



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHREE DEVI INSTITUTE OF TECHNOLOGY

NEAR AIRPORT, AIRPORT ROAD, KENJAR

574142

www.sdit.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shree Devi Institute of Technology (SDIT)

Shree Devi Institute of Technology (SDIT), established in 2006, is registered under the Shree Devi Educational Trust and affiliated with Visvesvaraya Technological University (VTU). It is also approved by the All India Council for Technical Education (AICTE). The Shree Devi Educational Trust, founded in 1992, aims to provide high-quality, affordable education to students from diverse backgrounds and has established several institutions across various disciplines.

SDIT is committed to maintaining high standards of technical education. It boasts qualified faculty members who employ innovative teaching methods. State-of-the-art laboratories and classrooms offer an enriching learning environment. The institute offers degrees in Engineering (BE, M.Tech.), Management (MBA), Computer Applications (MCA) and Research (Ph.D.).

The curriculum, designed by VTU, equips students with the necessary knowledge, skills, and attitudes to succeed in engineering. SDIT emphasizes producing well-rounded individuals who are technically proficient, socially responsible, and ethically grounded. The mentorship program guides students in academic and personal development, addressing academic stress, career prospects and personal issues. Regular workshops, seminars, and industry interactions bridge the gap between theoretical concepts and practical applications.

SDIT has an active placement cell that facilitates internships, training programs, and placements in reputed companies. The institute's alumni have achieved global success, with many becoming entrepreneurs and industry leaders. Culturally, SDIT encourages participation in various clubs, events, and fests to develop managerial, leadership, and team-working abilities.

Key Achievements and Highlights:

- Over 85% placement rate for the past three batches
- Faculty members published research papers in reputed journals
- Strong industry collaboration through consultancy works and projects
- Active participation in social initiatives like rural development programs and NSS activities

SDIT regularly undertakes self-evaluation and quality audits to enhance its standards. The institute aims to produce competent professionals with sound knowledge and ethical values, ready to serve the industry and the nation.

Vision

To be an institution of academic excellence imparting technical and management education integrated

with human values to face social and environmental challenges.

At Shree Devi Institute of Technology (SDIT), our vision is to be an institution of academic excellence imparting technical and management education integrated with human values to face social and environmental challenges. We strive to nurture intellectual growth, foster ethical conduct and empower our students to address pressing societal and environmental issues. SDIT is dedicated to maintaining high academic standards by updating our curriculum in line with the latest changes from VTU. Our esteemed faculty, comprising subject matter experts and seasoned professionals, employ innovative pedagogical techniques to deliver a comprehensive learning experience.

We recognize the importance of equipping our students with a diverse skill set that transcends disciplinary boundaries. By offering a blend of technical and management programs, we aim to produce well-rounded professionals capable of navigating the complexities of the modern business landscape while leveraging cutting-edge technologies. At SDIT, we believe academic prowess must be complemented by a strong ethical foundation. We instill in our students a deep sense of integrity, empathy, and respect for human values. Through a curated curriculum and co-curricular activities, we nurture responsible global citizens committed to upholding moral principles and contributing positively to society.

We are acutely aware of the social challenges confronting our communities and encourage our students to engage with real-world problems, fostering social responsibility and a commitment to finding innovative solutions. Through collaborative projects, community outreach programs, and industry partnerships, we empower our students to be agents of positive change. Recognizing the urgent need to address environmental concerns, SDIT emphasizes promoting environmental sustainability. We instill an eco-friendly mindset in our students, encouraging them to adopt sustainable practices and explore environmentally conscious technologies.

At Shree Devi Institute of Technology, our vision guides us towards excellence in all spheres of education. We are committed to nurturing future leaders who possess the knowledge, skills, and ethical fortitude to navigate the complexities of the modern world while contributing to a more sustainable and equitable society.

Mission

- **Disseminate quality education with student-centric learning methodologies.**
- **Our mission is to provide quality education through student-centric learning methodologies that place students at the heart of the learning process.**
- **We prioritize innovative teaching strategies that cater to diverse learning styles, ensuring each student actively engages with the material and & can apply their knowledge in real-world scenarios.**

We foster a culture of engagement and encouragement among students, faculty, and staff, promoting open communication, mutual respect, and collaborative learning. By creating a supportive and inclusive community, we empower students to reach their full potential.

Personalized mentorship is a key component of our approach, where faculty members serve not only as educators but as mentors deeply invested in each student's personal and professional growth. Through individualized guidance, we help students navigate their academic journeys, make informed career choices, and build self-confidence.

Our commitment extends beyond technical education; we aim to transform students into responsible, ethical leaders. By nurturing entrepreneurial attitudes, we encourage creativity, initiative, and innovation, while also instilling a strong sense of social and ethical responsibility.

Ultimately, our mission is to cultivate well-rounded individuals prepared to face modern challenges with confidence, creativity, and integrity. We strive to provide an education that not only equips students with professional skills but also inspires them to make a positive impact on society.

Actively foster a culture of engagement and encouragement amongst students, faculty, and staff.

Provide personalized mentorship to students and offer dedicated support for their career development.

Impart education that transforms students and empowers them to emerge as professionals by inculcating entrepreneurial attitudes with social and ethical values.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Progressive and professional management with extensive experience in running educational institutions, consciously supporting quality in every aspect of managing SDIT.
2. Stimulating location with extraordinary infrastructure facilities, including state-of-the-art laboratories designed and developed to facilitate an excellent quality of campus life among students.
3. Dedicated and experienced faculty members committed to ensuring quality teaching and learning processes.
4. Effective and innovative teaching pedagogies practiced to ensure that students achieve appropriate learning outcomes as per the norms of Outcome-Based Education (OBE). Classrooms are equipped with state-of-the-art ICT facilities for an effective ICT-enabled learning environment.
5. Courses related to Universal Human Values (UHV), Professional Ethics, and Environment & Sustainability, as mandated by the affiliating university, are effectively implemented to inculcate ethical and sustainable practices.
6. Robust feedback mechanism from stakeholders, with analysis and corrective measures taken to improve the teaching-learning process and course delivery to students.
7. Sensitization of students and promotion of environmental conservation activities through initiatives such as beach cleaning, and seminars on the conservation of water, aligned with the institution's and management's vision.
8. Effective mentor-mentee system in place for monitoring and motivating students, as well as providing need-based counseling support.

Institutional Weakness

1. As the college is only an affiliated institution, extra-mural funded research projects are rather limited in number and need augmentation.
2. Currently, only a few of the faculty members hold a Ph.D. degree, and there is a need to enhance this proportionally over time.
3. Interdisciplinary projects are very few in number and publications through student projects are limited.
4. Alumni engagement and effective student support has to be enhanced.

Institutional Opportunity

1. NBA accreditations of all departments and NAAC accreditation of the Institution would enhance the educational recognition and societal perception of the institution.
2. A strong alumni network, if built, would help in developing in-house incubation centers, enhance placements, as also enhance internship-related opportunities.
3. Expansion in emerging fields of study is imperative, and the introduction of new age-UG as well as PG Courses in these areas is the need of the hour.
4. Collaborating with government bodies and organizations to promote research-driven education and innovation.
5. Upgrade the computing and internet facilities to facilitate e-learning, ICT-enabled teaching-learning processes, and research.
6. Encourage the faculty to participate in national/international seminars/conferences.
7. Enhancement of departmental research activities (Civil, Management, Computer Applications, Physics, and Chemistry) for internal revenue generation.
8. Establishing partnerships with industry leaders to provide students with practical training, workshops, and hands-on experience, bridging the gap between academia and industry demands.
9. Implementing a robust system for tracking and analyzing graduate outcomes, helping to continuously improve the curriculum based on the evolving job market trends and alumni success.

Institutional Challenge

1. Faculty retention in emerging areas of technology-related domains.
2. Creating awareness among parents and students in taking up admission in core branches of engineering and educating them about the scope of these branches.
3. Attracting quality Ph.D. holders in the cadre of Professors and Associate Professors to achieve desirable educational outcomes, and augment innovation and research.
4. Promoting an emphatic culture of research and innovation among faculty and students, encouraging them to publish research papers in reputed/refereed journals and participate in national and international conferences.
5. Need to encourage interdisciplinary/trans-disciplinary education and research to address complex global challenges that require multi-faceted solutions.
6. As an affiliated college, the choice of subject and electives is limited at present.
7. Overcoming the challenge of limited funding and resources to support state-of-the-art laboratories, infrastructure, and research facilities.
8. Develop strategic partnerships with industry and academia to provide students with practical exposure and enhance their employability skills.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Shree Devi Institute of Technology's academic framework rigorously adheres to regulatory standards set by the All India Council for Technical Education (AICTE) and Visvesvaraya Technological University. The institution follows the Choice Based Credit System(CBCS) prescribed by VTU to ensure flexible and student-centric learning.

The Governing Council, comprising the Chairman, Vice Chairman, Secretary, Trustee, Principal, and senior faculty members, meets annually to discuss university related activities and academic matters. The Internal Quality Assurance Cell (IQAC) plans the institution's calendar, including annual events like the Annual Fest, Sports Day, and general holidays.

Academic planning is led by the Academic Advisory Board, which includes the Principal, Examination Coordinator, and Heads of Departments. This board develops the semester's academic calendar, schedules internal assessments, and monitors course progress through Continuous Internal Evaluation (CIE) and student feedback.

The Department Advisory Board focuses on curriculum development, and industry-institute interactions, and organizes academic activities such as guest lectures, workshops, and industrial visits. Heads of Departments allocate subjects to faculty based on their expertise. Faculty members prepare Course Outcomes(COs) aligned with Program Outcomes(POs) and Program Specific Outcomes(PSOs), which are reviewed and approved by the Academic Advisory Board. They also create lesson plans and study materials, leveraging ICT tools to deliver courses effectively.

Topics like the Indian Constitution, human rights, and corporate social responsibility are included to equip students with ethical and professional skills. Campus safety is ensured through a Women's Grievance Cell, Sexual Harassment Committee, and anti-ragging measures. Programs for women's empowerment, including self-defense classes and celebrations of International Women's Day are regularly conducted.

The institution promotes societal and environmental responsibility through initiatives like yoga sessions, tree plantation drives, blood donation camps, and visits to orphanages. By integrating these elements, Shree Devi Institute of Technology prepares students for professional success and meaningful contributions to society, ensuring they are equipped to tackle modern challenges with a balanced perspective on personal, societal, and environmental well-being.

Teaching-learning and Evaluation

The most important aspect of the teaching-learning process at this institute is the ability of its teachers to create enthusiasm, ignite passion, and generate curiosity among students. Teachers are encouraged to participate in conferences, seminars, workshops, and orientation and refresher courses to enhance their teaching skills and innovate their methods.

The admission process is managed by an admission committee responsible for designing forms, prospectuses, and student counseling. Professional course admissions are through entrance tests (CET, COMEDK, PG CET), while management seats are filled based on merit in qualifying exams, with concessions for local students.

Various subject combinations are offered to cater to students' diverse needs, allowing them to choose subjects according to their interests and competencies.

An academic calendar follows the admission process, facilitating participation in curricular and co-curricular activities. Departments design general timetables, allocating slots for EDUSAT lectures, guest lectures by eminent personalities, sports, and other activities. Remedial classes are organized for students struggling with coursework, and ICT is utilized to ensure a 24x7 learning environment.

Beyond the classroom, the institute emphasizes holistic development through various extracurricular activities. Clubs and societies dedicated to arts, science, literature, and technology provide platforms for students to explore and enhance their talents. Additionally, the institute hosts annual cultural and sports festivals, promoting teamwork and leadership among students.

The institute also prioritizes community engagement and social responsibility. Initiatives like blood donation camps, environmental awareness programs, and community service projects are regularly organized, fostering a sense of civic duty and social awareness among students. These activities not only contribute to personal growth but also help in building a compassionate and responsible society.

The institution's infrastructure supports its academic and extracurricular activities. Well-equipped laboratories, libraries with vast books and digital resources, and state-of-the-art sports facilities are available to all students. Moreover, the campus is Wi-Fi enabled, ensuring students have access to information and learning resources at all times. These features collectively create an enriching and dynamic environment conducive to comprehensive learning and development.

By integrating quality teaching, diverse learning opportunities, and community engagement, the institute ensures a well-rounded education for its students.

Research, Innovations and Extension

Shree Devi Institute of Technology (SDIT) fosters creativity, critical thinking, research, innovation, and entrepreneurship through strategic recruitment and advanced infrastructure. The institute supports start-ups via its Innovation Council, Incubation Centre, and Entrepreneurship Development Cell (EDC), which is recognized by the Ministry of Education. Three research centers, accredited by Visvesvaraya Technological University, promote research by guiding faculty and facilitating publications in respected journals. Furthermore, SDIT preserves and disseminates Traditional Indian Knowledge Systems and promotes knowledge transfer through academic enrichment, industry collaborations, and outreach programs.

SDIT excels in both technical education and social responsibility. Over the past five years, its extension activities have sensitized students to social issues, fostering holistic development. Programs under NSS and other initiatives have developed empathy and responsibility among students. Through community service projects like volunteering at shelters, donation drives, and cleanliness campaigns, students have become more aware of issues such as poverty and environmental degradation. These initiatives promote inclusivity and strengthen community bonds, ensuring that students grow into responsible and compassionate individuals.

SDIT has gained national and international recognition. Faculty achievements underscore SDIT's commitment to innovation. Community outreach efforts include blood donation and vaccination drives, road cleaning, and technology literacy programs, all of which demonstrate SDIT's dedication to societal welfare.

Additionally, SDIT has conducted numerous workshops, seminars, and conferences on Research Methodology,

Intellectual Property Rights (IPR), and Entrepreneurship, fostering an environment of continuous learning and professional growth with 200 research papers published in journals and 33 Memorandums of Understanding (MoUs) for faculty and student exchanges, internships, field trips, and collaborative research, SDIT continues to lead in academic and community engagement. This extensive network of collaborations not only enhances the educational experience but also bridges the gap between academia and industry, ensuring that students are well-prepared to meet real-world challenges. SDIT's comprehensive approach to education and community service sets it apart as a leader in fostering well-rounded, socially conscious professionals.

Infrastructure and Learning Resources

Our college campus spans 12 acres of verdant greenery, offering a tranquil retreat away from the city's hustle and bustle while maintaining convenient access. Enveloped by lush landscapes and gentle breezes, the campus provides a peaceful environment conducive to focused learning and personal growth. Students find solace in the natural beauty surrounding them, enhancing their educational journey with moments of reflection and relaxation.

Renowned for its modern infrastructure, the institution is equipped with the finest teaching and learning facilities. Spacious classrooms with projectors, state-of-the-art laboratories featuring smart boards aligned with the VTU Curriculum, and comprehensive computing resources with essential software ensure a high-quality educational experience. These facilities are designed to foster innovative thinking and practical application of knowledge, preparing students for real-world challenges. The EDUSAT room and seminar hall, furnished with AV systems and projectors, enhance interactive and multimedia learning experiences, making education engaging and dynamic.

Cultural enthusiasts can enjoy performances in our well-equipped auditorium and open-air theater, where a variety of events and shows are held throughout the year. These venues provide a platform for students to showcase their talents and celebrate cultural diversity. Sports aficionados have access to indoor games like chess, carrom, and table tennis, as well as outdoor sports such as badminton, cricket, football, throwball, and volleyball. These facilities encourage physical fitness and teamwork, essential components of holistic development.

Our library, a haven for book lovers and researchers, offers quiet study rooms, a periodical section, and a digital library stocked with extensive e-resources. High-speed internet connectivity spans the campus, facilitating seamless access to online resources for students and staff. This digital infrastructure supports continuous learning and academic research. An efficient ERP system manages academic activities, ensuring accurate attendance records and academic data, streamlining administrative processes.

Nearby hostel accommodations provide comfortable living arrangements with rooms featuring attached bathrooms, hygienic dining facilities, and ample study spaces. These hostels foster a supportive environment for academic and personal development, creating a home away from home for students. The combination of top-notch facilities and serene surroundings makes our campus an ideal place for nurturing future leaders and innovators.

Student Support and Progression

SDIT play a crucial role in fostering student success through a variety of support mechanisms, including

scholarships, capacity development, and skill enhancement activities. Scholarships offered by the institution, as well as those from government and non-government sources, are instrumental in easing the financial burden on students, enabling them to focus more on their academic and personal growth. These financial aids, provide vital support that can significantly impact students' educational journeys.

Beyond financial support, institutions are dedicated to enhancing students' competencies through capacity development programs. These initiatives often include training in soft skills such as communication, teamwork, and leadership, which are essential for professional success. Institutions also emphasize the importance of staying abreast of current trends and technological advancements, offering workshops and seminars that keep students informed and competitive in the rapidly evolving job market.

Furthermore, students are encouraged to participate in various competitive exams, which not only bolster their academic credentials but also prepare them for future career challenges. To further support students, institutions provide placement services that facilitate job opportunities, connecting students with companies. A grievance redressal cell is in place to address student concerns and ensure a supportive academic environment, demonstrating a commitment to resolving issues fairly and promptly.

Alumni Association are also a vital part of this support system offering, networking opportunities, and career guidance based on real-world experience. In addition to academic and career support, institutions promote holistic development through sports and cultural activities. Institutions also support students pursuing higher education by providing guidance and resources for advanced studies.

Overall, by integrating these diverse support mechanisms financial aid, skill enhancement, placement services, grievance redressal, alumni engagement, and extracurricular opportunities institutions create a nurturing environment that empowers students to thrive academically and professionally.

Governance, Leadership and Management

The Governing Council is the main policy-framing body of the institute, comprising members from the management, Vice-Chancellor's nominee, Director, Principal, and Heads of Departments (HODs). The Chairman of the institution serves as the chairperson of the Governing Council. This council is pivotal in shaping the strategic direction and policies of the institute, ensuring that the institution aligns with its mission and goals. The Principal leads the academic and administrative activities, implementing perspective plans, monitoring academic progress, and managing the departments and various committees. This role is crucial in maintaining the academic integrity and operational efficiency of the institution.

The Academic Advisory Board, headed by the Principal, plays an integral role in formulating, monitoring, and guiding the overall academic activities of the institution in adherence to the university's guidelines. This board ensures that the academic programs and curricula are relevant, up-to-date, and of high quality. Heads of various departments lead, guide, and mentor their respective departments in alignment with the Academic Advisory Board's guidelines, ensuring the overall progress of students and staff members. Their leadership is essential in fostering a conducive learning environment and promoting academic excellence.

The institute's Internal Quality Assurance Cell (IQAC) plays a proactive role in reviewing the current status and evolving programs, policies, and suggestions to improve teaching and research quality. Constituted as per NAAC guidelines, the IQAC's prime task is to develop a system for conscious, consistent, and catalytic improvement in the institution's performance. It undertakes periodic assessments and audits to identify areas for enhancement and implements strategies to address them. Periodic interactions among the Heads of Departments and faculty members are encouraged by the IQAC to facilitate internal quality analysis and motivate the faculty towards quality improvement.

Overall, the governance structure of the institute ensures a robust framework for policy formulation, academic guidance, and quality assurance, driving continuous improvement and excellence in education and research. Through coordinated efforts and strategic oversight, the institution strives to uphold its standards and achieve its educational objectives, preparing students for future challenges and opportunities.

Institutional Values and Best Practices

The institution's commitment to excellence is exemplified through its initiatives and best practices in gender equity, environmental sustainability, societal contributions, and technical skill enhancement.

Comprehensive gender equity initiatives create an inclusive and supportive environment for all. Regular workshops, seminars, and awareness programs empower women and promote gender sensitivity among students and staff. These programs ensure that every individual on campus feels valued and respected, regardless of gender. Mentorship programs and leadership training specifically aimed at women help bridge the gap in traditionally male-dominated fields, fostering an inclusive academic and professional environment.

Under the eco-club "Green Sankalp," the institution promotes a green campus initiative focusing on environmental sustainability. Activities include tree plantation drives, waste management programs, energy conservation efforts, and awareness campaigns on sustainable practices. These initiatives enhance the campus's ecological footprint and educate students about the importance of environmental stewardship. By integrating sustainability into the curriculum and daily practices, the institution not only reduces its environmental impact but also instills a sense of responsibility in students towards the planet.

The institution extends its impact beyond the campus through various community outreach programs under the club Samarpan, demonstrating its societal contributions. Projects include health camps, educational support for underprivileged children, and collaboration with local organizations to address community needs. These efforts underscore the institution's dedication to societal welfare, highlighting its role as a proactive community member.

The SHAPE (Soft skills, Human Values, Add-on, Personality Development, Enhancing Technical Skills) model is a distinctive feature of the institution. This model focuses on enhancing technical skills and overall development, preparing students for the dynamic demands of the professional world. Regular workshops, industry interactions, and hands-on training sessions ensure students are well-equipped with the necessary skills and knowledge.

In summary, the institution's distinctiveness lies in its holistic approach to education, encompassing gender equity, environmental sustainability, societal contributions, and technical skill enhancement. This

comprehensive strategy fosters an environment of overall excellence and continuous improvement, preparing students to be well-rounded, socially responsible, and highly skilled professionals.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHREE DEVI INSTITUTE OF TECHNOLOGY
Address	NEAR AIRPORT, AIRPORT ROAD, KENJAR
City	Mangalore
State	Karnataka
Pin	574142
Website	www.sdit.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	K E Prakash	0824-2254104	9448123071	0824-2254119	sdit_kenjar@rediffmail.com
Professor	Nethravathi P S	0824-2254102	9964281709	-	nethrakumar590@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Karnataka	Visvesvaraya Technological University	View Document

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,DCl,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	02-06-2023	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	NEAR AIRPORT, AIRPORT ROAD, KENJAR	Rural	12	24046

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,Aeronautical Engineering,	48	PUC	English	60	21
UG	BE,Aeronautical Engineering,	48	PUC	English	60	21
UG	BE,Artificial Intelligence (Ai) And Data Science,	48	PUC	English	30	30
UG	BE,Artificial Intelligence (Ai) And Data Science,	48	PUC	English	30	30
UG	BE,Civil Engineering,	48	PUC	English	60	0
UG	BE,Civil Engineering,	48	PUC	English	60	0
UG	BE,Computer Science Engineering,	48	PUC	English	180	170
UG	BE,Computer Science And Engineering (Artificial Intelligence And Machine Learning),	48	PUC	English	30	30
UG	BE,Electronics And Communication Engineering,	48	PUC	English	120	47
UG	BE,Information Science Engineering,	48	PUC	English	60	48

UG	BE,Mechanical Engineering,	48	PUC	English	60	0
PG	Mtech,Construction Technology,	24	BE	English	18	0
PG	MBA,Masters In Business Administration,	24	DEGREE	English	180	174
PG	MCA,Masters In Computer Application,	48	DEGREE	English	120	80
Doctoral (Ph.D)	PhD or DPhil,Civil Engineering,	36	M TECH	English	3	0
Doctoral (Ph.D)	PhD or DPhil,Masters In Business Administration,	36	PG DEGREE	English	3	3
Doctoral (Ph.D)	PhD or DPhil,Physics,	36	PG DEGREE	English	3	0
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,	36	PG DEGREE	English	3	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				5				17			
Recruited	0	1	0	1	0	0	0	0	3	14	0	17
Yet to Recruit	2				5				0			

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

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	6	0	0	0	0	0	0	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	4	4	0	20	66	0	94
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	162	41	0	0	203
	Female	152	14	0	0	166
	Others	0	0	0	0	0
PG	Male	93	24	0	0	117
	Female	110	27	0	0	137
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	5	1	17	32
	Female	5	0	15	16
	Others	0	0	0	0
ST	Male	1	3	8	6
	Female	2	1	6	7
	Others	0	0	0	0
OBC	Male	190	82	185	240
	Female	83	34	143	197
	Others	0	0	0	0
General	Male	44	93	31	17
	Female	39	66	36	15
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		369	280	441	530

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>At SDIT, we promote an interdisciplinary approach towards learning, by expanding our students' horizons of knowledge and preparing them for the multifaceted challenges of the modern world. This interdisciplinary approach is achieved through the following initiatives: Open Elective Courses: SDIT offers Open Elective Courses in various disciplines, allowing students to opt for courses outside their core engineering domain. These courses are offered by departments such as Computer Science, Management, Communication Studies, and Environmental Science. By selecting Open Elective Courses, students can explore diverse subjects, broaden their perspectives, and develop a</p>
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multidisciplinary understanding in various fields.

Value-Added Courses: Faculty members from different departments collaborate to offer Value-Added Courses that integrate multiple disciplines. These courses cover a wide range of topics, including professional ethics, sustainability, entrepreneurship, and emerging technologies. By participating in these courses, students gain exposure to interdisciplinary concepts and develop a well-rounded skillset.

Soft Skills and Personality Development Programs: SDIT recognizes the importance of soft skills and personality development in shaping successful professionals. Our dedicated training programs focus on enhancing communication skills, problem-solving abilities, leadership qualities, and emotional intelligence. These interdisciplinary programs are designed to complement the technical knowledge acquired in the classroom, ensuring that our students are well-prepared for the dynamic professional landscape.

Industry Collaborations and Guest Lectures: SDIT actively collaborates with industries and invites experts from various fields to deliver guest lectures and workshops. These collaborations expose students to real-world challenges, interdisciplinary approaches, and industry best practices, bridging the gap between theory and practical applications.

Research and Innovation: SDIT encourages interdisciplinary research and innovation by fostering collaborations between faculty members and students from different departments. These collaborative efforts lead to the development of innovative solutions that address complex problems at the intersection of multiple disciplines. SDIT is committed to continuously exploring and implementing interdisciplinary approaches to education, ensuring that our students are well-equipped with the knowledge, skills, and mindset to thrive in an increasingly interconnected and rapidly evolving world.

2. Academic bank of credits (ABC):

Shree Devi Institute of Technology (SDIT) is committed towards embracing the Academic Bank of Credits (ABC) as an integral part of the National Education Policy (NEP). As an institution affiliated with Visvesvaraya Technological University (VTU), SDIT adheres to the curriculum and guidelines stipulated by the university. While SDIT currently follows the prescribed curriculum, the institute

	<p>recognizes the importance of the Academic Bank of Credits and its potential to provide academic flexibility and mobility to students. SDIT is prepared to implement the ABC and register its students in the National Academic Depository as and when VTU and the relevant governing bodies decide to adopt the NEP. The institute acknowledges the benefits of the ABC system, which allows students to accumulate and transfer credits across institutions, enabling a seamless learning experience and facilitating multi-disciplinary and multi-institutional education. SDIT is committed to being updated with the latest developments and guidelines related to the implementation of NEP and ABC. As a progressive institution, SDIT actively explores ways to incorporate the principles of NEP, such as interdisciplinary learning, skill-based education, and holistic development of students. The institute is dedicated to providing its students with the best possible educational opportunities and ensuring their preparedness for the evolving academic landscape. SDIT will continue to collaborate with VTU and pertinent stakeholders to ensure a smooth transition towards the implementation of the Academic Bank of Credits and the National Education Policy. The institute remains steadfast in its commitment towards delivering quality education while embracing innovative and progressive initiatives for the betterment of its students and the broader academic community.</p>
3. Skill development:	<p>At Shree Devi Institute of Technology (SDIT), we enforce a strong emphasis in promoting skill development programs as a capacity-building measure for our students. We believe that equipping our students with a diverse range of skills is crucial for their holistic development and preparedness for the competitive professional landscape. SDIT offers comprehensive training in various disciplines of skill development, including soft skills, life skills, ICT skills, language proficiency, competitive training, and entrepreneurship. These programs are mandated by the institute's management, ensuring that the entire student community benefits from these invaluable opportunities. All academic departments of SDIT actively contribute to the implementation of these skill development programs, recognizing the significance of imparting a well-rounded skillset to</p>

	<p>our students. The programs are carefully designed and executed, leveraging the expertise of our faculty members and industry collaborations. Soft skills training focuses on enhancing communication abilities, teamwork, problem-solving, decision-making, and leadership qualities, preparing students for effective collaboration and professional success. Life skills programs equip students with essential skills for personal and professional growth, such as time management, stress management, and emotional intelligence. ICT skills training ensures that our students are proficient in leveraging modern technologies, enabling them to stay ahead in the rapidly evolving digital landscape. Language proficiency programs help students improve their command over languages, facilitating effective communication in diverse settings. Competitive training programs are designed to hone students' analytical and problem-solving abilities, preparing them for competitive examinations and challenging environments. Entrepreneurship programs foster an entrepreneurial mindset, equipping students with the necessary skills and knowledge to explore innovative business ventures. SDIT remains committed to continuously enhancing and expanding its skill development initiatives. We recognize the dynamic nature of the industry and aim to stay attuned to emerging trends and requirements. By fostering a culture of continuous learning and skill development, we strive to produce well-rounded and highly capable professionals who can contribute significantly to their chosen fields and drive positive change in society.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>At Shree Devi Institute of Technology (SDIT), we are committed towards integrating Indian Knowledge systems with our curriculum and teaching-learning processes. Aligned with our vision of providing world-class education, we have adopted various strategies to promote Indian languages, culture, and traditional knowledge. a) SDIT recognizes the importance of effective communication and has incorporated the use of both English and vernacular languages in our pedagogical instructions. We believe in blending the best of traditional and modern approaches to ensure a comprehensive and inclusive learning experience for our students. b) As we are in the phase of incubating the guidelines of the National Education Policy (NEP) 2020 into our curriculum,</p>

	<p>we have conducted faculty development programs (FDPs) exclusively pertaining to the NEP-2020. These programs aim to equip our faculty with the necessary knowledge and skills to effectively implement the principles of the NEP, including the integration of Indian Knowledge systems. c) At SDIT, we embrace a bilingual method of teaching across all branches of engineering courses offered at our college. The instructions and content delivery are provided through both English and Kannada languages. d) SDIT is dedicated towards preserving and promoting Indian languages, ancient traditional knowledge, and cultural heritage. We encourage the use of local minority languages like Tulu, Beary, and Konkani in college programs and events. Kannada language is celebrated through initiatives like Karnataka Rajyotsava, and various other competitions. e) We organize tours, camps, and visits to identify and popularize places of cultural heritage, art, local traditions, food habits, and customs. Additionally, we celebrate national and religious festivals, national and international days of importance like International Yoga Day and World Environment Day, as well as organize initiatives such as tree plantation drives, cleanliness campaigns, walkathons, and public awareness programs. f) SDIT has successfully implemented bilingual teaching-learning modes across all branches of engineering. We have eminent resource persons and well-qualified faculty proficient in both English and vernacular languages, ensuring effective content delivery. g) To promote Indian music and dance, we organize various programs such as fests, annual day celebrations, heritage visits, educational tours, workshops on handicrafts and arts, and cultural events showcasing diverse art forms. Through these initiatives, SDIT aims to instill a sense of pride and appreciation for India's rich cultural heritage, while also providing our students with a well-rounded education that integrates modern knowledge with traditional wisdom.</p>
5. Focus on Outcome based education (OBE):	<p>Each course is designed to achieve specific learning outcomes (Course Outcomes - COs). These COs contribute to broader program goals (Program Outcomes - POs) and address program-specific needs (Programme Specific Outcomes - PSOs). To ensure all courses effectively contribute to achieving</p>

	<p>program goals, a mapping has been established to show how COs align with POs and PSOs. This mapping is available on the college website for all undergraduate and postgraduate programs (students admitted in 2020 onwards). This OBE approach will be the standard practice for all future batches as well. By implementing OBE within its existing framework, SDIT is proactively preparing for the upcoming National Education Policy (NEP).</p>
6. Distance education/online education:	<p>SDIT is committed towards expanding its educational scope through online learning initiatives, aligning with the National Education Policy (NEP). Strategies & new age techniques are being adopted in achieving this. Faculty members actively utilize online platforms to deliver curriculum effectively and make learning materials readily accessible. Additionally, students are encouraged to supplement their studies with online learning platforms like NPTEL and MOOCs. This not only broadens their knowledge base but also strengthens their understanding of core concepts. Finally, SDIT fosters a culture of self-directed learning by encouraging both students and faculty to explore online platforms and expand their knowledge base. This collaborative approach creates a vibrant learning environment where everyone can benefit from continuous learning opportunities.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>In accordance with the Electoral Resource Guide as shared by the Election Commission of India for promoting electoral literacy, SDIT aims in educating and targeting new voters. SDIT facilitates interesting activities to sensitize students on their electoral rights and familiarize them with electoral process of registration. SDIT aims to create 'Empowered (Prospective) Voter'. SDIT ensures to develop a culture of electoral participation by following the principle - "Every vote counts" & "No Voter to be Left Behind". Every year, students from all semesters from different departments are encouraged to register themselves as member of the ELC. Activity based sessions are conducted promoting engagement and collaborative participation from all prospective & empowered voters.</p>
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<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Prof. Harsha G O has been chosen as the Nodal Officer for the Electoral Literacy Club (ELC) in SDIT. He is responsible for promoting and supervising the club enrollment. His job content focuses on supervising the formation of the Executive Committee formerly known as Student Council. He facilitates proper guidance & supervises the calendar activities as prepared by the Council. Numerous activities such as mock elections, voter registration drives, panel discussions & electoral educational campaigns are conducted as a part of ELC under the administration of the Nodal Officer. The nodal officer & student council nominate interested students as conveners. Those interested students who are potential voters are considered as potential candidates for conveners.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The college conducts electoral literacy programs to instill a sense of voting responsibility among students and promote democratic values. Key initiatives include: 1) A student council to raise awareness about electoral rules, conduct, and procedures. 2) Collaborating with local panchayats to organize on-campus voter registration camps for new registrations and voter information updates. 3) Mock Elections : Simulate an election to familiarize students with the voting process, including campaigning, voting, and counting votes. 4) Workshops with Experts: Invite local election officials or political scientists to discuss electoral processes, voter rights, and the impact of elections on society. As a part of this campaign, Live Streaming of Namo Navamatadata Sammelan was organized for second -year MBA students where PM Modi addressed the people of India about the importance of voting and asserted that the age between 18 to 25 shapes the life of a youth as they witness dynamic changes in their lives. 5) Voter Registration Drives: Organize campaigns to help students register to vote and understand the importance of participating in elections. 6) Educational Campaigns: Develop informational materials or social media campaigns to raise awareness about election dates, voting procedures, and the significance of each vote.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content,</p>	<p>The college has incorporated substantial electoral awareness activities into the first-year induction/orientation program. Initiatives like</p>

<p>publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>quizzes, poster-making competitions, and informative sessions on participating in electoral processes shall be introduced for incoming first-year students in the upcoming session, aiming to promote active civic engagement from the start of their academic journey.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The college has launched a survey to identify students who have reached the age of 18 but have not yet registered as voters. The Electoral Literacy Club (ELC) Nodal officer, along with student representatives, is actively encouraging and assisting these students in getting their names enrolled in the electoral roll. A link to the electoral voting website has been shared with the student community, enabling many to complete their registration online. Frequent motivational drives were conducted, before the Karnataka Assembly Elections, urging students to enroll. The ELC remains committed to motivating the remaining eligible students to register, ensuring their full participation in the upcoming 2024 elections.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1315	1231	1345	1580	1740
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: 168

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
116	113	111	109	114

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
493.85	725.73	777.97	954.91	969.71

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:

The institution's recognition and compliance with the regulatory standards is set forth by the 'All India Council for Technical Education' (AICTE) and the Visvesvaraya Technological University (VTU) respectively. The Institute follows the Choice Based Credit System (CBCS) as prescribed by VTU.

The **Governing Council** of Shree Devi Institute of Technology consists of the Chairman, Vice Chairman, Secretary, Trustee, Principal (who serves as the Member Secretary), and senior faculty members. Annually, the members convene to deliberate on university-related activities and academic matters. Ahead of each academic year, the principal notifies the Internal Quality Assurance Cell (IQAC) to plan the institution's calendar of events including annual fests, annual day, sports day & general holidays. This calendar encompasses the semester duration and academic activities.

The Academic Advisory Board, chaired by the Principal comprising the Examination Coordinator and Heads of Departments, collaborates to develop the academic calendar for each semester, aligning it with the university's schedule. The Board vigilantly monitors course **progress and evaluates curriculum delivery effectiveness** through **Continuous Internal Evaluation (CIE) and student feedback**. It implements adjustments and enhancements as needed to uphold rigorous educational standards.

Moreover, the Department Advisory Board compiles its schedule of activities, deliberates on selecting professional electives, promotes industry-institute interactions to address curriculum gaps, and proposes initiatives for continuous delivery. It organizes guest lectures, workshops, seminars, and industrial visits throughout the semester, in addition to value-added courses.

The HODs of respective departments allocate subjects (theory and laboratories) to the faculty members by considering their specialization, and expertise besides their preference. The faculty prepares the Course Outcomes (COs) for each course based on Bloom's Taxonomy and maps it with Program Outcomes (POs) and Program Specific Outcomes (PSOs). The department prepares the timetable for theory, lab courses, and project work based on the credits allotted for each course, along with slots for remedial classes. After the review and approval from the HOD, the faculty prepares a comprehensive lesson plan and study materials such as lecture notes, question bank, PowerPoint presentations, laboratory manuals focusing on Outcome Based Education (OBE). The faculty then delivers the course as per the lesson plan using ICT tools. In addition to the course delivery group discussions, seminars, workshops, industrial visits, and industry-oriented certification courses are conducted for skill development and to bridge the curriculum gaps. The HOD interacts with faculty members to review the effectiveness of course delivery at regular intervals.

Continuous assessments in the following ways ensures credibility as well as constructive feedback contributing to the overall development and progressive growth in a student.

- **Assignments:** These include research papers, essays, and problem sets that evaluate students' grasp of concepts and their ability to apply knowledge.
- **Projects:** Students are either divided into groups or assigned individually that encourage in-depth exploration of a topic and assess their ability to research, analyze, and present information.
- **Class Participation:** Active participation in discussions and activities can provide insight into students' engagement and understanding.
- **Case Studies:** Analysis of real or hypothetical scenarios helps students apply theoretical knowledge to practical situations.

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: 8

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

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: 8.79

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
26	192	0	206	210

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:

Shree Devi Institute of Technology addresses environmental issues including economic productivity, national security, various forms of pollution (water, land, and noise), global warming, depletion of the ozone layer, loss of biodiversity and its negative impacts on the ecosystem through the curriculum. It also delves into the study of natural resources like water, minerals, and forests, emphasizing their importance, preservation, and exploitation to develop an understanding of sustainability. The inclusion of environmental studies aims to enhance the social, economic, and environmental well-being of present and future generations by fostering an understanding of the significance of these resources for a sustainable future.

The curriculum places a significant emphasis on imparting knowledge about the Indian Constitution, Human Rights, Directive Principles, Fundamental Duties and their implications for fostering interactions between the society and the educational institutions. Engineering students are exposed to topics such as the electoral process, the legal environment, the roles of state and union executives, and corporate social responsibilities, equipping them with the necessary skills to navigate professional settings with integrity and ethical awareness. Furthermore, the curriculum instills values such as honesty, integrity, reliability, and enlightenment toward human rights and duties, fostering personal and societal growth.

The college has implemented several measures to ensure the safety of women on campus, including a Women's Grievance Cell, a Sexual Harassment Committee, self-defense classes, and interactions

between female faculty and girl students. These facilities align with the guidelines of the university, AICTE and UGC. Additionally, the college conducts several programs on women's empowerment and celebrates International Women's Day.

To prevent ragging, the college maintains an anti-ragging cell dedicated to preventing such activities on college and hostel premises. The college's Innovation Council and Incubation Center serve as platforms for nurturing entrepreneurship and channeling ideas into projects that benefit society.

Programs such as yoga sessions, Swachh Bharat Abhiyan, tree plantation drives, blood donation camps, health awareness programs, and visits to orphanages are regularly organized to raise awareness about environmental and societal issues. First-year students are introduced to universal human values during the induction program, laying the foundation for ethical and moral development throughout their academic journey.

Faculty members conduct theory classes on subjects such as professional ethics, gender studies, human values, environment and sustainability, providing students with a comprehensive understanding of these critical topics and their relevance in today's world.

In summary, the curriculum is designed to address a wide range of environmental and social issues, promoting sustainability, ethical awareness, and social responsibility. By integrating these elements into the educational experience, the college aims to prepare students not only for professional success but also for meaningful contributions to society. The holistic approach ensures that graduates are well-equipped to tackle the complex challenges of the modern world with a balanced perspective on personal, societal, and environmental well-being.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 17.79

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

Response: 234

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 43.8

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
504	421	261	291	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
798	798	798	834	966

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](#)

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: 15.32

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
85	44	4	10	11

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
180	180	180	217	248

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 11.34

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:

Shree Devi Institute of Technology provides an innovative platform for students to develop essential skills and knowledge while shaping their behaviour effectively. Through departmental programs and ICT-enabled teaching methodologies, the institute offers a Wi-Fi-enabled campus with high-speed internet connectivity, enabling access to diverse learning resources beyond curriculum. The institution emphasizes practical knowledge enhancement, incorporating demo videos, PPTs, and soft skills training into the teaching process. Additionally, seminars, and technical talks, through online platforms like Google Classroom enrich the learning experiences, ensuring continual improvement and interaction with subject matter experts. Through events like the annual technical fest, SURABHI, students showcase their learning via innovative projects and participate in inter-college and national-level competitions.

The institute focuses on the student-centric methods of enhancing the lifelong learning skills of students. Faculty members make efforts to make the learning activity more interactive by adopting the following student-centric methods:

- PowerPoint Presentations
- Google Classroom
- Online Lectures
- Lecture Videos
- Wi-fi Facility
- Digital Library
- Open Source Software

EXPERIENTIAL LEARNING:

Each department conducts various Experiential Learning activities as mentioned below

- ***Internship:*** Providing students with opportunities for hands-on training by working in companies during internships.
- ***Out-reach Program:*** Institute organizes various outreach programs for students to inculcate human values and to create awareness of societal issues.
- ***Extra mile with the legend:*** Department initiative that enables students to interact with luminaries of the society.
- ***Industrial Visits:*** Organizing industrial visits to engage students in experiential learning.
- ***Value-Added Certification Courses:*** The Institute offers Value Added Courses in the department.
- ***Life Skill Programs:*** The Institute offers life skill development by conducting various programs.

PARTICIPATORY LEARNING:

Each department conducts various Participatory Learning activities as mentioned below

- ***Annual Techno-Cultural Program:*** Organized yearly for college students providing a vent to their creativity.
- ***Inter-college cultural Event:*** Students participate in various events organized by different colleges.

PROBLEM-SOLVING METHODS:

Each department conducts various Problem-solving methods for students as mentioned below

- Soft-Skills
- Placement Training / Career Counselling

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality**2.4.1**

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

Response: 93.83

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
120	120	120	120	120

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

2.4.2

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

Response: 7.28

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
8	9	9	8	7

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Mechanism of Internal/External Assessment:

As an affiliated institution, the academic calendar, examination, and evaluation procedures laid down by the Visvesvaraya Technological University (VTU) are followed for all programs. The institute organizes an Orientation Program for newly admitted students and their parents, during which the Principal and the College Examination Cell in charge explain the detailed guidelines about the examination scheme, evaluation system, and passing criteria. The institute has constituted an Examination Committee responsible for all examination-related work at the institute level. The Examination Cell Charge communicates all exam-related matters to staff and students through circulars and displays them on the college notice board. The institute follows the VTU regulations for the assessment process of theory and practical subjects. Internal assessment for theory & practical subjects and external assessment for practical subjects are conducted at the institutional level. External assessment for theory subjects is conducted by the University. Results are announced by the University and the result sheets are available on the university results portal.

Internal Assessment conduction

The Examination Committee at the Institute level will decide on the internal assessment conduction dates based on the academic calendar. The test schedule will be circulated to the departments and the faculty members will set the question paper as per the VTU norms and will evaluate the answer booklets as per the evaluation scheme. After the completion of evaluation, the scores will be disclosed to the students and the progress report will be dispatched to the parents.

External Assessment conduction

VTU Semester End Examination (SEE) notification will be issued by the university. The institute has to submit the exam application of the students within the stipulated time. The hall tickets will be issued by the university and the SEE will be conducted as per the university timetable by the examination committee constituted by VTU. After the valuation of the answer scripts at the VTU valuation centre, the results will be announced in the VTU portal. Students can apply for revaluation and for the issue of photocopy in case of any discrepancy.

Grievance Redressal System (Examination Related):

The Examination Committee handles examination-related grievances. A student's grievance register is maintained by the Examination Committee, where grievances such as hall ticket errors, name discrepancies, and marks entry corrections are recorded by the student. The complaint is then forwarded to the University. The Chairman of the committee ensures that any grievances observed are handled efficiently and in a time-bound manner. In case of mistakes or errors in hall tickets, the Examination Committee clarifies the issue after consulting the Controller of Examinations/Director of Evaluation at the University.

Any discrepancies in the results are analyzed and referred to VTU. The Examination Committee follows up the grievances by writing to the university providing relevant supporting documents for further processing. Students who are unsatisfied with their marks may opt for recounting/challenge evaluation. The applications submitted by the students are forwarded to the University. Priority is given to the follow-up of grievances by the Examination Committee.

File Description	Document
Upload 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:

CO-PO mapping is a crucial aspect of modern education, especially in technical and professional courses. It aligns individual course objectives with broader program goals, ensuring that students acquire the necessary skills and knowledge. Creating awareness among students about CO-PO mapping enhances their understanding of the curriculum, motivates them to achieve learning outcomes, and contributes to the overall improvement of educational programs. It Ensures all necessary skills and knowledge areas are covered throughout the program. It aligns course objectives with program goals and specific outcomes, ensuring a cohesive, relevant, and high-quality educational experience. In strict compliance with the objectives of Outcome-Based Education (OBE), the Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are framed by the department offering the respective programs after rigorous consultation with all faculty members and stakeholders. After the attainment of

consensus, these outcomes are widely disseminated and publicized through various channels such as display and/or communication specified hereunder

- Website
- Classroom Announcements
- Department Notice Boards
- Laboratory Notice Boards
- Student Induction Programs
- Meetings/ Interactions with Employers
- Parent Meetings
- Faculty Meetings
- Alumni Meetings
- Professional Body Meetings
- Library

While addressing the students, the HODs create awareness of POs, PSOs, and COs. Additionally, class teachers, mentors, course coordinators, and program coordinators also inform the students, create awareness, and emphasize the need to attain these outcomes.

Program Specific Outcomes (PSOs) represent the specific skill requirements and accomplishments that students are expected to fulfill at a micro level by the end of the program.

Program Outcomes (POs) are broad statements that describe the professional accomplishments aimed for by the program. These outcomes are expected to be attained by the students upon completion of the program.

Course outcomes (COs) are direct statements describing the essential and enduring disciplinary knowledge and abilities that students should possess. They also specify the depth of learning that is expected upon completion of a course.

The POs/PSOs and COs of the program are published through electronic media on individual departmental sites located on the college website <http://www.sdit.ac.in/>

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institution systematically evaluates the attainment of Program Outcomes (POs) and Course

Outcomes (COs) to ensure educational objectives are met effectively. These COs are meticulously mapped to POs to provide quantitative measurements of how well the POs are achieved. The performance of students in examinations during each semester serves as the primary data for computing the level of attainment of the POs, through the mapping of questions to COs and COs to POs. The program coordinator, in consultation with other faculty members, prepares the CO-PO mapping for all courses in the program.

CO Attainment:

Assessment of CO attainment is carried out using a direct method. This method includes internal examinations, semester-end examinations, and assignments or quizzes. Each question in internal exams, end-semester exams, and assignments is tagged to the corresponding CO. The overall attainment of a CO is determined based on the average marks set as a target for final attainment. Internal examinations are conducted two or three times per semester, each covering the evaluation of all relevant COs. The semester-end examination is descriptive and serves as a comprehensive metric for assessing whether all COs have been achieved.

Rubrics:

The institution has established specific rubrics to evaluate the attainment of COs. The attainment levels are categorized based on the percentage of students scoring 60% or above of the total marks:

Level 3: 60% and above of students scoring $\geq 60\%$

Level 2: 50%-59% of students scoring $\geq 60\%$

Level 1: 40%-49% of students scoring $\geq 60\%$

Level 0: Less than 40% of students scoring $\geq 60\%$

Mapping and Weightages:

The COs of each course are mapped to POs with assigned weightages to indicate the strength of the relationship:

3 (Strong)

2 (Medium)

1 (Weak)

Assessment of Course Outcomes for Lab Courses:

For practical courses, the course outcomes are expected to satisfy at least one or more of the defined POs. These outcomes describe what students are able to demonstrate in terms of knowledge, skills, and values upon completing the course. The percentage of students who score more than 60% marks in each

measured criterion is used to calculate CO attainment for lab courses.

Attainment of Program Outcomes:

To evaluate the attainment of POs, all courses that contribute to the PO are identified. These courses are then assessed through their respective COs using both internal (50% weightage) and external exams (50% weightage). The overall results from these assessments are compared with the expected attainment levels. A PO is considered satisfied when it meets the expected level of attainment. For each course, the level of attainment of each CO is compared with predefined targets. If the targets are not met, the course coordinator takes necessary steps to implement improvements. If the target criterion level is still not reached, further suggestions for improvement are provided to ensure the desired attainment level is eventually achieved. The expected level of attainment for each PO is set at Level 1, ensuring a baseline of achievement across the program.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 95.8

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
385	381	471	535	442

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
405	396	494	565	451

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

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.69</p>	
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: 1.47

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
0.50976	0	0.55	.415	0

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:

Promoting Innovation and Research at the Institute: The institute has established a dynamic ecosystem for fostering creativity, critical thinking, research, innovation, and entrepreneurship. This holistic approach includes developing human resources, initiating knowledge dissemination, and building eco-friendly infrastructure.

Ecosystem for Innovation:

Innovation Council and Incubation Centre: The institute is registered with the Ministry of Education (MoE) via the MoE's Innovation Cell (MIC). This registration has enabled the establishment of an Innovation Council to foster a culture of innovation and support start-ups. An Incubation Center, in collaboration with the Entrepreneurship Development Cell (EDC), has been set up to promote an entrepreneurial mindset among students. The EDC spearheads initiatives by organizing workshops and

awareness sessions, supporting innovation on campus.

Research Centers: The institution boasts three research centers recognized by Visvesvaraya Technological University for PhD programs. With four faculty members holding guideships under the university, the institution has a comprehensive research policy to foster research activities. These centers encourage faculty participation in research-oriented conferences, workshops, and publication of articles in peer-reviewed journals listed in Scopus, UGC care-list, and other respected publications.

Indian Knowledge System (IKS): The institute actively engages in preserving and spreading India's rich heritage, ancient wisdom, and Traditional Indian Knowledge Systems through various initiatives:

- Yoga Awareness Programs
- Mental Health Enhancement Programs
- Intellectual Property Rights (IPR) Programs
- Life Skills and Values Programs

Creation and Transfer of Knowledge/Technology

Academic Enrichment Initiatives: To facilitate the creation and transfer of knowledge, the institute organizes seminars, hands-on certificate courses, and encourages participation in inter-collegiate management events, workshops, and paper presentations. Internships and project work are integral to the curriculum, providing practical experience.

Student Clubs and Associations: The institute has several clubs and associations, including the Student Innovation Club, Technical Club, Language Proficiency Club, Aeroclub, and various Department Associations. These bodies conduct talks and workshops on the latest trends in technology and provide opportunities for students to interact with industry experts.

Collaboration/Linkages: The institute has signed MOUs with numerous reputed organizations. These collaborations offer students access to internships, project opportunities, training, and placement support.

Extension and Outreach Programs: The institute's extension and outreach initiatives aim to raise awareness about societal issues and problems among students, thereby sensitizing them to social values and responsibilities. Platforms are created for students to interact with individuals, gaining insights into their challenges and issues.

Through these comprehensive efforts, the institute not only enhances academic and practical knowledge but also nurtures an environment where innovation and entrepreneurship can thrive.

File Description	Document
Upload 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: 21

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

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

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.11

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
6	4	7	2	0

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

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: 0.07

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
4	2	0	3	2

File Description	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

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:

Shree Devi Institute of Technology not only imparts technical education but also focuses on making students socially responsible. Over the past five years, extension activities within the neighborhood

community have played a pivotal role in sensitizing students to social issues and fostering holistic development. These activities, designed to extend classroom learning into real-world contexts, have had a profound impact on both students and the community at large. Through various initiatives, the institute conducts numerous programs for students under NSS and other initiatives to develop empathy, care, and responsibility among students.

One significant impact of these extension activities has been the heightened awareness among students regarding prevalent social issues. By actively participating in community service projects, such as volunteering at local shelters, organizing donation drives, or conducting cleanliness campaigns, students have gained firsthand experience of the challenges faced by marginalized communities. This exposure has sensitized them to issues like poverty, homelessness, and environmental degradation, instilling in them a sense of responsibility and a desire to effect positive change. These experiences are invaluable, providing students with a deeper understanding of societal dynamics and the importance of contributing to the welfare of others.

Through initiatives like community clean-up drives or tutoring sessions for underprivileged children, students have had the opportunity to connect with individuals from diverse backgrounds, breaking down stereotypes and promoting inclusivity. These interactions have not only enriched students' perspectives but have also strengthened community bonds, creating a sense of solidarity and mutual respect. The opportunity to engage with diverse populations fosters a spirit of inclusiveness and broadens the students' worldviews, making them more empathetic and socially aware individuals.

In addition to raising awareness and fostering empathy, extension activities have contributed to the holistic development of students by providing them with valuable skills and experiences. Through organizing events, managing projects, and collaborating with peers, students have honed their leadership, communication, and teamwork skills. They have also learned the importance of time management, problem-solving, and adaptability in real-world contexts, skills that are essential for their personal and professional growth. These practical experiences are crucial in preparing students for the complexities of the modern workplace and the challenges of future leadership roles.

The impact of these extension activities extends beyond the immediate beneficiaries to inspire broader societal change. Students have contributed to creating a culture of social responsibility and active citizenship within their communities. By witnessing the tangible outcomes of their efforts, they are motivated to continue their involvement in social causes, thereby fostering a lifelong commitment to community service. This culture of engagement and responsibility not only benefits the community but also enriches the students' lives, imbuing them with a sense of purpose and fulfillment.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

Shree Devi Institute of Technology (SDIT) fosters a culture of academic innovation and community engagement, as evidenced by the achievements and recognitions of its faculty and members.

Leadership and Academic Excellence

SDIT is a harbour for many adept skills and talent acquisitions in the field of excellence. This institution provides opportunities and paves way for one to contribute to their overall accomplishments. Notable faculty members have bagged the "Outstanding Senior Faculty Award" (2022) and "Asian Arab Awards" (2019) highlighting SDIT's dedication to academic excellence. These awards recognize an individuals contributions to education and SDIT's influence on a global scale. SDIT fosters a rigorous academic environment through faculty development, collaborative research, and industry partnerships. The institute's vision and mission are deeply aligned with the leadership principles of faculty members thereby emphasizing quality education and impactful research.

Faculty Achievements and Innovation

The institute lauds faculty members for their significant contributions to technological advancement and research. These achievements underscore SDIT's commitment to fostering a culture of innovation among its faculty. Few faculty members have contributed to the field of research enabling advancements in that particular field thereby providing students with up-to-date knowledge and hands-on experience. The faculty at SDIT are encouraged to engage in innovative research and participate in global academic communities, further enhancing the institute's academic reputation.

Community Engagement and Social Responsibility

SDIT actively participates in various outreach initiatives, demonstrating its commitment to community welfare. Certificates of appreciation from KMC Hospital acknowledge SDIT's involvement in blood donation camps, highlighting its dedication to healthcare advocacy. The Primary Health Center, Bondel, has recognized SDIT's proactive stance in combating the COVID-19 pandemic through vaccination drives, underscoring its role in promoting public health. These initiatives are part of SDIT's broader strategy to integrate social responsibility into its educational framework, ensuring that students learn the importance of contributing positively to society.

Beyond Healthcare: Environmental Stewardship and Technology Literacy

SDIT prioritizes environmental stewardship and technological literacy through initiatives such as road cleaning drives, acknowledged by the Bajpe Pattana Panchayat, which showcase the institute's commitment to environmental responsibility. Programs promoting awareness about modern technology, recognized by Infant Jesus Higher Pry. School, Maryhill, highlight SDIT's dedication to fostering technological literacy within the community. These programs prepare the younger generation for the technological demands of the future while instilling a sense of environmental responsibility. SDIT's holistic approach to education ensures that students develop a well-rounded perspective on societal issues.

Nurturing Talent and Fostering Excellence

Individual faculty members at SDIT have received recognition for their outstanding contributions, further solidifying the institution's commitment to excellence. Mr. Akshanth P., Miss. Devadiga Shriya Sudhakar, and Miss. Narmatha Singura Appachu have been honored with the prestigious "Dr. B. R. Samaga Award" for their achievements in their respective fields. These awards celebrate individual excellence and reflect the standards of education at SDIT. The institute's culture of recognizing and rewarding excellence motivates faculty and students alike to pursue their academic and professional goals with dedication and passion.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 22

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
5	6	3	3	5

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

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: 20

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

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:

Details of Infrastructure and other facilities:

Nestled on 12 acres of lush green landscape, our campus offers a serene environment with convenient access to essential amenities and vibrant city life. The institution is well-equipped with various facilities supporting both academic and extracurricular activities. Here is a detailed overview:

Teaching-Learning and ICT-Enabled Facilities:

The institution boasts a total of 36 ICT-enabled classrooms, all designed to be spacious and well-lit, enhancing the learning experience with modern technology. There are 12 ICT-enabled computer labs providing extensive resources for students. Additionally, there are 21 departmental labs catering to different academic needs and a project lab with LAN-connected resources. A dedicated research centre supports advanced studies and innovations.

The library is a major highlight with a collection of 26,759 books and a digital library, ensuring students have access to vast resources.

The Edusat room, equipped with a smart board and ICT facilities, along with the seminar hall, can each accommodate 120 people, facilitating various academic and extracurricular events.

Cultural, Sports, and Recreational Facilities:

The institution prioritizes holistic development, providing facilities for cultural and sports activities. A state-of-the-art auditorium with a seating capacity of 750 is perfect for hosting cultural and technical events. Additionally, an open-air theatre can host 2000 guests, ideal for large gatherings and performances under the stars.

Our campus boasts a dedicated physical education instructor on-site, providing expert training and support to enhance your athletic skills and overall fitness. The sports infrastructure includes both indoor and outdoor facilities. Indoor games like Table tennis, Chess and Carrom are complemented by outdoor options such as Badminton, Throwball, Volleyball, Football and Cricket.

The versatile activity hall is used for team-building exercises, yoga sessions, and various induction programs, fostering a spirit of community and wellness among students.

Hostel and Other Amenities:

The campus provides ample accommodation with two boys' hostels and two girls' hostels, ensuring a comfortable living environment for all residential students.

Dining needs are catered to by a cafeteria and a cafe, both offering a variety of food options.

Common rooms for boys and girls provide spaces for relaxation and social interaction, while a dedicated first aid room ensures immediate medical care is available. Administrative efficiency is supported by facilities like a board room, meeting room, and various HOD and faculty rooms. The campus also features a stationary store, a photocopy centre, an administrative office, an exam section, a records/store room, and a strong room.

Sanitation and Maintenance:

Hygiene and maintenance are top priorities, reflected in the provision of 10 washrooms for staff and 41 for students. The maintenance department room, along with a server room, underscores the institution's commitment to keeping the infrastructure in top condition.

In summary, the institution's robust infrastructure and comprehensive facilities cater to the diverse needs of teaching, learning, cultural activities, sports, and student welfare, ensuring a well-rounded and enriching educational experience.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 0.13

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
0.43	0.01	0.20	0.61	3.70

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library as a Learning Resource

At our institution, the Library serves as a central hub of academic resources tailored specifically to Engineering disciplines and Management studies. This document provides a concise overview of our library facilities, including detailed descriptions.

Spanning two floors and covering 8,928 square feet, our library is designed to foster learning and research. With a seating capacity of 178, it offers a serene atmosphere ideal for both individual and collaborative study sessions.

The library is equipped with a general reading room catering to staff and students, and separate reading areas for boys and girls ensure inclusivity and comfort. A dedicated group study room facilitates interactive learning experiences, while an inbuilt photocopy centre ensures convenient access to study materials.

Additionally, our library boasts a comprehensive periodical section, keeping our community abreast of the latest industry trends and research developments. The library provides various services such as book issue/return, a reference section, a book bank section, a photocopy facility, OPAC, user instruction/orientation, anti-plagiarism tools, previous year question papers, DELNET ILL service, newspaper clippings service, and data handbooks and code books during exams.

Our digital library offers a vast collection of e-resources complemented by an internet speed of 100 Mbps, ensuring seamless access to online resources and research materials. At present, the library has a well-defined collection of more than 26,759 volumes of books with 4,968 titles, 6,801 books in the book bank, 319 SC/ST books, and 1,237 project reports. The library subscribes to printed journals on various subjects along with magazines and newspapers.

The library follows an open access system, with books classified according to the DDC (Dewey Decimal

Classification), 22nd edition. The library has been computerized and barcoded using the Easy-lib Software, currently utilizing version 4.3.3, which manages in-house activities of the library. Users can search for books by author, title, and keywords in OPAC.

The library is a part of the VTU Consortium for the subscription of an online database. Under this database, users can access more than 12,293 e-journals, 13,469 e-books, 7,800 abstracts, and 1,000 e-cases from Emerald, along with 530,000 papers from 100 core IEEE conference titles in POP. Publishers like Science Direct, IEEE POP, Springer Nature, Taylor & Francis, Emerald, ProQuest, Mint Books, MAP My Access – Remote Access, Turnitin-Plagiarism Software, and Net Analytik are available.

The library is a member of the National Digital Library of India (NDLI), providing full-text access to e-journals, e-books, and e-theses. It is also a member of DELNET, promoting resource sharing among member libraries and allowing for inter-library loan facilities.

For the academic years 2018 to 2023, the library expenditure included Rs. 6,86,790 for the purchase of books, Rs. 28,300 for print journals, and Rs. 30,65,100 for e-journals and e-books. On all working days (Monday to Saturday), the library is open from 9 AM to 5 PM.

File Description	Document
Upload 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:

IT Infrastructure at Shree Devi Institute of Technology

Shree Devi Institute of Technology ensures top-notch IT facilities by consistently updating them to meet the evolving needs of both students and staff. Below is an overview of the institution's IT infrastructure.

Computer Lab with LAN

The institute houses 463 computers for student use, which are regularly upgraded as needed. These computers are integral to academic and administrative activities and are located in the Administrative office, Training and Placement department, Laboratories, Research Centres, and Project Labs. All PCs are connected via LAN and maintained through a central server overseen by a technical team led by the System Administrator.

Project Lab

The project lab is equipped with 55 computers connected via LAN, providing students with a dedicated space for seminars, mini projects, major projects, and other academic endeavors.

Smart Board

In our Edusat room, students benefit from an advanced Smart board facility with a 65-inch display, enhancing interactive and engaging academic sessions across various disciplines.

Wifi for Students and Staff

The institute offers internet access through LAN cables with 100Mbps capacity. Wi-Fi is available in every department, supported by 5 access points, ensuring seamless connectivity for both students and staff.

Enterprise Resource Planning

We leverage Heraizen Technologies' cloud-based ERP system for digital transformation. This enables seamless academic and administrative automation and robust tracking of academic activities and attendance.

Other Software

The institute provides various system and application software, including Windows (Vista, 7, 10, 11), Microsoft Office, and K7 Antivirus.

Projector

The institute has 42 projectors distributed across classrooms, the Edusat room, seminar halls, the auditorium, and the board room, supporting ICT-enabled teaching.

CCTV Surveillance

A secure campus environment is maintained through a surveillance system comprising 180 CCTV cameras in the academic block and 56 in hostel blocks.

Intercom Facility

The campus offers excellent telecom connectivity with additional BSNL landlines.

Printers & Scanners

The institute has 26 printers and 17 scanners distributed across all departments. Additionally, there are 2 high-speed printers capable of printing 55 pages per minute.

Backup Facility

The institute ensures uninterrupted power supply through a generator backup facility.

Server Room

The server room serves as the backbone of our IT facilities, ensuring robust and secure management of data and network operations.

Shree Devi Institute of Technology remains committed to providing quality education by keeping students updated with new and changing technologies. The institution's comprehensive IT infrastructure supports this mission, ensuring students and staff have access to the necessary resources for academic and administrative excellence.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 3.39

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

Response: 388

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 10.61

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
136.98	106.79	28.51	67.63	76.29

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 22.44

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
457	59	499	269	334

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](#)

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

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: 57.45

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
866	821	81	1129	1246

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 53.7

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
275	230	120	283	333

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
405	396	494	565	451

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

5.2.2

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

Response: 0.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	3	1

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

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: 23

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
11	5	1	6	0

File Description**Document**

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.3.2**

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

Response: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	08	1	07	07

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:

Shree Devi Education Trust was established in 1992 and went on to establish Shree Devi Institute of Technology in Kenjar, Mangalore. The Institute is affiliated with Visvesvaraya Technological University and has been recognized by the All India Council for Technical Education (AICTE) since 2006.

The Alumni Association: A Crowning Glory

The Shree Devi Institute of Technology Alumni Association is considered as the Institute's crowning glory. Every graduating student is enrolled as a member of this association. Many alumni have generously stepped forward to offer their expertise and support in various capacities, representing diverse backgrounds and streams. They actively engage with the college and its departments' functions.

Objectives and Activities

The main objective of the Alumni Association is to create and maintain lifelong connections between the Institute and its Alumni. Building and maintaining an engaged membership base is an integral task of the association. The most visible involvement of the Alumni is through:

- Contributing their time for technical talks.
- Leveraging their contacts to support students' internships and project work.
- Providing job references.

Alumni Meet 2018

The Alumni Meet was organized on August 18, 2018 at 10:30 AM in the college auditorium. Attendees included BE, MTech, MBA and MCA students who graduated from 2006 to 2018. The event was filled with pleasant and emotional memories as attendees reminisced about the past.

Alumni Meet 2020

The office bearers of the Alumni Association convened a meeting on November 30, 2019, to discuss the plans for the Alumni Meet scheduled for January 2020. The subsequent Alumni Meet was organized on January 12, 2020, at 10:30 AM in the College auditorium. Attendees included students who graduated from 2006 to 2020, evoking pleasant emotional memories of their time at the Institute. The event featured various games, videos and photographs showcasing sweet memories of various batches.

Alumni Meet 2022: A Memorable Gathering

Shree Devi Institute of Technology, Mangaluru, organized the next Alumni Meet on May 15, 2022, for BE, MBA, MCA and MTech alumni in the College campus. The event was inaugurated by Dr. K.E. Prakash, Principal and Director, along with the office bearers of the SDIT Alumni Association and the Heads of various departments.

The President of the SDIT Alumni Association, Mr. Vishwas V. Amin, addressed the gathering, and alumni guests shared memorable experiences of their alma mater. Cultural events were presented by MBA students and new office bearers were selected, including Mr. Vishwas V. Amin as President, Mr. Jithendra Bhat and Mr. Mohammed Azmal as Vice President, Mr. Sakshath Shetty as Secretary, Ms. Sanjana as Joint Secretary and Ms. Sushmitha S Shetty as the Treasurer.

File Description	Document
Upload 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:

Criterion 6–Governance, Leadership and Management

Key Indicator – 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: Yes

To be progressive and successful, any Institution's leadership should align with its vision and mission. Shree Devi Institute of Technology provides quality education integrated with human values and is managed by the Shree Devi Education Trust, a registered trust. The Institute was established in 2006 under the able leadership of Mr. A. Sadananda Shetty, Chairman of the Shree Devi Education Trust. The Governing Council of Shree Devi Institute of Technology has a clear vision and mission to accomplish all its goals.

Vision:

To be an Institution of academic excellence imparting technical and management education integrated with human values to face social and environmental challenges.

Mission:

- Disseminate quality education with student-centric learning methodologies.
- Actively foster a culture of engagement and encouragement among students, faculty and staff.
- Provide personalized mentorship to students and offer dedicated support for their career development.
- Impart education that transforms students and empower them to emerge as professionals by inculcating entrepreneurial attitudes with social and ethical values.

A Governing Council, consisting of members from the Management, Vice-Chancellor's nominee,

Director, Principal and Heads of Departments, is the chief policy-making body of the College. The Principal of the College acts as the Member Secretary of the Governing Council. This Council meets at least once a year to make all policy decisions for the college. It approves recruitments for vacant staff positions and oversees infrastructure development and upgrades needed for new programs in emerging technologies. The Council also implements new policies for the benefit of all stakeholders and approves the annual budget, expenditure and financials for the Institution.

The Internal Quality Assurance Cell (IQAC) continuously monitors the teaching-learning process and various co-curricular activities beyond academics, ensuring quality at each level. IQAC upholds the Institution's vision and mission by emphasizing quality education delivered by excellent faculty members.

Participative Management:

The Academic Advisory Board, headed by the Principal, plays an integral role in formulating, monitoring and guiding the overall academic activities of the Institution. This is done in adherence to the academic guidelines issued by the University. Heads of various departments lead, guide and mentor their respective departments in line with the guidelines framed by the Academic Advisory Board, ensuring overall progress for students and staff members.

Other committees, such as the Anti-Ragging, ICC, Cultural, Sports, NSS and Grievance Redressal Cell, plan and implement designated activities to satisfy all stakeholders. Suggestions and feedback from stakeholders are reviewed and implemented for the continuous upgrading of academic processes, maintaining quality parameters, and ensuring transparent governance at the Institute.

File Description	Document
Upload 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:

Shree Devi Institute of Technology operates with a transparent governance system, primarily driven by its vision and mission. The Institution is dedicated to academic excellence and professional competence, focusing on the overall development of its students.

To strategically plan and deploy its objectives, Shree Devi Institute of Technology has developed both long-term and short-term goals. These goals are formulated after thorough assessments of the Institution's strengths, weaknesses, opportunities and challenges. This comprehensive roadmap not only sets goals and priorities but also outlines the strategic formulation and deployment processes. The Institution aims to provide leadership and excellence in various areas, including knowledge enrichment, skill development, entrepreneurial spirit, collaboration-based networking, extension services, infrastructure facilities, resource utilization, quality assurance, and enhancement, as well as maintaining a strong social interface across all programs.

Short-term Plans:

- Strengthen the outcome-based learning process.
- Promote skill development courses.
- Adopt an ERP system for admissions, administration, and finance.
- Offer consultancy services in Civil Engineering.
- Launch UG programs in advanced areas of Engineering and Technology.
- Provide ICT facilities in all classrooms, seminar halls and laboratories.

Long-term Plans:

- Include IQAC as part of Quality Assurance and Quality Improvement.
- Attain NAAC accreditation.
- Obtain NBA accreditation for eligible programs.

The Institution maintains a well-defined, decentralized organizational structure to coordinate academic and administrative activities effectively. The smooth functioning of Institutional bodies is achieved through delegated roles and responsibilities, controlled coordination, policy implementation procedures and service rules.

Governing Council:

The Governing Council is the primary policy-framing body of the Institute, chaired by the Institution's Chairman. It oversees the perspective plan for growth and expansion, reviews progress, and approves the annual budget and expenditures.

Principal and Director:

The Principal, heading the Academic Advisory Board, leads the academic and administrative activities of the Institution. This includes implementing strategic plans, monitoring academic progress, and managing departmental and committee administration.

Heads of Departments:

Department Heads lead, guide, and mentor their respective departments, adhering strictly to the guidelines set by the Academic Advisory Board to ensure the overall progress of students and staff members.

Placement Officer:

The Placement Officer is responsible for conducting placement and training activities. They guide students to meet industry standards and arrange soft skill classes conducted by industry resource persons.

Faculty and Staff:

Faculty and non-teaching staff effectively contribute to the execution of various activities through assigned responsibilities under the guidance of administrators.

Administrative Officer and Office Staff:

The Administrative Officer and office staff manage admissions, accounts, scholarships, work related to statutory bodies and other day-to-day activities.

By adhering to these structured governance and strategic plans, Shree Devi Institute of Technology ensures a holistic approach to student development and Institutional excellence.

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

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:

Shree Devi Institute of Technology, a self-financed Institution committed to “Engineering Education Integrated with Human values,” offers various facilities to enhance the well-being of its teaching and non-teaching staff. Recruitment is conducted through a detailed advertisement and selection process. Faculty performance is evaluated annually based on quantitative metrics. Performance appraisals lead to promotions, increments, incentives, career advancement support, and constructive feedback.

Students feedback on Teacher’s performance:

This appraisal system evaluates faculty performance in the following areas:

- Teaching, Learning and Evaluation activities
- Co-Curricular, Extension and Professional Development

Shree Devi Institute of Technology implements a feedback-based system to assess academic performance, promotions, and incentives. At the end of each semester, the Principal confidentially

collects student feedback. This feedback is summarized, including student comments and shared with faculty members to highlight strengths and areas for improvement. The feedback summary is also sent to management. Heads of Departments discuss the feedback with individual faculty members, offering suggestions for improvement.

Student Feedback:

Feedback is collected on teaching, learning, mentoring, and evaluation.

Effective Welfare Measures for Faculty and Non-Teaching Staff:

- 1. Welfare Benefits:** All staff members are entitled to benefits such as the contributory provident fund, insurance and gratuity, as per the law.
- 2. Educational Concessions:** Children of staff members receive concessions at the institution.
- 3. ESI and EPF Scheme:** These schemes are provided to non-teaching staff.
- 4. Financial Support:** Financial assistance is available for attending conferences, workshops and other professional development activities.
- 5. Accommodation:** Staff quarters and hostel facilities are available on a need basis.
- 6. Transportation:** Transportation facilities are provided for all employees as needed.
- 7. Free Meals:** Free meals are provided for bus drivers and sweepers.
- 8. Staff Rooms:** Well-furnished, ventilated staff rooms with comfortable seating, desktops, internet, Wi-Fi and audio-visual aids for effective presentations are provided.
- 9. Leave Benefits:** Teaching staff receive 15 days of casual leave, 10 days of privileged leave, and special casual leaves with full pay for university work, attending FDP/MDP, and conferences.
- 10. Sanitation Facilities:** Well-maintained washrooms with washbasins are available separately for male and female staff.
- 11. Drinking Water:** Safe and hygienic drinking water facilities are available on every floor.
- 12. Safety and Security:** Adequate measures ensure a pleasant and secure working environment.
- 13. Library Access:** General and digital library facilities are available for all staff to access resources.

These initiatives ensure that Shree Devi Institute of Technology not only fosters academic excellence but also promotes a supportive and enriching environment for all its staff members.

File Description	Document
Upload 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: 1.78

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
3	4	0	3	0

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

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: 52.34

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
75	78	82	81	75

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
37	38	35	39	35

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

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

The Institute diligently conducts financial audits to uphold transparency and accountability in its financial dealings and for appropriate mobilization of funds allocated. The Governing Body of the College consisting of University nominee & management representatives along with the Principals and HoDs preview financial year budget proposals.

Annual budget planning is made based on anticipated expenses related to different heads of expenditure such as staff salary, repairs and miscellaneous, electricity charges, internet charges, placement and training, postage and telephone, conference expenses, sports expenses, journals, subscription, vehicle maintenance, printing and stationary, landscaping and garden maintenance and capital expenditure in terms of furniture and computers. All the expenses are subject to audit and ensure transparency in financial management.

Every year, budget proposals are crafted by the Principal in collaboration with department heads which are then submitted to the Governing Council for approval.

Departments are informed to prepare budgets encompassing equipment, software, maintenance, faculty

and staff needs, as well as costs for spares, consumables and services. This collaborative approach ensures that adequate funds are allocated for each department's requirements. The Principal consolidates these budgets and presents them to the Governing Council for approval. Any additional needs are addressed during Governing Council meetings.

Every detail, from budget proposals to bill payments, is meticulously examined by the Administrative Officer. Copies of budgets, invoices, vouchers and supporting documents are maintained by each department, with originals sent to the accounts department for processing. The institution's accountant verifies each document and any discrepancies are communicated to the Principal for correction. All financial records are consolidated and maintained by the accounts office, which are then submitted for external audit at the year-end.

An external audit, conducted annually post-March 31st by certified Chartered Accountants, adheres to auditing standards set by the Institute of Chartered Accountants of India (ICAI). The external auditor provides a professional opinion on the institution's financial statements based on their findings. The Institution attempts to make the optimal use of college resources.

Optimal Utilization of Resources:

Based on the projection of requirements gathered by the departments, the Governing Council members analyse the optimal utilization of resources and the Budget allocations for infrastructure augmentation, maintenance and other capital and revenue expenditures are made on an annual basis.

Human Resource optimization is also addressed through the constant updating of faculty members knowledge and skills through Faculty Development Programmes at various levels and their empowerment for technology-enhanced learning.

Sources of Fund	2022-23	2021-22	2020-21	2019-20	2018-19
Tuition Fees	1292.79	937.98	1072.72	1268.98	1350.70
Amount Received from the interest from the fixed deposits	0.16	0.09	0.02	0.09	0.57
TOTAL	1292.95	938.07	1072.74	1269.07	1351.27

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:

As Per NAAC guidelines, Shree Devi Institute of Technology (SDIT) established an Internal Quality Assurance Cell (IQAC) to ensure and enhance academic excellence. The IQAC acts as a catalyst for continuous improvement in education, fostering a culture of quality, and aiming for effective implementation of quality initiatives in collaboration with all departments and forums.

Each year, the IQAC releases an academic calendar to streamline quality assurance activities across departments. SDIT's commitment to providing quality education is reflected in its diverse and innovative teaching-learning processes, including orientation programs, flipped classrooms, blended learning, outbound training sessions, and digital tools. Interactive lectures, group discussions, case studies, and experiential learning further enrich the learning experience. This robust framework has resulted in excellent placement records, with students securing positions in reputed organizations.

The IQAC has established research centers sanctioned by Visvesvaraya Technological University (VTU) for Physics, Chemistry, Civil Engineering, and MBA departments. Students receive research funds for projects, paper publications, and conference participation, while faculty receive incentives and allowances for their contributions. The DHI ERP Software aids in recording academic documents, tracking attendance, and maintaining grades. Regular internal and external quality audits are conducted to assess and improve the effectiveness of quality assurance measures.

IQAC activities include seminars, tech talks, and workshops in collaboration with the National Social Service (NSS), Women's Cell, Entrepreneurship Development Cell (EDC), Institutions Innovation Cell (IIC), and Eco Club. These initiatives effectively bridge the gap between industry and academia. Collaborative internships and MOUs provide students with practical experience, helping them identify their strengths and weaknesses and promoting career aspirations. Remedial classes, personalized mentoring, and counseling sessions are provided to support students in need.

The IQAC emphasizes the importance of feedback in the quality assurance process. Feedback is regularly collected from students, faculty, and other stakeholders, and action is taken. Add-on courses and certification programs are conducted to provide students with additional skills. The IQAC encourages students to take up these certification programs to enhance their employability and career prospects.

The "SHAPE" Model of the Training and Placement Cell has facilitated the progressive growth of students in academic and leadership qualities, with technical skill and aptitude training as key components. This model aims to transform lower achievers into top performers, contributing to the institution's academic excellence, as evidenced by students securing university ranks.

Year by year, the IQAC fosters the growth of activities and programs that emphasize quality, consistency, and excellence. "Sambhram," the national fest, incorporates technical, management, and cultural activities, focusing on holistic development in personality, leadership, communication, and

technical skills. “Samshodhan” is a project exhibition by final-year students that provides all students with insights into the latest technological trends.

In conclusion, the IQAC at SDIT plays a pivotal role in maintaining and enhancing the quality of education. By fostering a culture of continuous improvement, it ensures that students receive a quality education and are well-prepared for their future careers. The consistent efforts of the IQAC have led to steady growth in quality, making SDIT a beacon of academic excellence.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender equity and sensitization are vital components of fostering an inclusive and supportive educational environment at the Shree Devi Institute of Technology (SDIT) Campus. There's a trend of a gradual increase in the percentage of females over the years, indicating a potential shift in gender balance.

Recognizing the importance of gender diversity and the need to address gender-related issues, SDIT has implemented a range of initiatives aimed at promoting gender equity and ensuring the safety and well-being of female students and faculty.

Safety and security measures:

- SDIT has implemented a 24x7 CCTV surveillance system covering all areas of the campus, including corridors, classrooms, laboratories, and common spaces. This ensures continuous monitoring and enhances the overall safety and security of students and staff.
- The institution has appointed a sufficient number of trained security personnel who remain vigilant round-the-clock, ensuring the safety of all individuals on campus.
- Adequate lighting is provided across the campus, to improve visibility and deter potential security threats.
- SDIT offers hostel facilities for female and male students, equipped with round-the-clock security measures. Hostel wardens oversee the hostels and provide assistance to students as needed and without the prior permission of concerned authorities, no student will be allowed to go outside the hostel premises.
- For the female students common rooms are provided, ensuring their comfort and convenience while on campus.
- SDIT has established an Anti-Sexual Harassment Committee as part of the Institution's Internal Complaints Committee. This committee is responsible for addressing complaints related to sexual harassment and providing support to victims.

Counselling:

SDIT offers counselling services to help students with a variety of issues, including gender-related concerns. Professional counsellors are available to provide support and guidance to students who are facing challenges or seeking assistance with personal or academic concerns.

Sensitization and neutral initiatives in celebration of commemorative days:

SDIT Campus recognizes the significance of national and international commemorative days, festivals, and events as opportunities to promote unity, respect, and social awareness among its diverse student and faculty teaching and non-teaching community.

Through the celebration of festivals like Independence Day, Republic Day, Onam, Diwali, Eid, Christmas, and Dasara, SDIT aims to foster a culture of inclusivity, cooperation, and appreciation for various national, cultural, social, and historical aspects.

Women empowerment:

SDIT celebrates International Women's Day with a series of events and activities aimed at recognizing the achievements of women and promoting gender equality. Inspirational talks by accomplished women leaders, self-defence for girls and awareness campaigns are organized to empower and educate the campus community.

File Description	Document
Upload Additional information	View Document

7.1.2**The Institution has facilities and initiatives for**

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: C. Any 2 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

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:

Shree Devi Institute of Technology (SDIT) is a distinguished institution known for its commitment to celebrating national and international days, events, and festivals. SDIT places a high value on creating an inclusive environment where students from diverse cultural, regional, and linguistic backgrounds feel welcomed and respected. By promoting cross-cultural interactions, the institution celebrates various communities' unique traditions and customs, cultivating a vibrant and culturally enriching atmosphere for all its members.

Inclusive Environment

SDIT prides itself on fostering an inclusive environment where every student feels valued and respected. The institution's commitment to inclusivity is evident in its policies, practices, and daily interactions. By encouraging open dialogue, mutual respect, and understanding, SDIT ensures that students from various

backgrounds can coexist harmoniously. The college promotes inclusivity through workshops, seminars, and activities that educate and sensitize the community about diversity and the importance of an inclusive society.

Cultural and Religious Inclusion

SDIT's dedication to cultural and religious inclusion is reflected in its celebration of various cultural and religious events. The institution recognizes the importance of allowing students to express their cultural identities and practice their faiths freely. Festivals such as Diwali, Eid, Christmas, and Onam are celebrated with great enthusiasm, bringing together students from different religious backgrounds. These celebrations not only provide a platform for students to showcase their traditions but also foster a sense of unity and respect among the diverse student body.

Linguistic Inclusion

Located in Mangalore, SDIT is particularly attuned to the linguistic diversity of its student population. The college embraces the multilingual nature of the region, with Kannada, Hindi, and English being the primary languages of communication. English serves as the medium of instruction, ensuring that all students, regardless of their linguistic background, have access to quality education and can effectively communicate in a global context.

Sensitization to Values, Rights, Duties, and Constitutional Obligations

Each member of the SDIT community is expected to adhere to the Constitution of India and uphold its ideals and institutions, including the National Flag and National Anthem. The institution promotes a culture of responsible citizenship by organizing events to commemorate significant days such as Independence Day, Republic Day, and Kannada Rajyotsava. The curriculum incorporates subjects like Universal Human Values (UHV), Indian Constitution, and Professional Ethics, raising awareness about constitutional rights and responsibilities, environmental conservation, and ethical conduct.

Socio-economic Inclusion

Shree Devi Institute of Technology (SDIT) is dedicated to promoting socio-economic diversity within its community. Recognizing the financial challenges that some students face, SDIT offers various scholarships and financial aids to ensure that education remains accessible to all, regardless of their economic background.

Shree Devi Institute of Technology exemplifies an institution that values and actively commemorates national and international days, events, and festivals. By celebrating these occasions, SDIT promotes cultural diversity, encourages inclusivity, and nurtures social responsibility among its students, staff, and the broader community. Through its multifaceted approach, SDIT creates a vibrant and inclusive environment that enriches the educational experience and prepares its students to become global citizens.

File Description	Document
Upload 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:

Title of the Best Practice: Green Campus

Objectives of the Practice:

1. Encourage environmental consciousness and responsibility among students, faculty, and the campus community.
2. Incorporate sustainable techniques and green ideas into campus operations.
3. Implement water conservation measures, such as rainwater harvesting.
4. Create a green garden focusing on herbal and medicinal plants.
5. Support cleanliness drives and contribute to national cleaning initiatives.
6. Host seminars and workshops on environmental sustainability.

The Context:

Shree Devi Institute of Technology (SDIT) is located in a semi-urban area of Mangalore, India, surrounded by lush greenery. The institution leverages its green campus to promote environmental awareness and sustainability. SDIT actively participates in cleanliness drives, organizing awareness campaigns to promote hygiene and sanitation on campus and in the surrounding community, creating a litter-free environment conducive to academic pursuits.

The Practice:

SDIT fosters environmental awareness and sustainability through various initiatives:

- **Awareness Campaigns and Education:** SDIT organizes workshops, events, and activities like street plays, slogan writing, and Environmental Day celebrations to promote sustainability. Guests are gifted saplings instead of bouquets to enhance environmental consciousness.
- **Sustainable Campus Practices:** The campus uses LED lighting and solar water heaters, and has a 136-kW solar power system to reduce emissions.
- **Water Conservation:** Rainwater harvesting is practiced to reduce water consumption and promote responsible water management.
- **Waste Management:** Effective waste management includes separate bins for dry and wet waste, a dedicated E-waste room, and a partnership with Moogambigai Metal Refineries for proper disposal of electronic waste.
- **Vermicomposting:** Vermicomposting bins collect organic waste, which is used to fertilize campus plants.
- **Green Gallery:** SDIT has a botanical garden with medicinal and herbal plants, serving as an educational resource and biodiversity sanctuary.

- **Cleanliness Drive:** The institution promotes a clean and healthy environment through campus-wide cleanliness drives and national initiatives.

Evidence of Success:

- SDIT achieved a Gold Ranking as a Green College and met Green Mentors' Accreditation Standards for Global Readiness.
- The institution met global requirements for environmental responsibility and academic accountability during the Green College Audit 2022-25.
- Successful implementation of energy-efficient LED lighting, solar water heaters, and a 136-kW solar power system.
- Effective water conservation strategies like rainwater harvesting.
- Integrated waste management systems, including E-waste disposal and vermicomposting.
- The botanical garden demonstrates SDIT's commitment to biodiversity conservation and experiential learning.
- Active support for cleanliness initiatives through campus-wide drives and awareness campaigns.

Problems Encountered and Resources Required:

- Technical and logistical challenges in implementing new sustainability measures.
- Maintenance issues with renewable energy systems due to limited expertise.
- Regulatory challenges requiring partnerships with local authorities or experts.
- Financial limitations impacting the pace of sustainability initiatives.
- Semester duration constraints hindering the completion of extensive sustainability projects.
- Higher costs and procurement difficulties for sustainable products and materials.
- Variable student engagement in sustainability initiatives.

Title of the Best Practice: Samarpan: A Reformative Initiative Towards Societal Excellence

Objectives of the Practice:

- Instill values of generosity, benevolence, and philanthropy among students.
- Unite individuals from diverse backgrounds to address socio-economic concerns collaboratively.
- Raise awareness to bridge the gap between rural and urban lifestyles.
- Emphasize the importance of education in underprivileged communities.
- Motivate students to devise innovative solutions to societal challenges.
- Organize clean-up campaigns in local neighborhoods and beaches to promote cleanliness and environmental consciousness.

The Context:

Shree Devi Institute of Technology (SDIT) launched "Samarpan" inspired by the philanthropic spirit of Chairman Dr. A. Sadananda Shetty. This social outreach club leverages the institution's resources and expertise to address societal issues and enhance community well-being. The initiative involves creative and innovative students eager to contribute to societal causes, fostering empathy, compassion, and a deeper understanding of diverse needs. By addressing various societal issues, Samarpan promotes social

equity, justice, and solidarity, aiming to build a more compassionate, inclusive, and sustainable world.

The Practice: "Samarpan" at SDIT involves a range of outreach programs and activities to significantly improve society:

- **Annual Outreach Programs:** Students organize visits to orphanages, old age homes, rural schools, and other charitable institutions. Fundraising activities, like fairs and sales, support donations to charitable trusts.
- **Charity Initiatives:** The campus transforms into a hub of charitable activities, with students selling products, hosting educational movie sessions, and participating in enjoyable games and food fests to support the Samarpan charity initiative.
- **Collaboration:** An MOU with the Aloka Foundation, signed on September 17, 2021, provides essential resources such as food, medicine, and financial aid to the underprivileged community.
- **Digital Literacy Initiatives:** An instructional kiosk booth promotes computer awareness among rural households, teaching children and seniors the value of technology.
- **Environmental Conservation:** Regular beach cleaning drives and campus cleanliness initiatives involve students, faculty, and volunteers in litter removal and proper waste disposal.
- **Educational Programs:** Training sessions in nearby schools enhance digital literacy, and awareness programs address AIDS and related issues.
- **Healthcare Initiatives:** SDIT hosts blood donation drives in partnership with local blood banks, providing a safe environment for donors and educating them about the importance of blood donation.
- **Partnerships for Environmental Causes:** SDIT partners with organizations like Vana Charitable Trust to organize community cleaning drives, host talks, and conduct tree plantation drives.

Evidence of Success:

- Donation drives at St. Anthony's Ashram provided essential resources and uplifted the spirits of differently-abled individuals through cultural programs.
- New Year's celebrations at White Doves Psychiatric Nursing and Destitute Home brought joy to the children.
- Visits to Anirveda, a school for special children, created a joyful atmosphere and enriched the lives of the children.
- Samarpan raised AIDS awareness through seminars, workshops, and fundraising events supporting HIV-positive children.
- Blood donation drives at SDIT have been highly successful, with numerous donors potentially saving many lives.
- The collaboration with the Aloka Foundation has significantly improved the lives of marginalized individuals and enriched SDIT students' educational experiences.

Problems Encountered and Resources Required:

- Organizing and managing events within tight schedules, especially with student clubs' involvement, is difficult.
- Engaging the broader community and maintaining consistent involvement is challenging.
- Academic demands often conflict with social activity schedules.
- Rapid changes in student interests, technology, and external factors can disrupt planned activities.

- Securing suitable venues and managing logistics can be complex and time-consuming.

File Description	Document
Best practices as hosted on the Institutional website	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:

Professional and Technical Quality Enhancement Using the SHAPE Model

Shree Devi Institute of Technology (SDIT) is deeply committed to providing quality education to all its students. To fulfill this commitment, the institute has implemented the SHAPE Model, a structured framework aimed at enhancing the professional and technical quality of the students. This model focuses on developing soft skills, human values, add-on courses, personality development, and technical skills, ensuring students excel academically and professionally while fostering a culture of continuous improvement and excellence.

Aims of the SHAPE Model

- 1. Holistic Development:** Emphasizes the importance of soft skills, human values, add-on courses, personality development and technical skills.
- 2. Competency Building:** Equips students with the necessary skills for academic and career success.
- 3. Culture of Excellence:** Fosters continuous improvement and a culture of excellence from induction till the last day of college.

Components of the SHAPE Model

S - Soft Skills: Soft skills are crucial for professional success, complementing technical expertise. SDIT integrates soft skills training into the curriculum to help students develop essential communication, teamwork, problem-solving and leadership skills. These competencies are vital for their overall development and effectiveness in the workplace. Students engage in activities such as group discussions, role-plays, and public speaking exercises to build their confidence and communication abilities.

H - Human Values/Life Skills: Instilling human values such as integrity, empathy, respect and responsibility are vital for fostering ethical behavior, social responsibility and a positive work culture. SDIT incorporates group discussions, case studies and activities that promote ethical decision-making, helping students become well-rounded professionals with a strong moral compass. Programs on life skills also include stress management, time management, physical & mental fitness, health and nutrition, yoga and meditation to prepare students for real-world challenges.

A - Add-on Courses: Offering add-on courses or supplementary training programs provides students with additional technical skills, certifications or specialized knowledge beyond their core curriculum. These courses are tailored to industry demands, emerging technologies, or niche areas of interest, ensuring students remain competitive and adaptable in the job market. Popular add-on courses include data science, cybersecurity and advanced software development.

P - Personality Development: Personality development programs enhance students' self-awareness, confidence, emotional intelligence and professional growth. Through workshops, coaching sessions and experiential learning activities, students cultivate a positive self-image, develop effective interpersonal skills and build resilience to navigate challenges in their personal and professional lives. Activities like mock interviews and leadership development programs are integral parts of personality development at SDIT.

E - Enhancing Technical Skills: Actively engaging students in honing their technical skills is fundamental to their success in technology fields. This involves hands-on projects, internships, industry collaborations and participation in technical competitions or hackathons. By providing practical experiences and real-world exposure, students can apply theoretical knowledge, gain practical insights and develop a portfolio of accomplishments to showcase their abilities. The institution also facilitates industry visits and guest lectures from professionals to bridge the gap between academic learning and industry requirements.

Implementation Across Four Years of Study

Second Year:

- **Personality Development:** A ten-hour program on conversation, listening, debating skills and more through activities like toggle talk and situation analysis. Students are encouraged to participate in activities for self-reflection.
- **Soft Skills Program:** A 36-hour program covering goal setting, time management, grooming, stress management, leadership, creativity, and innovation.
- **Technical Training Certificate (TTC):** IT branches receive core subject training over 10 weeks by internal faculty, while non-IT branches undergo core subject training.

Third Year:

- **Aptitude Training:** Training in algebra, time, speed, distance, verbal reasoning, data interpretation, etc., with in-class exercises and facilitator support to enhance problem-solving techniques.

- **Communication Class:** Focuses formal and informal communication classes, active listening, verbal and nonverbal communication, business emails, and presentation skills.
- **Soft Skills:** Focus on conveying technical information clearly, developing teamwork, critical thinking, problem-solving and time management.
- **TTC:** Provides specialized technical training in advanced concepts.

Fourth Year:

- **Specialized Aptitude Classes:** Focus on mathematical concepts and problem-solving techniques.
- **Technical Training Sessions:** Enhance technical skills and knowledge.
- **Soft Skills Integration:** Continue soft skills development.
- **Aptitude and Technical Tests:** Assess proficiency and job readiness.
- **Continued Soft Skills Training:** Prepare for professional challenges and interactions.

Outcomes of the SHAPE Model

The comprehensive approach of the SHAPE Model has resulted in a high employability rate among SDIT students. Many students secured placements in the academic years 2018-19 and 2019-20, demonstrating the model's effectiveness. This success highlights SDIT's commitment to producing capable, ethical and employable graduates who are prepared to make meaningful contributions to their industries and communities.

By mastering both the technical aspects of their field and developing practical skills and knowledge, SDIT students are well-prepared for the workforce. Improved academic performance reflects their ability to apply learned concepts effectively, while increased employability indicates that employers recognize their proficiency and readiness.

Ultimately, the success of SDIT can be measured by the positive impact of its graduates on society and the workforce. Equipping graduates with the necessary skills, values, and mindset ensures they are not only capable professionals but also responsible citizens who actively contribute to the betterment of their communities and industries.

The SHAPE Model has proven to be a robust framework for enhancing the professional and technical quality of students at SDIT. By focusing on a well-rounded education that includes soft skills, human values, additional technical training, personality development, and technical skill enhancement, SDIT has successfully achieved a commendable placement rate. This model exemplifies the Institute's dedication to excellence and its mission to empower students to achieve their fullest potential.

Students are encouraged to participate in research projects, entrepreneurship cells, and innovation hubs, which further enhance their problem-solving abilities and prepare them for future challenges. The

emphasis on continuous learning and adaptability ensures that SDIT graduates are not just job-ready but are also equipped to be leaders and innovators in their respective fields. The model's success is a testament to the institute's forward-thinking approach and its unwavering commitment to student development.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Shree Devi Institute of Technology (SDIT) has earned several prestigious recognitions for its commitment to excellence in education and sustainability. In 2016, the institute was honored with the Excellent Engineering College Award in Karnataka by the 2nd National Karnataka Education Summit and Awards, highlighting its exceptional contributions to engineering education.

Shree Devi Institute of Technology was specially recognized at the International Space Apps Challenge in 2020 for its creative efforts in solving problems related to both Earth and space. This appreciation highlights the institute's dedication to advanced research and finding solutions to global challenges.

Further cementing its reputation, SDIT's Chairman, Dr. A. Sadananda Shetty, was awarded an Honorary Doctorate Degree by Kuvempu University on March 18, 2023, recognizing his outstanding contributions to education and sports.

Concluding Remarks :

Shree Devi Institute of Technology (SDIT) stands as a beacon of academic excellence, adhering to AICTE and VTU standards while embracing the Choice Based Credit System (CBCS) for a student-centric approach. The institution's robust governance structure, led by the Governing Council and the Internal Quality Assurance Cell (IQAC), ensures continuous academic and operational improvement.

SDIT's commitment to holistic development is evident in its blend of rigorous academics and vibrant extracurricular activities. The Academic and Department Advisory Boards guide curriculum development and industry engagement, while faculty members utilize ICT tools to enhance learning outcomes. The institution's modern infrastructure, including state-of-the-art labs, a digital library, and campus-wide high-speed internet, supports a dynamic learning environment.

Beyond academics, SDIT is dedicated to student success through a variety of support mechanisms. Scholarships, capacity development programs, and placement services empower students to excel in their careers. The National Service Scheme (NSS) and various clubs on campus encourage civic engagement, leadership, and teamwork, providing students with opportunities to contribute to society while developing essential life skills. Sports and research initiatives further enrich the student experience, fostering physical fitness, teamwork, and intellectual curiosity.

Gender equity, environmental sustainability, and societal contributions are integral to SDIT's campus culture. Programs like self-defense classes, green campus drives, and community outreach initiatives promote social responsibility and inclusivity among students. The SHAPE model, focusing on technical skills and personal development, prepares students for the demands of the modern workforce, ensuring they are well-rounded, socially responsible, and highly skilled professionals.

Through this comprehensive educational approach, SDIT not only equips students with the knowledge and

skills needed for professional success but also instills in them the values necessary to make meaningful contributions to society. SDIT is dedicated to nurturing future leaders and innovators, ready to thrive in a rapidly evolving world.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :8</p> <p>Remark : DVV has made necessary changes as per prescribed format shared by HEI as per SOP and value have been downgraded as we have excluded courses under regular curriculum and has considered minimum duration of 30 hours</p>																				
1.2.2	<p><i>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</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>868</td> <td>805</td> <td>310</td> <td>1032</td> <td>1051</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>192</td> <td>0</td> <td>206</td> <td>210</td> </tr> </tbody> </table> <p>Remark : DVV has made necessary changes as per prescribed format shared by HEI as per SOP and value have been downgraded as we have excluded courses under regular curriculum and has considered minimum duration of 30 hours</p>	2022-23	2021-22	2020-21	2019-20	2018-19	868	805	310	1032	1051	2022-23	2021-22	2020-21	2019-20	2018-19	26	192	0	206	210
2022-23	2021-22	2020-21	2019-20	2018-19																	
868	805	310	1032	1051																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
26	192	0	206	210																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 777</p> <p>Answer after DVV Verification: 234</p> <p>Remark : DVV has made necessary changes as per supporting document shared by HEI and value have been downgraded as we have excluded the below parameters: 1. Internship less than 1 month 2. Value added courses certificate. 3. Repetitive Names</p>																				
2.1.1	Enrolment percentage																				

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
504	421	261	291	360

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
504	421	261	291	360

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
798	798	798	954	1086

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
798	798	798	834	966

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as we have considered 1 year students

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	46	4	10	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
85	44	4	10	11

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
180	180	180	217	248

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
180	180	180	217	248

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded due to excess of seats in reserve category

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	3	6	6	8

Answer After DVV Verification :

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

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have considered activities including Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year as per SOP

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	33	32	15	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	7	2	0

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have considered Publication in the current UGC CARE with ISSN Number only and has considered calendar year (JAN-DEC)

3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>5</td> <td>2</td> <td>29</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>2</td> <td>0</td> <td>3</td> <td>2</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as we have considered Publications with ISBN number only and has considered calendar year (JAN-DEC)</p>	2022-23	2021-22	2020-21	2019-20	2018-19	24	5	2	29	2	2022-23	2021-22	2020-21	2019-20	2018-19	4	2	0	3	2
2022-23	2021-22	2020-21	2019-20	2018-19																	
24	5	2	29	2																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
4	2	0	3	2																	
3.4.3	<p><i>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.</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1214 1046 1348"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>7</td> <td>3</td> <td>3</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1426 1046 1561"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>6</td> <td>3</td> <td>3</td> <td>5</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have excluded days celebration like AIDS Day etc</p>	2022-23	2021-22	2020-21	2019-20	2018-19	5	7	3	3	5	2022-23	2021-22	2020-21	2019-20	2018-19	5	6	3	3	5
2022-23	2021-22	2020-21	2019-20	2018-19																	
5	7	3	3	5																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
5	6	3	3	5																	
3.5.1	<p><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :20</p> <p>Remark : DVV has made necessary changes as per supporting document shared by HEI and value have been downgraded as we have considered function MOU with proof of activities</p>																				

4.1.2	<p>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>946.26</td> <td>25.56</td> <td>3.43</td> <td>43.62</td> <td>48.37</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0.43</td> <td>0.01</td> <td>0.20</td> <td>0.61</td> <td>3.70</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per audit report shared by HEI and has considered Expenditure for infrastructure development and augmentation</p>	2022-23	2021-22	2020-21	2019-20	2018-19	946.26	25.56	3.43	43.62	48.37	2022-23	2021-22	2020-21	2019-20	2018-19	0.43	0.01	0.20	0.61	3.70
2022-23	2021-22	2020-21	2019-20	2018-19																	
946.26	25.56	3.43	43.62	48.37																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0.43	0.01	0.20	0.61	3.70																	
4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year:</p> <p>Answer before DVV Verification : 463</p> <p>Answer after DVV Verification: 388</p> <p>Remark : DVV has made necessary changes as per supporting document shared by HEI and has considered invoice with GST bills</p>																				
4.4.1	<p>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1574 1046 1709"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>155.52</td> <td>107.79</td> <td>89.52</td> <td>185.24</td> <td>212.47</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1787 1046 1921"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>136.98</td> <td>106.79</td> <td>28.51</td> <td>67.63</td> <td>76.29</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per audit report shared by HEI and has considered Repairs and maintenance expenses related to (physical facilities and academic support facilities)</p>	2022-23	2021-22	2020-21	2019-20	2018-19	155.52	107.79	89.52	185.24	212.47	2022-23	2021-22	2020-21	2019-20	2018-19	136.98	106.79	28.51	67.63	76.29
2022-23	2021-22	2020-21	2019-20	2018-19																	
155.52	107.79	89.52	185.24	212.47																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
136.98	106.79	28.51	67.63	76.29																	

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**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1223	683	1091	955	1115

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
457	59	499	269	334

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have not received transaction and financial statement for non government scholarship

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
277	237	129	295	335

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
275	230	120	283	333

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
405	396	494	565	451

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
405	396	494	565	451

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded in 5.2.1.1 based on offer letter shared by HEI with respect to placement

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	9	1	10	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	5	1	6	0

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have excluded inter college award and team award to be counted as one

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	15	1	14	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	08	1	07	07

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as multiple events under same date has been counted as one

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

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional

development /administrative training programs during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
75	75	76	75	77

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
75	78	82	81	75

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37	38	35	39	35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
37	38	35	39	35

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as we have excluded MDP less than 5 days

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has made changes as per supporting document shared by HEI and 2 of above option has been selected as we have received supporting of Green audit / Environment audit and Beyond the campus environmental promotion activities

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 178 Answer after DVV Verification : 168
2.1	Expenditure excluding salary component year wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1440.30	332.42	190.48	639.58	566.26

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
493.85	725.73	777.97	954.91	969.71