to impart a holistic programme. The institute fosters cross pollination of ideas across disciplines, through interface between various academic departments to help students as well as faculty to create and design innovative curriculum in addition to the prescribed VTU curriculum and

	research, which is suitable for today’s and tomorrow’s changing and dynamic market environment. The institution is taking an initiative and preparing faculty to develop creative and critical skills which is required for a gestalt understanding of various interdisciplinary knowledge stream. Our institution follows the NEP Policy and implements as per the directions given by AICTE towards NEP Policy.
2. Academic bank of credits (ABC):	As per the guidelines of VTU and NEP, Academic Bank of Credit (ABC) , our Students have registered with Academic Bank of Credits and Academic bank of Credits ID has been generatead for Individual student. This bank of credits shall be established which would digitally store the academic credits earned from various recognised HEIs so that the degrees from an HEI can be awarded considering credits earned. The institution is striving to be an autonomous organization, with registration to academic bank of credit for ease of transfer of credits amongst HEIs. It also plans to leverage electronic and digital means of knowledge dissemination by guiding students and faculties to enroll for SWAYAM/MOOCs/NPTEL/COURSERA offered by premium institutions of the country for enhancing their technical skills and earning credits. Our R.L jalappa Institute of Technology, being affiliated to VTU, all the decisions taken by the university on Academic Bank of Credits and Multiple entry and exit will be adhere to.
3. Skill development:	NEP 2020 policy lays emphasis on vocational education and recognizes soft skills such as communication skills, cooperation, Teamwork, leadership, empathy and resilience, as ‘life skills. This different approach is designed to help students develop academic expertise with vital leadership skills that can help them in their career path. As a part of skill development initiatives and to promote vocational education among students, the Institution has a tie up with ATOMs - Training Partner and also a community centric education platform. It offers courses designed along with industry experts and endorsed by VTU that will enhance the learner’s 21st- century skills while also giving access to machines, tools, and mentors to build products and solutions that positively impact the community. We are having 35 Active MOUs and the curriculum of

	VTU has been developed in a manner that reflects a deep sense of respect towards the fundamental duties and Constitutional values, bonding with one’s country, and a conscious awareness of one’s roles and responsibilities in a changing world. The Institution has organized number of webinars /seminars /activities and encouraged faculty and students to inculcate universal human values. Further to that , many of our faculty members are trained on “Universal Human Values”, a program conducted by AICTE. Skill development is an integrated process, which requires careful mapping of interests, and aptitudes of students, with industry and market demand. The Institution has actively interfaced with professional bodies like ISTE, IETE, CSI, IAENG, IEEE etc.. To build the confidence in the students, various societies and chapters are established in the Institute like IETE, IEEE, and ISTE. These societies are primarily focused on organizing various activities including workshops, webinars paper presentation, poster presentation, the seminar on the latest technologies for the exposure of students etc. NSQF is a nationally integrated education and competency-based framework that enables persons to acquire desired competency levels. The National Skills Qualifications Framework (NSQF) organizes qualifications according to a series of levels of knowledge, skills and aptitude.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	India has a rich cultural and intellectual heritage, reflected in nearly 11 schools of philosophy, myriad spoken and written languages, different schools of mathematics and astronomy, and medicine, and various musical and artistic traditions. To ensure the preservation, growth, and vibrancy of all Indian languages, several initiatives are envisaged by the institution. In order to impart Indic studies to faculty and students, and as envisaged in VTU curriculum and NEP 2020 framework, the institute plans to offer mandatory and elective courses, and encourage original research on subjects and topics related to Indic studies. The institution adheres to the framework of the VTU curriculum, where the Indian Knowledge system is integrated with the curriculum as a mandatory credit course such as Samskrutika Kannada for students who speak, read and write Kannada Samskrutika Kannada and Balake Kannada for non-Kannada speaking, reading and writing

	students. The faculty members are encouraged to participate in translation of technical books in regional languages.
5. Focus on Outcome based education (OBE):	VTU Regulations governing the UG and PG Degrees are under the Outcome-Based Education and Choice Based Credit System (CBCS). The institution strictly follows the guidelines and regulations of the VTU in the curriculum. The institution adheres to both National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA) norms to prepare the outcome-based education in PEO’s, PSO’s and Course Outcomes. The key aspects in Outcome- Based Education (OBE) are the assessment of course outcomes. OBE tries to bring changes to the curriculum by dynamically adapting to the requirements of the different stakeholders like Students, Parents, Industry Personnel and Recruiters. Program Outcomes (POs), Course Outcomes (COs), Program Educational Objectives (PEOs) and Program Specific Outcomes (PSOs) are the four levels of the outcomes from OBE. Course Outcomes, Program Outcomes and Program Specific Outcomes relate to the knowledge (cognitive), skills (psychomotor), and behavior (affective) that the student acquires through the programme. At the initial stage of OBE implementation, the Course Outcomes (CO’s) for each course are defined based on the Programme Outcome (PO’s) and other requirements. At the end of each course, the COs needs to be assessed and evaluated, to check whether it has been attained or not. Assessment is one or more processes, carried out by the department, that identify, collect, and prepare data to evaluate the achievement of programme educational objectives and programme Outcomes. Attainment is the action or fact of achieving a standard result towards accomplishment of desired goals. Primarily attainment is the standard of academic attainment as observed by Internal Evaluation or examination result. Attainment of the COs can be measured directly and indirectly. Direct attainment basically displays the student’s knowledge and skills from their performance. It can be determined from the performance of the students in all the relevant assessment instruments – like Continuous Internal Assessments (CIA), assignments, quiz, mini projects, activities, seminars, laboratory assessments and Semester End Exam

	(SEE). Indirect attainment methods such as course surveys are conducted which reflect on the student's learning. They assess opinions or thoughts about the student’s knowledge or skills.
6. Distance education/online education:	As per the NEP Policy, Open and distance learning will be expanded, thereby playing a significant role in increasing the Gross Enrolment Ratio to 50%.Measures such as online courses and digital repositories, funding for research, improved student services, credit-based recognition of MOOCs, etc., will be taken to ensure it is at par with the highest quality in-class programmes. The institution has been constantly encouraging and motivating the faculty in As per the NEP Policy, Open and distance learning will be expanded, thereby playing a significant role in increasing the Gross Enrolment Ratio to 50%. Measures such as online courses and digital repositories, funding for research, improved student services, credit-based recognition of MOOCs, etc., will be taken to ensure it is at par with the highest quality in-class programmes. The institution has been constantly encouraging and motivating the faculty in Teaching and learning processes. These innovative teaching helps the students to participate and increase their learning capacity and global competitiveness. Usage of E-learning resources from National Program on Technical Enhanced Learning (NPTEL), Coursera, Udemy and other online platform enhances the technical knowledge of both student and faculty. . The students are also encouraged to take up value added course on MOOC to enhance their skills and knowledge. Added to this, the institution has its own Learning Management System (LMS) platform – named as VMEDULIFE which are extensively used by the faculty and students in Teaching Learning process.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Electoral Literacy Club (ELC) was established in the year 2018 and it was functioning along with the National Social Service (NSS). Our Principal is the Chairperson of the Electoral Literacy Club (ELC). The Primary objective of the club is sensitizing the students community about the Democratic Rights

	which includes casting votes in Elections.
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 Electoral Literacy Club (ELC) has students’ co-ordinator and faculty Co-ordinators are appointed by the Principal and the ELC is functional. The ELC Club imbibe the commitment and character in every member of the Institution.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The following initiatives are undertaken by the ELC of the Institution. Right to Vote - Pledge Right to Vote - Awareness to vote in the campus and to near by villages kodegehalli. Right to Vote - Drawing and Poster Competition to students. Assisting the Electoral officers during Election Day. Awareness campaigns inside the college. Distributing pamphlets on ethical voting. Helping the Transgenders to caste their vote. Assisting the Senior citizens and disabled persons by providing wheel chairs to caste their vote. Our staff members are participating in parliamentary election duty .
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.	There are various Undergraduates programmes run by the Institution and the ELC target those students who are newly admitted to the college and belong to rural areas and are unaware of free and fair election as well as their roles and duties towards their democratic country and their localities, hence the ELC tries its best to make aware of the students so that the students become aware of their role and duties in democracy as well as the election process and they also eligible to create awareness in their families and their localities. The ELC conducted a Institution level survey among the students to evaluate their awareness related to the election process and finally, the survey report is presented to the Head of the Institution.
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.	A voter registration drive is being conducted at the Institute for students above 18 years of age. More number of Student awareness programs were organized for first-time voters. These students are made aware of their role as citizens and the importance of casting their vote.

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
931	933	952	954	997

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: 98

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
73	67	68	65	67

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
290.87	94.52	52.24	160.72	146.38

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:

R L Jalappa Institute of Technology (RLJIT) is being an affiliated institution under Visvesvaraya Technological University (VTU), Belagavi, Karnataka, follows the curriculum prescribed by the University. The curriculum is designed and framed by the Board of Studies (BoS) and approved by the Academic Council (AC) of the university affiliated (VTU). The implementation of the curriculum is done by the institution in line with the institution's vision and mission.

Curriculum Planning: Our institute calendar of events aligns with the Visvesvaraya Technological University calendar of events. At the begining of the each semester, the university provides an academic calendar, which includes the semester's commencement, theory and practical examination schedules, end of the semester dates, etc. Using this information, the head of the institution invites input from the Institute Council, composed of department heads and IQAC, to create an institution-level academic calendar. The heads of the departments ensure that the department calendar of events adheres to the institutional calendar of events, which includes 3 Continuous Internal Evaluation (CIE) tests, technical events, 2 project phase presentations and 1 project exhibition, holidays, cultural and sports events, and more.

The Timetable coordinators of the respective departments prepare the class time tables, and then each faculty member prepares the course plan following IQAC guidelines and the institute and department calendar of events. These course plans encompass lecture hours, topics to be taught, tutorial classes for the semester, course materials, CO’s and PO’s as per the OBE etc. Subject assignments for faculty members are determined at the department level based on their preferences.

Before the semester begins, the course coordinators or faculty members of each subject prepare the course plan and course file, adhering to IQAC guidelines. All faculty members maintain course files, which include the timetable, calendar of events, class lists, course plans, IA Marks Analysis, attendance records, previous examination question papers, CIE question papers with evaluation criteria, and student performance details.

Curriculum Implementation: The planned curriculum is delivered to students using a combination of modern teaching aids and traditional methods. Additionally, students are encouraged to expand their knowledge through faculty-created YouTube channels and by taking MOOC courses through platforms like NPTEL, Coursera, and UDEMY. The institution also arranges invited talks, guest lectures, webinars, and workshops to keep students updated on current trends in science and technology and also to bridge any gaps in the curriculum.

The assessment of students' performance is conducted through 3 Continuous Internal Evaluation (CIE) tests and 3 assignments as per VTU guidelines. The college-level IQAC monitors the overall internal assessment process.

IA Component-1: Three internal Assessment tests are conducted in each semester, covering 100% of the syllabus

IA Component -2: Assignments, attending online courses, quiz and seminars, mini projects, etc.,

The Continuous Internal Evaluation (CIE) process is aligned with the university's semester-end examination pattern. The structured CIE process ensures that students' performance is continuously assessed and monitored in a fair and systematic manner, enabling them to have a clear understanding of their progress and results.

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: 33

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: 53.3

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
864	386	285	366	640

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 Institute has made all efforts to build a healthier and more harmonious working environment with respect to issues related to Gender, Environment and Sustainability, Human values and Professional Ethics. The University has made it mandatory to study 7.5% in the overall curriculum of the subjects mentioned hereunder.

1. Human Values and Professional Ethics: The courses “Universal Human Values” (21UH49 and BUHK408), “Constitution of India and Professional Ethics” (18CPC39, 21CIP37/47 and 22ICO27) and “Social Connect and Responsibility” (21SCR36) are included to provide basic information about the Indian Constitution, identify individual roles and ethical responsibilities towards society, and understand human rights and their implications. These courses help the students gain knowledge and legal literacy to take competitive examinations. It helps the students to understand state and central policies, fundamental duties, electoral process, and the functions of municipalities, panchayaths and cooperative societies.

2. Gender: To prevent sexual harassment at workplace and to empower women employees, the Institute has constituted *1) Women Empowerment Cell 2) Anti-Sexual Harassment Cell* and 3) *Internal Compliance Committee* to effectively curb any unhealthy working conditions for women employees and to increase their morale and empower them. Equal opportunities are extended to all in every aspect of teaching and learning at the institute, as it believes that gender discrimination is a crime. Students of both genders holistically participate in various co-curricular activities organized in-house and outside the institute. Every year, the Institute organizes a women's day celebration to respect women at all levels.

3. Environment and Sustainability: The university has made it compulsory to study the “Environmental Studies” course (18CIV59 and 21CIV16/26) in their regular curriculum to create awareness related to various environmental issues the world is facing. Students are given ample opportunity to learn about climate change and the potential hazards of climate change.

We have conducted 44 various extension activities through the NSS unit to create awareness among the rural community with respect to ecological balance and its importance. Students are motivated to take up projects related to environmental issues to overcome the identified problems and provided sustainable solutions.

The Institute regularly organizes birth anniversaries of great personalities, National and State festivals, etc. to boost morale and awareness among the staff and students.

The institution also has a well-defined mechanism for redressing student grievances through grievance redressal cell and various committees formed as directed by regulating authorities. 40 of our faculty members and about 800 students have attended universal human values programme.

Our students were taught about various sustainable development goals.

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: 69.92

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

Response: 651

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: 70.17

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
315	263	133	192	360

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

2022-23	2021-22	2020-21	2019-20	2018-19
360	360	360	360	360

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: 82.45

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
77	73	54	63	76

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	84	84	84	84

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: 12.75

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:

For enhancing learning experiences, the faculty members adopt Innovative Teaching Learning methodologies, such as Role play, online quiz, debate ,interactive method, Participative Learning ,Project-based Learning method, computer-assisted method, experiment method etc to make effective learning.Our faculty members use the combination of conventional black-board presentation methods and Power Point Presentation, especially in problematic subjects such as Engineering Physics, Chemistry, Mathematics and many more. Computer-based materials are used for the other subjects additionally they use the facts and figures over the internet, you tube lectures to make learning interesting besides the conventional oral presenting methods. Few Student centric methods are given below:

Project based learning methods: This method, stimulate the student's community interest on the subject and provide student an opportunity of freedom of thoughts and free exchange of different views. As per the requirement of syllabi, the project work is done. For example, many Projects are done by subjects like communication theory, Python programming, computer communication networks, data structures using C, Java programming, Operating systems, Data base management system, Artificial Intelligence and machine learning Thermodynamics, fluid mechanics, design of machine elements and etc.

Interactive Methods: The faculty members make learning interactive with students by motivating student participation in group discussion, role-play, subject quiz, fact analysis, questions and answers,class room discussion in various topics are done to emphasize the interactive learning.

ICT Enabled Teaching: ICT enabled teaching includes Wi-Fi-enabled campus with a blazing-fast 310 Mbps Internet connection and LCD projectors in all class rooms, Language Lab, 2 Smart boards, 1 Digital Library etc. The institution adopts modern pedagogy to enhance teaching-learning process. The institution has the essential equipment's to support the faculty members and students. Three seminar halls featuring state-of-the-art tools.

Experiential learning: This method is used in all Engineering subjects to acquaint the students with the facts through direct experience individually. Students verify the facts and laws of the subject with the help of experiments. Especially, the department of Chemistry, Physics, Engineering Graphics Drawing, Computer Aided Machine Drawing, Signal Processing, Mechanical Measurement and Metrology uses this method. Students take interest and learn things via experiential learning.

Student Seminars: The Student seminars are organized where in the papers are presented by students on all subject oriented topics to enrich their learning experience.

AICTE activity points: This learning process encompasses a wide range of activities across multiple categories. Some of the key categories and associated activities are as follows:

- **Technical Activities:** Participating in technical workshops or conferences, Publishing research papers in recognized journals or conferences, Organizing technical events and exhibitions
- **Social Activities:** Volunteering for community service or social causes, participating in blood donation drives or health camps, Organizing awareness campaigns on social issues.
- **Cultural Activities:** Participating in cultural festivals, music, or dance competitions, showcasing traditional art forms and cultural heritage places.

- **Leadership and Soft Skills Activities:** Attending leadership development workshops and seminar activities.

Group Learning Method: Group Learning method is now being adopted through various available technologies. Student will be shared notes and study material through google classroom and WhatsApp groups.

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: 94.18

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
73	72	72	72	72

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
25	16	12	11	06

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 awareded 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 employs a decentralized internal assessment process, which is supervised by the chief coordinator, IQAC and department heads. To ensure a smooth administration of the CIE, each department has its own CIE coordinator who provides necessary support. The schedule for these exams is announced in the Institute Calendar of Events at the beginning of the semester. The department CIE coordinators ensure that the test schedule is promptly updated on the notice board.The seating arrangement for each session is shared and displayed on the department notice board. During the CIE, the IQAC-selected Invigilators and squad visit the classrooms.

The Principal serves as the Chief Superintendent (CS) for the theory semester end examinations (SEE). The Principal appoints the internal Deputy Chief Superintendent (DCS), while the University appoints the external DCS. The CS and DCS are responsible for resolving any issues that may arise during the SEE process.

Grievance Redressal is Time bound and Efficient:

Complaints brought to the Head of the Department (HoD) are addressed promptly within three days .

The In-charge faculty members evaluate the bluebooks and distribute them to the students during the one week time after the completion of the CIE and displayed commonly in the notice board.

Under the supervision of the faculty members, the students review their evaluated answers and seek clarification with the scheme of evaluation for any concerns they may have.The finalized CIE mark is released within one week after the last working day of the semester, and it is mandatory to submit it to the university through a designated online website within the specified timeframe.

The university ensures transparency in conducting examinations through the following measures:

i) Prior to the scheduled start time of the State Entrance Examination (SEE), as per the VTU regulations, all students are required to occupy their allotted seats at least 30 minutes in advance for the distribution of University Question papers.

ii) The Question Paper Delivery System (QPDS), which is connected to the Principal's Office, initiates the downloading of the respective question paper in a confidential room to maintain confidentiality.

iii) To oversee the QPDS process, an External Deputy Chief will be appointed from another affiliated institute.

iv) The University has nominated a team of officials known as the Squad team, who will make surprise visits to examination centers to ensure that there is no malpractice.

v) As per the Registrar instructions, the answer booklets will be sent to the University regional office.

vi)) The University conducts valuations with the appointed Moderator and Evaluator.

The Principal promptly informs the university upon discovering complaints about the SEE.

In addition, upon receiving prior approval from the University, the institution arranges for scribes to assist students as required.

The following the announcement of the SEE results, students have the right to request a revaluation and a copy of their answer sheet.

Any complaint related to the SEE will be brought to the attention of the University, and it is typically resolved within a timeframe of one to three weeks.

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:

Our institution employs student-centered outcome-based education (OBE) as a means to effectively implement the teaching-learning process and provide students from diverse backgrounds with a high-quality education.

OBE comprises three primary components for continuous quality improvement: Course Outcomes (COs), Programme Outcomes (POs), and Programme Specific Outcomes (PSOs).

The POs are the statements conveying the intent of a programof study.The statements refers to what a student should know or be able to do at the end of a program.They used to describe the pofessional accomplishments which the program aims at and which are attained by the students by the time they complete the program.

Course out comes are the direct statements which describes the essential and enduring the disciplinary knowledge,abilities that students should possess and depth of learning that is expected up on completion of a course.The course out comes are clearly specified and communicated to students.

Program specific outcomes are the specific and well defined skill set requirements and attainments to be fullfilled by the students at microlevel and by the end of program.

The primary focus lies in the knowledge and skills that students can demonstrate upon completion of the course. Collaboration between the faculty members and IQAC members is crucial in defining the COs, which are then reviewed by the Programme Advisory Committee (PAC).

The National Board of Accreditation (NBA) defines POs as statements that outline the knowledge, skills, and attitudes that graduates should possess. The website of our institution, which is widely recognized as the primary digital communication tool, serves as a platform for hosting the Course Outlines (COs) and distributing them to all the students via email and other channels. Furthermore, the COs for each course can be accessed through Course material file. They are also shared displayed at various places as listed in the table 2.

Table 2: Display of the COs and POs

Sl. No.	Display -Place
1	College website: https://rljit.in
2	Department office
3	HOD office
4	Laboratories
5	Department notice boards
6	Lab manuals
7	Classrooms
8	Department library

9	R & D notice boards
10	Class Attendance Register

In addition to the above mentioned places, Corridors, and Laboratories are significant locations where Program Outcomes (POs) are displayed. These POs are distributed to provide essential information to students and relevant personnel.

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:

Our institution has implemented a robust system to gauge the achievement of COs, POs, and PSOs. The methods employed for measuring the attainment of these objectives are as follows:

- Direct Attainment.
- Indirect Attainment.

The achievement of COs is evaluated by considering the students' performance in both Continuous Internal Evaluation (CIE) and Semester End Examination (SEE). The assessment process for COs encompasses formative assessment tools such as Continuous Internal Assessment Test and Assignment, as well as a summative assessment tool, which is the SEE.

Figure 2: Direct CO Attainment Process

Direct CO Attainment:

The CIE comprises assessment tests and assignments, while the Semester End Examination (SEE) is administered by the affiliating university.

To evaluate the CIE marks, three CIE are conducted and assessed, each carrying a weightage of 30 marks (2018 scheme), 20 marks (2021 scheme) and 25 marks (2022 scheme) . Additionally, three assignments, including quizzes/seminars/activities/mini projects are evaluated, with each assignment carrying a weightage of 10 marks for 2018 scheme, 30 marks for the 2021 scheme and 25 marks for 2022 scheme . The CIE marks of a student are calculated by summing up the average marks obtained in the CIE and assignments, up to a maximum of 40 marks for 2018 scheme and 50 marks for 2021 and 2022 scheme. These marks are used to measure individual Course Outcome (CO) attainment. The benchmarks for CO attainment in both CIE and SEE are provided in Table 1.

Table 1: The bench marks used for CO Attainment for CIE and SEE

Assessment type	Class Average	Assessment level
Continuous Internal Evolution (CIE)	> 60%	3
	50% to 59%	2
	Below 50%	1
Semester End Examination	> 60%	3
	50% to 59%	2
	Below 50%	1

Direct Assessment

1) Internal Assessment

Three Internal assessment tests are conducted. This test is conducted to assess the course outcome attainment as a continuous assessment.

2) University Exam

This exam will be conducted by the University at the end of each semester. SEE are more focused on attainment of CO’s and PO’s/PSO’s.

3) Project

Three project reviews will carried out in a semester with help of rubrics. The average of three review will be awarded as final internal marks for the project. Project viva voce will be carried out at the end of the semester.

4) Seminar

One Technical Seminar will be carried out in a semester. The marks will be awarded by internal faculty only based on the rubrics.

Indirect CO Attainment:

The determination of indirect attainment of COs is based on the Course End Survey (CES) conducted for each respective course and the Program Exit Survey (PES) administered at the conclusion of the programme. To calculate the overall attainment levels for COs and POs, a 90% weightage is given to direct attainment and a 10% weightage is given to indirect attainment.

The IQAC will address the attainment of COs , POs , and Program Specific Outcomes (PSOs) to identify any gaps in the curriculum.

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: 96.81

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
190	270	200	239	102

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
196	272	208	255	103

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:

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: 15.29

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
15	0.04	0.05	0.2	00

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:

R L Jalappa Institute of Technology has very good infrastructure, resources and development for the capability of faculty members and students in research and innovative activities. The objective of the RLJIT is to motivate, guide, support, and train the young budding engineering graduates and their ideas to transform into prototype models.

The institution has a well-established incubation centre to help the students with the inception of innovative, entrepreneurial ideas and has started with 4 start-ups. The objectives of setting up the incubation centre by the institution are to promote entrepreneurship among students and faculty of the institution, incubating good business ideas and to provide internal and external agencies help for the incubated companies, if required. The institution is having 11 published patents which indicates progress towards the research ecosystem.

As per UGC Policy, we have organized seminar by creating awareness towards indian knowledge system(IKS) and we have well-established 3 recognised Research and Development Centres aproved by the University, with active Research Scholars from various departments. The R&D Centre encourages students and faculty members to make a common beneficial and practical situation with standards of industry institution collaborations. Research events such as Faculty Development Programs, Workshops,Guest Lectures, Seminars for faculty members and students to interact on research and innovation.

The Students and Faculties are encouraged to propose their ideas and Projects to different funding agencies such as VGST, KSCST (Karnataka State Council for Science and Technology), VTU and other Science and Engineering fair. Institution has received funds from Government and Non-government agencies such as KSCST, VTU, and ANVESHANA.The staff members of the institution are engaged in the publications of 112 research papers in international reputed journals such as SCI, Scopus and UGC. In the institute adequate provision is made for library to refer books and journals, e-journals.All the faculties of our Institution are having their Google scholar, Scopus and VIDWAN Platforms to get connected with real time researchers to share and refer their research activities. The institution motivates the students to take up projects related to social concerns. The institution provides opportunities for the students and faculty to enhance the research exposure through field visits, 35 MoUs, Industrial training and 100% of the students are involved in Internships and project activities.

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: 73

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
23	14	15	13	8

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: 1.14

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
35	34	17	14	12

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

3.3.2

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

Response: 0.3

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
11	6	3	4	5

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 institution gives utmost importance for the students to be aware of the social problems and committed to promoting holistic development. Our students has carried out social concerned projects, the institute promotes the students to establish contact with the neighborhood communities and interact with them to explore the opportunities for social work through NSS wing . It helps in developing interpersonal relationships, leadership qualities, organizing skills, understanding the life of underprivileged people, help the society in times of need and inculcate the moral and human values among our students.

The institute organizes voluntary blood donation camps every year where our students, faculty and outside participants wholeheartedly participate in the activity. Students at the institute also participate in various patriotic events with great enthusiasm, be it a celebration of Independence Day and Republic Day. These activities include Tree plantation drives, Voting awareness programs, celebration of Yoga day etc., Also institute has provided a brain storming session by Dr. T H Anjanappa on “Awareness on Blood Donation” for all faculties & Students.

Unnat Bharat Abhiyan aims to enable higher educational institutions to work with the people of rural India in identifying development challenges and evolving appropriate solutions for accelerating sustainable growth. Under Unnat Bharat Abhiyan events like Village and House Hold Survey, Vaccination drive, Awareness for women health and hygiene,Significance of Forest trees etc has been conducted by the institution. Our students actively participate in the cleaning activity in the nearby village as part of Swachh Bharat initiatives. As part of the holistic development of the students, mandatory credit courses are offered on Social connect and responsibility as well as environmental studies.

Our Instution was selected as a participating Institute under UBA Scheme from MHRD. The selected villages for UBA Scheme are: Tubagere, Alahalli, Jakkasandra, Menasi and Nagasandra. The drinking water samples have been collected from the villages and tested in our chemistry laboratory to check the pH(Power of Hydrogen Ion)and TDS(Total Dissolved Solvents) value to ensure it is safe for drinking purpose and the report has been sent to the Panchayat Development Officer.

The students are encouraged to take up final year projects which are focused on current burning environmental issues such as waste material in to bricks for construction of Building and using solar energy water purification system and also giving awareness about organic farming, horticulture crops and rain water harvesting systems. Conducted hands-on workshop for students on “Solar Study Lamp Assembly” in association with IIT(Bombay) to know about solar energy harvesting system and also ecofriendly energy sources. Through AICTE Activity Point Program the students are made to engage in Extension Activities with an objective to sensitize them towards identifying and making an attempt to provide solutions to social problems.

The campus Lions club regularly conducts more than 100 activities such as Blood Donation Camp, Diabetes (RBS) Checkup Camp, Eye Screening, Dental Screening, Cancer Awareness Program, Tree Planting, Scholarship To Student, Relieving Hunger Program, Free Foot Pulse Therapy Camp, Quest Teachers Training Workshop.

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:

Awards and recognition from government-aided institutions are essential for an Institution’s growth and gains credibility in the educational sector. Recognizing and rewarding the people who have shown dedication for serving the society motivates others also to contribute towards nation-building. Over the time, the teaching staff and students of R L Jalappa Institute of Technology have been awarded by different government and government recognized bodies for their contribution in social welfare activities. More than 45 recognitions have been received from various agencies by the staff of the institution.

Dr.Sunil Kumar, Associate professor, Department of mechanical engineering received award from

Government of Karnataka for the environmental activities. Four students along with one faculty has won best project presentation award in State level student project exhibition & competition (SPEC2023).

Dr.M. Sreenivasa Reddy, Professor of ME, Director - Quality in Academics and R&D, R L Jalappa Institute of Technology has been awarded with “Best Teacher Award- 2023” on 2nd September 2023 at Global Institute of Management and Sciences (GIMS), a unit of D K S Charitable Trust (R.), Bangalore. This award has been issued as a testament of recognition of his hard work and unwavering dedication towards the field of education in shaping the young minds.

Prof.Sunil Kumar K, Associate professor, Department of mechanical engineering received Dr. APJ Abdul Kalam Life time Achievement National Award from International Institute for Social and Economic Reforms.Appreciation letters were received by the institution from NGOs for conducting programmes that included Blood donation Camp and Plantation program etc. All these activities were conducted by the institution for social welfare and upliftment of the underprivileged.

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

3.4.3

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

Response: 44

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	4	5	12

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: 35

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:

Our institution has a sprawling campus spread over thirty (30) acres with modern buildings, well equipped and spacious library, technology supported classrooms, seminar halls and spacious auditorium, thus enabling a conducive environment aiding effective knowledge transfer. The institute has well equipped audio-visual seminar halls for conducting seminars, co-curricular and extracurricular activities. The institute has 25 classrooms equipped with ICT enabled facilities with LMS(Learning Managment System) and 2 class rooms contain smart boards. All the departments have staff rooms for the faculty members to regularly counsel and guide the students. Desktops with internet facilities are available in the faculty rooms. The student co-operative store is available in the campus which supplies textbooks, notebooks, laboratory manuals, question bank, practical records and other essential stationery to the students and staff. We have the Rephroghapic facility in main library for printing and binding lab manuals, notebook materials, mini-project reports, project reports etc. at minimal cost. Each floor is facilitated with filter water facility for students/staff members. The entire campus is under the surveillance of 200 CCTV cameras to ensure security and safety. The whole campus is maintained with full greeneries to promote environmental sustainability and enhance the overall well-being of its occupants. Free bus facility for local transportation is provided for both staff and students around 5 kms radius.

The campus offers a comprehensive range of facilities to cater to the diverse needs of its occupants. An open-air auditorium with a seating capacity of 3000 provides a spacious and vibrant venue for cultural activities, performances, and gatherings. In addition, the campus boasts both Indoor games, Outdoor games, and Gym facilities, promoting physical well-being and encouraging active lifestyles. The separate Yoga center offers a tranquil space for meditation and yoga practices. The campus also prioritizes convenience by providing ample vehicle parking and ATM facilities. Staff quarters for 80 families provided by the college serve as residential accommodations, offering convenience, proximity to the workplace, and a supportive living environment. The campus is equipped with Wi-Fi, offering high-speed internet at 310 Mbps. As the campus features ramps, wheelchairs, and accessible washrooms to assist individuals with disabilities. All the blocks are facilitated with lifts. The digitized library, with a total floor space of 1080 square meters, ensures students have access to a wealth of learning resources. We are having ERP software to efficiently manage student data, course schedules, and faculty information, streamlining admissions, tracking academic progress, and simplifying administrative tasks. The campus is also environmentally conscious, featuring rainwater harvesting facilities and a sewage water treatment plant. To conserve energy, the campus is equipped with LED lights, while solar water heaters and solar panels provide alternative sources of energy. A dispensary for students and staff with free medical care and ambulance services, a cafeteria, a guest house with accommodation of 20 members, and a swimming pool is existing in the campus. Safety measures are in place with fire extinguishers in designated areas. Overall, these facilities contribute to a vibrant, inclusive, and holistic environment for learning, leisure, and personal development.

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: 25.26

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
138.22	9.97	1.90	11.29	26.72

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:

Response

The total resources and activities of the Library are summarized below,

LIBRARY AND INFORMATION CENTER

Digital Library	Integrated Library Management System
Library Area	Online Public Access Catalogue (OPAC)
VTU-e Consortium	e-journals & e-books
Member of NDLI	Member of DELNET
DRILLBIT Plagiarism Software	Library usage

Integrated Library Management System (ILMS),

The institute library and information Centre is automated using **Libsoft 12.0** web version transactions in the library is done through barcode system.

The details of ILMS are.

Library uses **Libsoft 12.0 web version** Automated using Integrated Library Management System

- Provides easy access to information for library users.
- Alerts the staffs members and students about their dues.
- Reduces the time of processing new books.
- Reduce the time of book transaction.
- Automation of all the administrative works cataloguing and circulation of reading materials, serial control, acquisition of reading material etc.
- Makes the service quicker, more efficient, and effective.
- OPAC facility.

Subscription to e-resources

The Institute library is a member of VTU e-consortium and DELNET (Developing Library Network).

Details of e-Resources,

VTU e- Consortium: Visvesvaraya Technological University e-Consortium

Provides access to 7794 e-journals & 18591 e-books of Elsevier, Springer, IEEE-ASPP, Taylor & Francis, Emerald, Pro-quest, Drill bit: is a plagiarism checking tool.

Knimbus: - Single search platform and collaborative research tool (Remote access).

DELNET: Developing Library Network

To promote resource sharing among the member-libraries by collecting, storing, and disseminating information & by offering networked library service to users.

ILL-Inter Library loan facility is available through DELNET which can access anywhere from India.

They can be accessed anywhere, anytime, and on any device.

The resources access can be availed using https://rljitd.knimbus.com

Amount spent on purchase of books and journals during last five years.

Sl.No	Year	Amount in ?(Books)	VTU e-consortium fee for e-journals?	TOTAL Amount in ?
1	2022-23	22,774	6,06,750	6,29,524
2	2021-22	62,350	4,97,250	5,59,600
3	2020-21	....	6,57,000	6,57,000
4	2019-20	1,52,572	6,50,000	8,02,572
5	2018-29	2,79,090	2,82,000	5,61,090

Total = **32,09,786** Average= **6,41,957.2**

Total number of faculty and students visted Per Day to Library = 407 (Step in count)

The percentage of usage per day for both online and offline users (Students, Staff, and research scholars) is **40.53%.**

Library Collections

1. Books -25000 Volumes, 3200 Titles

2. e-Journals -7794

3. e-Books -18591

4. National Print Journals-25

5. e-resources available from VTU e-Consortium

6. e-resources from DELNET

7. SC/ST Books-2863

8. Project Reports-577

9. Bound Volumes-390

10. Rare Books: Encyclopaedia, Handbooks-726

11. Question Bank

12. Newspapers- English, Kannada, Telugu

13. Magazines- English, Kannada, Telugu

14. University Syllabus Copy

Library Facilities

1. Library area: **1080sqm** with seating capacity of 165 users

2. Digital Library with 20 computer.

3. Reprography

4. Printing and Scanning

5. Reference Service

6. SC / ST Book Bank

7. e-Journals as IEEE, Science Direct, Springer Nature etc. and e-Books

8. Remote access to e-resources

9. Wi-fi facility

10.VTU e-Consortium

11. NDLI Facility

12. DELNET facility

13. Plagiarism Checking software

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 information technology facility at R L Jalappa Institute of Technology has been extended to its faculty members to enhance their training in teaching-learning and research activities. It also provides services to students to help them make the most of the facility's resources and gain a greater understanding of their potential careers. To help our students stay up with the material that might not be in the textbooks or that might be out of date by the time it is provided in a conventional structure, similar services are being expanded to them.

As per the norms prescribed by AICTE and VTU, the Institution periodically revises its IT infrastructure facilities to facilitate the teaching-learning process. The institution is equipped with high end configuration computer systems in laboratories of all its departments and the supporting departments like accounts, admissions, and libraries. The institution has an internet-enabled language laboratory to enable the students to improve their communication and writing skills. Language laboratory software comprises the interactive instructor, student module, lesson composer, and integrated study materials.

The institution has provided Paramount importance to IT infrastructure development and its timely up gradation as the institution envisions that adequate IT infrastructure is essential to offer quality education. To have information at fingertips, institute has provided internet facility through LAN cables and Wi-Fi with **310** Mbps bandwidth. Institute’s perseverance towards establishing ICT enabled classrooms has enhanced the teaching learning activity and uses computers as an integral part of academic and administrative activities.

Facilities Available	Description
Internet Band width	310 MBPS
Total Desktops /Computers	510
Access Dual Band Points	72
No. of Port Switches	20
Network Topology	Star

The IP-based access to the Digital Library and e-Resources are subscribed through VTU-e Consortium and the resources access can be availed using https://rljitd.knimbus.com

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: 2.12

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

Response: 440

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: 74.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
152.65	84.55	50.34	149.43	118.66

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: 71.11

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
732	626	628	698	706

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: 56.43

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
498	509	860	410	413

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: 67.02

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
137	217	172	201	104

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
198	302	272	312	156

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

5.2.2

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

Response: 2.2

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response: 42

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
9	16	1	12	4

File Description	**Document**
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
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: 36

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
43	43	13	41	40

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 Alumni Association of the Institute was registered in the year 2010 and has been registered with The Registrar of Societies with the Name **“R.L.J.I.T Alumni Association''**. Our institution is guided by the core value of “family culture” strongly believes Alumni as an integral part of our family for present achievements and future hope. We are having strong alumni network of 5000 Alumni registered with us . This strong conviction has encouraged the institution to develop lifelong commitment through continuous engagement with proud alumni of Engineering spread across the globe, established well in the chosen profession with their global competency, making a positive impact as brand ambassadors of the alma mater.Our esteemed alumnus are highly supportive, through alumni association we are providing scholarship for the students with outstanding performance in academics.Also donated many useful requirements for the student community like RO Drinking watter plant and they are sharing their experience and knowledge through alumni series talks.

The main aim of the association was to bring the former students of our institution on one roof, by leveraging the latest technological developments, to share their experiences, knowledge and talents amongst its members and students for fellowship and for advancement of knowledge.

We are regularly conducting Global Alumni Meet on 25th December every year. Lot of cultural activities has been organized during the Global Alumni meet and they will carry sweet memories in to their hearts. Alumni association meetings take place yearly and future plans are discussed in the meetings. Alumni contribution happens in various non-financial forms such as alumni interaction week, alumni challenge competition. Alumni on our campus for the benefit of the juniors, namely for conducting viva, SDP activity, conducting mock personal interviews, discuss business and entrepreneurship opportunities. During the interaction alumni have highlighted the importance of current trends in the market and guided the students about the career opportunities in different fields. They have also shared their personal experiences with students. Alumni visit campus at regular intervals to support the existing batch of students in planning and organizing events, extend support and guidance for functioning of various students clubs. Alumni who are entrepreneurs have been providing inputs on how to start a new venture and turning them in to job providers. This has resulted in to two out of four students who have in progress of their revenue streams. Some of the alumni are actively participating in social service combining with creative activities for rural area kids. These activities are quite motivational and create enthusiasm among children resulting in awareness related to importance of education among poor children. All these activities are carried out during weekends. Whenever these alumni visit the campus they motivate students to follow their path for the betterment of the society. Alumni extend their support for campus placements and summer and winter internships for Final year Engineering students.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The governance and leadership are in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance.

Vision

To be a Premier Institution by imparting quality Technical Education, Professional Training and Research.

Mission

Mission 1: To provide an outstanding Teaching, Learning and Research Environment through Innovative Practices and Quality Education.

Mission 2: Develop leaders with high level of professionalism to have career in the industry, zeal for higher education, focus on Entrepreneurial and societal activities.

The Governance

The esteemed institution has well defined vision and mission, and enriched with Qualified, Dedicated and Oriented Faculties to achieve the goals timely. The Governing Council is included with the staff members and external members. The IQAC and PAC committees are structured with staff ,members, external members and students as well to ensure the bottom up approach of decision making. Certain committees (IQAC,SC-ST,OBC, Anti-ragging Committees and others) are structured with the students and staff members to ensure a clear and transparent governance.

The Governing Council of our institution is the administrative body that guides which includes faculty members, frames the Rules and clause for the smooth running of the Institution. The rules and the regulations formed by this body will be framed under the guidelines of All India Council for Technical Education, the Affiliating University, and The Government of Karnataka. The ultimate aim of governing council of our institution is to achieve quality education for the upliftment of the student community in turn the stakeholders. The decision implementation is executed through Governing Council in a top-down approach.

The IQAC playing an elaborative role in the decentralization of the powers. The Program Assessment

Committee, Local Guardian Committee, Timetable Committee, and others have worked together under IQAC, to achieve the goals in line with the vision and the mission of our esteemed institution.

The Cultural Committee, NSS Committee, the Alumni Association (R), and the Website Committees have performed a tremendous task to improve the co-curricular activities of the students. The Internal Complaint Committee, Grievance Redressal Committee and SC/ST & OBC Committee have looked into the time-to-time betterment and encouragement.

The Program Assessment Committee (PAC), with its unique objectives and functional tactics have improved the performance of the students in every academic year for the progress of institution. The NEP Cell is encouraging and conducting regular programs to educate the faculties with new NEP pedagogy. The cell is actively working to implement the NEP guidelines to students and faculties. The GC, PAC and IQAC have clear enactment to fulfil the timely targets of the institution.

The discipline of the college is regularly monitored with the Discipline Committee that is headed by Vice Principal. The Institute Calendar of events Committee and the Timetable Committee are academic monitoring units of the Institution. The NEP policy awareness has been given to the students and faculty members. We are implementing the NEP policy 2020 in our Instiutution through Multidisciplinary environment , Technical Curriculum has been revised periodically by the University to meet the Industry requirements, Engineering Text books are available in the regional Languages for the easy understanding by the students.

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 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

Organization Chart

Decentralizing the Powers to different peers have reduced the conflict and improve the efficiency of decision making. This also improves managing the things efficiently and solves large number of problems in the ground level. The institution believes to decentralise the power into different committees and governing bodies. Different peer heads are empowered with the job description to deploy the effective and smooth running of system. The hierarchy of the power and the peers are as shown in the additional information field.

Sri Devaraj Urs Educational Trust, Tamaka, Kolar is the sponsoring body of Our Institution. The trust is enriched with the Manual of Service rules. The service rules are timely updated and is according to the government of Karnataka Affiliated University and AICTE guidelines. The standard operating process is well defined in the manual.

The recruitment process, appraisal process and other facilities for the faculties and the workers are clearly mentioned in the service rule book and the HR policies. According to the policies, the regular recruitment and appraisals are done. The policies clearly define the process of recruitment and the appraisal.

Our institution is empowered with different Policies framed by the IQAC, that help in the all-round development of the institution. The policies work as guidelines to the system, streamlining the system, and taking the institution towards the excellence.

The policies are operating in various domains of the administration like Academics, administration and ancillary domains. The teaching learning policy, orientation policy and Teacher training policies are promoting the betterment of the faculties and to implement the goals of the. Slow and Advanced Learners Policy, Student Welfare Policy promotes the improvement of the students. E-Governance Policy, Policy Document & Guidelines for National Service Scheme (NSS), Policy Document for Divyangjan, Industry Institute Partnership Policy, Scholarship Policy help to deployment of effective plans of the institution.

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 Following are the Benifit Programms available for the Teaching and non-teaching staff:

- Employee Provident Fund
- Gratuity
- Encouragement for research and development activities.
- Group insurance facility for staff members.
- Financial support to participate in national and international conferences/events.
- Faculty Development Programs (FDP) for faculty members on regular basis
- Fee concession of 25% for wards of teaching staff, 35% for wards of non-teaching staffs and 40% for wards of others in our Institutions run by Trust.
- A concession of 100% for on medical expenditure will be given at the medical college run by Our trust for the employees and 50 % for the dependents of the employees.
- Salary advance will be provided for those in need on their request.
- Free local transportation is provided for staff and students.
- Quarters facility for the faculties in reasonable amount.
- Free Dispensary facility

The Leave Benifits for the Employees

- Casual leave
- Earned leave
- Maternity leave
- Study leaves

- Leave for Employees of Fixed Term Contract
- Leave for Probationary Employees
- Leave for Employees on Post Retirement Engagement
- Restricted Holiday leave
- On Official Duty (OOD) leave
- COVID leaves

Teaching staff: The Institution has a well-defined faculty performance appraisal system. Each staff member submits annually in detail capturing all his/her activities in a prescribed format to the HOD. At institution level, self-appraisal forms /Academic Performance Indicators are taken to evaluate the performance of every staff member.

Implementation and effectiveness in overall performance of every faculty member is evaluated once in a year based on the following parameters.

- Student feedback
- Results in the respective subject handled
- Additional responsibility performed in that particular year
- Participation in Faculty Development programs / Workshops / Training Programs
- University Examination related work
- Publication in conferences and journals

The process of performance evaluation is as follows:

- The faculty submits self-appraisal forms with necessary documents duly signed by HOD.
- Self-Appraisal/ Academic Performance Indicators are evaluated by the HOD, Principal and HRD in according to the Hierarchy. The review is conducted to evaluate the performance of every faculty member annually.
- Faculty member displays her/his Teaching-learning materials (Notes, PPTs, Videos, Assignments, Question bank etc.,), Academic file, Course file in the process of evaluation.
- The Performance evaluation report along with the necessary recommendations / actions will be considered for Promotions, Increments or any others.

The IQAC have updated the Self Appraisal Form to API (Annual Performance Indicator) to increase the standards of appraisal system in the 2023.

Non-Teaching Staff:

On the regular basis, non-teaching faculties are given the appraisals according to the trust norms. A well-defined policy and appraisal system for the appraisal uphold the equality of all faculties.

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: 55

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	32	27	33	36

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

6.3.3

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

Response: 62.98

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
88	71	65	61	79

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
50	48	47	46	47

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:

Our Institution is Self-financed Private Institute whose main source of income is from tuition fee. The other revenues include grants received through Research projects /FDP/Conference proposals from funding agencies such as VGST, KSCST and VTU. Institution has well defined mechanism to monitor effective and efficient use of available resources. The fund mobilized is optimally used for salary payments, laboratory infrastructure and maintaining building infrastructure, purchasing of library books, construction of new buildings, establishing of new laboratories, upgradation of laboratories, training & placement activities, organizing Faculty Enrichment programs, student support systems and other activities.

Mobilization of Intellectual and other Abstract Resources

The institution mobilizes its human resources, designing and implementing academic and co-curricular activities that challenge the students to develop their potential to the fullest. It encourages all staff to achieve their personal and professional goals by cooperating with career development imperatives and discipline specific activities. For resource sharing the institution organizes guest lecturers from Industry experts, Academicians and Alumni. The faculty from other academic Institutions and industries will be invited as resource persons as a part of resource and knowledge sharing.

Institution regularly conducts external financial audit and Internal audits through external auditing agency.

External Audit and Internal Audits: An annual audit is done by authorized statutory auditor (Narayana Shetty RVM and Co.)who is appointed for the purpose. The audit of accounts and submission of income tax returns are being carried out regularly every year. There are no audit objections since the institution follows a good system of internal controls like calling quotations, preparing comparison statement, preparation of purchase order by purchase committee, etc. and approvals at every stage of such implementation and due verification of goods and services that are obtained after delivery or installation of works. The procedures are computerized and all payments are done through drafts, cheques, RTGS, NEFT and a high degree of transparency is exhibited. A structured internal audits have also been started in the institution to exhibit the highest level of transparency. The details are enclosed in the additional information fields.

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:

The IQAC was established on 02/08/2021 to develop systematic process for the institution and plan strategic interventions that would culminate in enhancing quality in all domains of administration and academics. The composition of the cell is as follows:

Chairperson – Principal, Coordinator – Senior Faculty, Members – Management Representative, Vice-Principal, One Senior Faculty from each department, Representative from Industry, Alumni and Students.

The objectives of IQAC are:

- To develop a system for conscious, consistent and catalytic action to improve Academic and Administrative performance of institution.
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

The IQAC initiatives are listed below:

- Preparation of Institution Academic calendar
- Preparing the Institution for NAAC, NBA, and NIRF
- Automation of Administrative and Academic Activities
- Feedback from stakeholders
- Process audit for Academic and Administrative activities
- Student Support Programs (SSP)
- Orientation Programs for faculties
- Effective Teaching and Learning process .
- Usage of Innovative Teaching Learning Methodologies.
- Regular IQAC meeting with members.
- Feedback and action taken report for corrective actions.

Outcomes:

- Feedback system has helped in improving satisfaction of students through action taken at various levels.
- Exit survey helped in enriching the curriculum as per needs of the present Day.

- Alumni feedback has helped in refinement of needs of industry for placement.
- Inclusion of value-added courses like SSP, training programs led to better placements.
- Regular audits have helped the process to get updated with relevant records.
- Initiated Best Faculty and Best Department recognition awards.
- Orientation programs to update faculties about change in syllabus/new courses.
- Research Incentives for faculties.

Some best practices of IQAC are:

Practice 1: IQAC Contribute, Monitor and evaluate Teaching & Learning Processes (TLP)

The IQAC audit process contributes in TLP during each semester in an academic year is as follows:

IQAC will meet every semester and plan for academic audits during the semester. Different audit teams are formed with the external auditor to audit academic performance of the various departments (Interdepartmental). The audit team will verify the documents of each department that are in-line with OBE process, and make necessary recommendations to enhance quality of technical education.

1. Planning of course delivery (Course Material File)
2. Work Diary, attendance registers
3. Blue book evaluation with scheme for evaluation
4. Local Guardian Books with the meeting details
5. Project reports
6. Laboratory evaluation process.

The audit team submits report to the IQAC coordinator, and she/he analyzes them with the head of the institution. Next head of the institution discusses audit findings with concerned department heads and gives suggestions for addressing the concern(s) raised by the IQAC.

Practice 2: Rubrics for evaluation process

IQAC team framed rubrics and formats that are followed for evaluating various academic activities like: Project phase I and Phase II, Technical seminar, Internship.

Practice 3: Orientation Programs

IQAC team initiates orientation programs for faculties, whenever program course syllabus is changed/updated or any new course is introduced. The outcome of this is to make faculties to become familiar with the changes in the syllabus for successfully conducting the courses.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

R.L. Jalappa Institute of Technology pays much emphasis in raising the awareness on gender equity in various aspects. The academic ambience of Institution itself manifests gender sensitivity and respect for each other. The male and female faculty ratio of our Institute bears a testimony for gender equity. In the current academic year the Institution has 36 percentage of female faculty members and 47 percentage of female students. Each class has a representation of both male and female students as class representative and secretary respectively. There is no discrimination of the female students and staff. It ensures a safe, secure, comfortable environment where the students and staff can pursue their academic dreams without any inhibition. Our Gender positive initiatives have been mentioned hereunder. We together celebrate the national and international commomerative days perttaining to both men and women to promote the gender equity.

Safety and Security: The Institutional premises along with hostels are guarded by a crew of both male and female security staff members. In view of security and safety, the institution is well equipped with 212 CCTVs. Professional dress code with college ID is mandatory to all stakeholders entering the campus to avoid intruders. The Institution is equipped with a 4 Ladies common room and Gents common room in each block as per the norms.

The institution educates students and staff members about the constitutional obligations on values, rights, duties, and responsibilities, and works on developing them as better citizens of the nation through various curricular and extracurricular activities.

Curricular and co-curricular activities: Both the male, female staff members and students have access to facilities for sports practice in the campus. Equal opportunity and encouragement is being given to both the genders in organizing, leading, participating various events of inter and intra college activities, that taps the leadership quality amongst them. In honor of International Women's Day, distinguished women are invited to inspire, empower the students by their achievements and message. In the direction of promotion of physical, mental, emotional and spiritual well-being we conduct regular yoga sessions for both men and women by a trained yoga master.

Students Guidance and Counseling: The Institution with a commitment towards shaping wholesome professionals has established an efficient mentoring system with each faculty monitoring the performance of around 20 students and counseling them for the overall well-being.

Institutional Committees: The institute has 30 committees like anti-ragging committee, grievance redresal cell, Anti sexual harassment cell and women empowerment cell. These committees comprise various representatives and address the concerned issues. The students are also educated by pointing the consequences that they would face if they do not abide to the rules of institution conducting appropriate sessions and through signboards which are displayed in the institutional premises.

Facilities for the women: The Institution grants 6 months Maternity leave for the women staff members as per the norms and also we have the provision of napkin vending machine in the Institutional premises. We are offreing one day special leave during their Menstrual period.

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:

Our Institution initiates and promotes the environment of harmony, national integrity with a great concern. This comprises of conducting cultural, regional and linguistic events to express the importance of diverse communities and its socio-economic well-being. By celebrating the various festivals and events, we strongly hope in promoting tolerance, harmony amongst students and other stakeholders. Our Institution continuously encourages a lot in celebrating the significant national festivals and state festivals such as Independence Day, Makara Sankranti, Onam, Diwali, Srirmanavami, Ramzan, Bhakrid, Karnataka Rajyothsava, and so on in order to invoke a feeling of oneness among all the stakeholders.

We believe in molding the overall personality of students, giving them exposure to exhibit their encapsulated talent and potential through the extracurricular and cultural activities. A cultural annual fest by name Santhasa is meant to blossom and nurture the young talented minds. The incredible performance in various activities of the students in the mega fest says a lot and carrying an imprint of valuable memories of their student life. This mega cultural fest witnesses a gathering around 2,000 members.

Many events such as battle of bands, fusion dance, face painting, fashion show, short films, solo singing, group singing, skit, mime, folk dance, Indian filmy dance, etc., are performed every year which would give students an opportunity to take up co-ordination and leadership responsibilities.

The ethnic day is celebrated annually which enables the young generation to revive love and respect for their own culture and history. Our institute encourage the students to participate in various inter college fests hosted by other institutes and youth fest organized by Visesvaraya Technological University (VTU) to showcase their talent, enhance social connectivity and build a sense of healthy competition amongst them. We do take measures to create awareness about the significance of constitution and responsibilities of an ideal citizen among students and faculty fraternity. In this regard, VTU has introduced a subject with title “Constitutional Practices” which is common course for all engineering disciplines.

Our institution also supports, encourages students and faculty members’ involvement in activities such as sports, yoga for their physical and mental well-being. We have NSS unit, Campus Lions Club through which we organize Blood donation camps, free general health camps, Dental camps and other social awareness programs periodically. During the outbreak of Covid -19 pandemic our institution has conducted vaccination and immunization drives to ensure a safe workplace as well as safety of all the employees.The Institution promotes integrity and inclusive environment through team work in reaching the rural community to raise the awareness on various contemparary needs collectively with a societal concern. Awareness programs are organized in the rural areas on digital payments, water management, organic farming, conservation of energy, renewable energy and so on.

The Institution has students hailing from diverse backgrounds, religions, languages etc., we give importance by observing various cultural days which are intended to create awareness of the inclusive environment and to inculcate the aptitude to adapt to varied cultures so as to become gradually a truly global professionals.

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 - 1

1. Title of The Practice : Innovative Teaching and Learning Methods

2. Objectives of Practice: The objective of innovative teaching and learning methods is to enhance the learning experience and outcomes for students by introducing new and creative approaches to education. These methods aim to go beyond traditional, passive forms of learning and engage students more actively in the learning process. Innovative teaching and learning methods aim to capture students' interest and motivation, making learning enjoyable and meaningful. When students are actively engaged, they are more likely to participate in class, ask questions, and take ownership of their learning.

3. The context : Innovative teaching and learning methods is the educational landscape and environment in which these methods are applied Understanding the context is crucial for teachers and institutions when deciding how to implement and adapt innovative teaching and learning methods effectively. Effective implementation requires a deep understanding of these contextual factors to maximize their impact on student learning and success.

4. The Practice : Innovative teaching and learning methods involves the actual implementation and application of creative and forward-thinking approaches to education. It is about translating innovative ideas and strategies into actionable steps that engage students and enhance their learning experience. These methods are most effective when they are thoughtfully planned, executed with care, and continuously refined based on feedback and outcomes. • Innovative methods include active learning, flipped classrooms, project-based learning, and technology-enhanced learning. • Create engaging and interactive learning activities promotes active participation.and these could include group discussions, problem-solving exercises, hands-on projects, simulations or digital learning tools.

5. Evidence of Success : The success of innovative teaching and learning methods can be measured and demonstrated through various forms of evidence. These indicators not only highlight improvements in student learning but also the effectiveness of the methods in achieving educational goals. Some of evidence that can demonstrate the success of innovative teaching and learning methods. • Increased student engagement and active participation in class activities are strong indicators of success. • Success can be evidenced by students' ability to think critically, solve complex problems, and apply their knowledge in novel situations.

6. Problems encountered and resources required : Teachers and institutions should be aware of these potential issues and allocate the necessary resources to address them effectively. • One of the primary challenges is resistance from teachers, or students who may be reluctant to embrace new teaching methods. • Innovative methods often require more time for preparation, implementation, and assessment. Teachers need the time and support to adapt to these methods effectively. • The various resources required for innovative teaching and learning methods are. • Investing in training and workshops for teachers to acquire the skills and knowledge needed for innovative teaching and learning methods is crucial.

7. Notes (Optional) : Innovative teaching and learning methods are approaches to education that go beyond traditional instructional techniques and aim to enhance the learning experience by engaging students in more creative and interactive ways.

Best Practice - 2

1. Title of the Practice: Local Guardian (LG) Scheme

2. Objectives of the practice: The objectives of the practice are, • To familiarize the newly joined students to the Institution and course • To make the students ease in a new place by providing emotional support to students on an individual basis by helping them in overcoming home sickness. • Establishing rapport between teachers, students, and parents.

• Monitoring attendance and behavioral aspects of every student on their weak side and to provide solution for students by taking complete care of them. • To minimize the failures, dropouts and enhance academic performance. • To monitor overall progress of students during his/her graduation.

3. The Context : The Institution implements the mentoring and counselling of students through the ‘Local Guardian Scheme’.It will be focused on the aspects that are hindering their academic performance and accordingly necessary guidance will be given by the respective Local Guardian as allotted and special cases are taken care by a professional counselor who visits our Institution every fortnight or as and when required.

4. The Practice : The “Local Guardian Scheme” is one of the best practices of the Institution wherein every faculty serves as a mentor for 20 students. The academic and personal details of the students are recorded by their respective mentor in the beginning of the I semester of their academics and later on respective department mentor will continue to maintain the record of the concerned students for remaining duration of the course. The LG counselor meets the students every week and counsels them with respect to their academic progress coupled with personality development.

5. Evidence of Success : i. It s reflected through the overall performance development of students. ii. The in-between dropouts have been gradually reduced along with the number of failures and overall academic performance of the students has also considerably improved. iii. The behavior of the students on the campus, in general, has witnessed a significant improvement. iv. Parents have expressed their happiness for having such a system where the overall performance of their ward is monitored and informed to them from time to time.. v. The students’ class attendance and professional behavior has been relatively improved.

6. Problem Encountered and Resources required : Initially there will be a resistance to adapt to this practice as the students do not know it’s importance. Despite of our best efforts in the effective implementation of this practice, still a few students discontinue their course due to their personal and financial issues. The resource required is mainly the time for the communication with the parents and for counseling of the students in the allotted Local Guardian hour as per the time table.

7. Notes (Optional) : A detailed policy with a framework document has to be prepared to implement and continuously monitor the activities. This can be achieved by receiving input from both faculty and students. A well - defined methodology for feedback analysis is also advisable.

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:

R..L. Jalappa Institute of Technology is a unit of Sri Devaraj Urs Educational Trust (SDUET) situated in a strategic location intended to serve the people of rural area and backward classes. The Institution is spread across amid greenery having excellent infrastructure with all necessary amenities hostel facility for boys and girls within the campus. Our Institution sportively extend our support in all the aspects of sports and cultural events to unleash the hidden talent of young minds. The Institution is instituted with campus Lions Club and Unnat Bharat Abhiyan (UBA) cell through which constantly we are rendering the needy social service in the neighourhood.

With a great societal concern to reach the unreached we have started, "Lions Club of Doddaballapura RL Jalappa Institutions". In association with the campus Lions Club we are serving the community on various need-based areas of concern. Our Institution is located in a rural area which caters to surrounding students, some of whom are first-generation with different economic backgrounds and few parents having no awareness about education. It is around 75% of the students admitted belong to rural area and are of economically backward classes. The Institution is endeavoring to make them industry ready by providing thrust and priority for their personal and organizational skills, knowledge, and ability to make them compete with others in their career. We train the students to enrich their soft skills and enhance their confidence level so as to face the competitive world. The training program is aimed at orienting the students with life skills, human values, commitment, and multicultural teamwork and to inculcate positive attitude with continuous learning. These training programs also provide tips on resume building, crack the aptitude tests, group discussions, interview skills and mock assessments. Apart from this, we do placement training and assessment which helps them to improve their skills, reduce their effort in placement preparation and make them industry ready with company specific training and assessment. In a nutshell, the institution makes cognizant efforts in making the students truly global professionals by imparting the necessary continuous training to them. We nurture the students facilitating industry-institute interaction through industrial visits, in-plant training, academic projects of industrial relevance with the sole aim of tapering the gap between the industry and academia. The Institution is functioning in the direction of attaining its vision “To be a premier Institution by imparting quality technical education, professional training and research”.

Our philosophy is to transform individuals and motivate them to reach their full potential. So as to bring in holistic development. We have received appreciations and awards from various organizations for the academic projects carried out by our students to their innovation and societal concern. We are consistently exploring, learning, improving, and expanding a continuous journey of bringing the unknown to the known. We have the practice of recognizing the best faculty, best non-teaching staff, best department and Library best user awards in the direction of appreciation and encouragement towards excellence. In order to boost the interest of researchers, the institution has initiated a cash award incentive for research publication in the national, international journals of repute by the faculty freternity. We have three Research Centers for upgrading the research environment and MoUs with notable organizations for the benefit of students.

An induction program is being conducted for the newly joined students to help them so as to adapt with the new surroundings and develop bonding with fellow students and their mentors imbibing with human values. The activities include physical fitness, Universal human values, Environmental Education, Proficiency Modules etc., which lead towards the attainment of a holistic and multidisciplinary approach towards various life-skills.

Our Institution provides subsidized medical treatment at Sri R L Jalappa Hospital for all the employees. There is provision of accidental group Insurance policy to all the employees and students. We have campus dispensary unit with a resident Doctor. We conduct a mega annual health camp in association with our Medical College and Lions Club. The Institution has provided staff quarters in the campus for both the teaching and non-teaching staff members, concession in the tuition fee is being given for the wards of the employees of Institution. Yoga sessions are being conducted for all the staff members by a trained Yoga master on regular basis.

Each department conducts various events on social causes under the Institute Social Responsibility. The student volunteer teams are guided by faculty members to enrich their leadership skills and the events are conducted by students together.Career guidance sessions are being conducted by our alumni for the students to share their experience. In order to bring out the technical expertise within the students, distinguished personalities are invited to deliver sessions on emerging fields. Internal Quality Assessment Cell motivates the faculty in teaching and learning with Innovative processes. Usage of e-learning resources enhances the technical knowledge of both students and staff. TheInstitution has state-of-art labs, and digital library facility. The National, International commemorative days are celebrated and honored on a regular basis at our Institution in order to maintain the unity and a cohesive work environment, as well as to make the students aware of our country's pride and rich cultural history. As every culture has a variety of festivals and celebrating such events will imbibe Unity and Harmony in the society. We celebrate such events to understand about varied cultures and cognitively imagine India as a nation. The academic calendar of the Institution is well planned with various noteworthy national and international commeomrative days. The institute makes continuous efforts in promoting the environmental consciousness amongst the stake holders. In view of this the institute celebrates world Environment Day, other related programs through UBA, NSS and campus Lions Club.

We strongly believe that the graduates from our institute should excel in their professional career and develop societal concern and contribution. We concisely feel that being an education institute it is our ethical responsibility to create awareness on societal issues and make the students realize that they should contribute their best to society.

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

5. CONCLUSION

Additional Information :

R.L Jalappa Institute of Technology has 35 MOUs with reputed industries to fill the gap between the industry and academia. These 35 MOU helps the students to attend the seminars, hands-on workshops, internships, projects, lecture series, certification programs etc. organized by the industries and provide the certificate to the students. Our Institution has a Local Guardian system has been introduced with the main objective of providing supportive care and counsel to students in their academic and personal problems, from time to time, if any. This system helps the students complete their studies comfortably and successfully. The Mentoring system is used to monitor the academic progress of the students continuously and regularly and to rectify their problems. The Institution encourages parents to be in regular contact with the Local Guardian / Class Coordinator /HOD / Principal. Center of Excellence (CoE) is available for the students and faculty to explore their creative minds and develop solutions to Industrial and dedicated group of cluster research faculties train students beyond classroom teachings as per the industry requirements like VLSI, Embedded, Signal Processing and Communication, Internet of Things (IOT), AI&ML, Digital, Data science, Robotics etc. Our Institution is having active professional bodies like ISTE, IETE and IEEE for students and faculty.

Our Institution has made significant contribution for the Covid Relief funds, Keral flood relief funds, earthquake relief funds, provided food for the poor people and also given huge funds for rennovation of Lakes and helped the villagers.

We have also given huge funds for the Government College Labs situated in the Rural areas.

Concluding Remarks :

R. L Jalappa Institute of Technology, during the last 22 Years, is striving to achieve the objectives of promoting excellence in Technical education and reorganizing the learning experience in a manner that places the students at the Centre. The Institution has been working tirelessly on achieving its Vision which centers around providing quality technical education, promoting research, and meeting socio-economic needs. The management, staff and the faculty of the institution are committed to provide excellence in education to students, giving equal focus to academics, co-curricular and extra-curricular activities. The students are taught the principles of ‘Learning by Doing’, ‘Learning to Learn themselves’ by supporting the academics with the facilities of Centre of Excellence, Industry acclaimed labs and Hands-on projects to sustain education par excellence. R.L Jalappa Institute of Technology is quite a few steps ahead of the ordinary and impart Outcome Based Education (OBE) that is a mixture of classroom learning supplemented with project-based learning, to provide the holistic development of every student, who embark on their educational journey with us. Our mission is to enable every student to craft their learning pathways in a way that uniquely works for them and gives them the scope and courage to explore interests, pursue passion, define career path, and carve out their distinct journeys into the future. The Institution adopts the policy guidelines as envisaged in AICTE, VTU, Government of Karnataka, NAAC and other accredited agencies as applicable from time to time. The Institution strives to create an agile culture of Continuous Learning, Collaboration, Performance & Recognition that embodies our core values. It is our commitment to be at the forefront of providing the best quality education to students, nurture their talent and become an education, research, and consultancy hub in which modernity blends with tradition.