SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

A.J. INSTITUTE OF MANAGEMENT

A J INSTITUTE OF MANAGEMENT, OPP. MAHINDRA SHOWROOM, KOTTARA
CHOWKI, MANGALORE-575006
575006
www.ajimmangalore.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Laxmi Memorial Education Trust ® (LMET), Mangalore is the parent body of A J Institute of Management (AJIM). LMET was established in 1992 by the well-known industrialist, social worker and a noted philanthropist Dr. A J Shetty with a firm conviction that "every individual will bloom into a socially sensitive personality, if affordable and quality education is ensured, irrespective of his or her stratification in the society." LMET began with a focus on Hotel Management and expanded into Medical, Dental, Paramedical, Nursing, Physiotherapy, Engineering and Management Programmes. Dr. A J Shetty serves as President, with Sri Prashanth Shetty as Vice President, alongside Directors Smt Ashritha P Shetty, Dr. Prashanth Marla, and Dr. Amitha P Marla, guiding the Trust in its efforts to promote education and philanthropy.

AJIM enjoys permanent affiliation with Mangalore University and offers MBA and Ph.D. programmes in Management. Institute is approved by AICTE and recognized by UGC under sections 2(f) and 12(B). Currently, the Institute is reflecting on its performance for the third cycle of accreditation by NAAC. Situated adjacent to NH66, it benefits from excellent road, rail and air links, drawing students from various states.

Institute commenced its journey in 1999 with a modest intake and since then, it has made remarkable progress, currently enrolling up to 180 students across three batches. As the Institute celebrates its Silver Jubilee, it has established an excellent foot prints in all the facets such as teaching-learning, research, publication, extension and community development.

It is the vision to become the centre of excellence in Management Education by consistently comparing itself with the best institutions. Further, Institute aims to surpass conventional boundaries and relentlessly pursue the highest standards in Management Education. This endeavor involves not only meeting existing benchmarks but also setting new precedents and expanding the horizons. Institute has successfully carved a niche in the educational landscape, offering Masters in Business Administration (MBA) with specializations in Finance, Human Resources, Marketing and Logistics as well as Hospital Administration that are distinct specializations offered only by AJIM under Mangalore University. Additionally, AJIM offers numerous Add-on certificate programmes, further enhancing its educational offerings.

With a deep sense of pride and purpose, the Institute offers value-added programmes that go beyond the standard curriculum, providing students with insights into the realities of the world. To realize this vision, the Institute focuses on cultivating graduate attributes such as academic excellence, critical thinking, problem solving ability, leadership, communication skills, social sensitivity and universal human values. Further, to strive for excellence, the Institute addresses overarching issues like professional ethics, gender equality, environmental sustainability and community engagement. Collaborations with corporate entities and NGOs, including partnerships for initiatives like Unnat Bharat Abhiyan (UBA), the flagship programme of the Government of India, Young India and JCI, have been established to further enrich the learning experience and extend the Institute's impact on society.

Vision

"An Institution to be the centre of excellence in Management Education by continuously benchmarking itself

against the WORLD'S BEST. As an Institution with a difference, it looks beyond its boundaries and strives hard to achieve better of the best in Management Education"

The Institution aspires to become a beacon of excellence in management education, constantly measuring its performance against the best standards. Setting itself apart as an Institute with a unique approach, it refuses to be confined by conventional boundaries and relentlessly pursues the pinnacle of achievement in Management Education. This vision entails a commitment to perpetual improvement and innovation, driven by a relentless pursuit of excellence. By looking beyond established norms and pushing the boundaries of what is possible, Institute seeks to redefine the benchmarks of success in Management Education. Through this unwavering dedication to continuous improvement and surpassing the best, Institute aims to inspire and cultivate the next generation of leaders who will shape the future of the business world.

Mission

"Our mission is to impart value-based management education, designed to prepare young men and women for leadership positions in corporate and non-corporate sectors through a relentless pursuit of excellence in teaching, research, consultancy, management development and industry-institution interaction in the country and abroad"

This mission is justified by the pressing need for individuals equipped with both strong leadership skills and ethical values to navigate the complexities of today's global business environment. By imparting Value-based Management Education, Institute is not only preparing students for leadership roles but also instilling in them a sense of responsibility towards society. The emphasis on quality in teaching, research, publication and extension activities ensures that students receive a comprehensive and rigorous education that prepares them to excel in their chosen fields. Furthermore, fostering Industry Institution Interaction facilitates real-world learning experiences and keeps the curriculum relevant to the evolving needs of the corporate world. Ultimately, this mission serves to produce graduates who are not only competent professionals but also ethical leaders capable of making meaningful contributions to their organizations and society at large.

Institute is blessed with good infrastructure, featuring ICT-equipped-air-conditioned classrooms, library with online resources, computer lab connected by LAN with 100 MBPS leased line internet and well-resourced research centre recognized by Mangalore University. To realize its vision effectively, Institute has implemented a well-structured plan through a Teaching-Learning Practices (TLP), dividing its activities into curriculum and beyond curriculum practices. Academic goals are pursued through experiential and participative learning methodologies, including case analyses, presentations, book review sessions, viva-voce, field surveys, short film production, mime acts, project work, internships, workshops and skill enhancement training programmes. To monitor student's progress and project work, Institute has introduced tools like Student Progress Tracker, Course File, Evaluation Rubrics and Project Work Diary. Further, to ensure holistic development beyond academics, the Institute organizes programmes focusing on inclusive environments, social values and constitutional obligations, comprising of national conferences, seminars and extension activities, along with commemorations of significant national events such as Women's Day, Yoga Day and Teacher's Day.

Government and Institute extends support to students by granting scholarships of Rs. 4,52,51,389 to 1137 students in their first and second years of study. Additionally, to strengthen interaction between the Institute and Industry, 23 memorandums of understanding (MOUs) have been established, encompassing corporate entities, NGOs and cultural organizations. In efforts to prepare students for the industry, a comprehensive 100-hour training programme from Bajaj FinServ is implemented. Moreover, in the pursuit of knowledge

dissemination, the Institute has consistently published a Bi-Annual Research Journal-"Anveshana" for the past 13 years.

The implementation of the mission has led to nearly full admissions, with over 70% of them being women and remarkable academic achievements, including securing five University ranks and four gold medals during the evaluation period. Additionally, students have demonstrated outstanding performance in Management Fest, Cultural and Sports events, winning over 300 individual awards within a span of five years.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Visionary and proactive management, fostering a dynamic educational ecosystem
- Dedicated team of experienced faculty committed to academic excellence.
- Consistently excellent academic results of 96.82% during the assessment period with 5 University Ranks and 4 Gold Medals.
- Prioritizing both curriculum and beyond curriculum, ensuring diverse learning experiences for holistic development.
- Well-maintained modern facilities and technology in the campus for an ideal teaching learning environment.
- Specialized courses catering to students seeking niche education, fostering diverse academic opportunities.
- Management fest performances reflect the dedication and quality of students and faculty.
- Consistently full admissions over five years signify student community trust and preference. Institution draws students from multiple states and Institution enjoys regional reputation.
- Recognition under Unnat Bharat Abhiyan (UBA), a flagship Govt. programme, underscores the Institute commitment to neighborhood community.
- Strategic proximity to the National Highway offers a key locational advantage.

Institutional Weakness

- Less flexibility in curriculum design as affiliated to Mangalore University.
- Confined largely to internal source of funds.
- Lack of mobilization of funds through consultancy.
- Lack of financial support from research funding agencies

Institutional Opportunity

- Potential of being Autonomous Institution in tune with NEP 2020.
- Recognition of the Institute by UGC under 2(f) and 12(B).
- Approved Research Centre by Mangalore University provide impetus for research activities at the Institute.
- More scope for Institution – Industry Interface
- Exploring collaborations with international Universities for greater exposure to global trends.
- Relocating to a larger campus to start new-generation programmes.

Institutional Challenge

- Matching the educational ecosystem with current technological trends.
- Addressing the challenges due to mismatch between curriculum and industry demands to facilitate student placements.
- To change the mind-set of the students from job seeking to job making.
- Integration of students hailing from various socio-economic and cultural backgrounds.
- Getting grants for research projects.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

A J Institute of Management, affiliated to Mangalore University, has been delivering quality Management Education for the past 24 years. This accomplishment stems from a balanced approach that integrated both curriculum and beyond-curriculum activities, as reflected in the Teaching-Learning Practices (TLP) framework. Precise planning led to successful implementation of the curriculum, complemented by the utilization of ICT resources within a well-coordinated academic schedule aligned with the University's calendar. Teaching methods comprised various dimensions such as lectures, case analysis, group discussions, seminars, workshops, computer lab exercises, internships and project work. Effective curriculum planning and delivery is ensured by using a few tools such as, Student Progress Tracker, Course File, Assessment Rubrics, Project work diary etc., as reflected in TLP. Students undergo a range of internal assessments as part of CIE, including tests, assignments, presentations, book reviews, viva voce sessions and attendance aligned with the calendar of events. Effective curriculum planning, implementation and delivery is reflected in average pass percentage of 96.82% along with 5 ranks and 4 gold medals at University level.

Institute has offered 41 add-on courses during the assessment period across diverse fields of expertise benefiting all students, alongside additional short-term courses from platforms like Swayam, NPTEL, TCS ion, Great Learning and others. It is reassuring that cent percent of students have been engaged in Internship and Project Work in various corporate and non-corporate entities.

Further, Institute has incorporated cross-cutting issues such as Professional Ethics, Gender Sensitivity, Human Values, Environmental Awareness and Sustainability into both its curriculum and beyond curricular practices. This integration is evident through 33 modules in 34 courses and 50 events including conferences, workshops, seminars, expert lectures, commemorative events and community development initiatives.

Institute gathers feedback on academic performance and the ambience from stakeholders through structured questionnaires. Data collected are analysed and appropriate actions are taken.

Teaching-learning and Evaluation

Institute has a creditable admission rate of 98.69% over the last five years within the allocated seats. Its commitment to regulatory reservation policies ensures equity and inclusivity for various student categories, with a compliance rate of 86.9% with the specified quotas.

Institute's dedication to academic excellence is apparent in its consistently high academic performance, averaging 96.82% over the last five years. This achievement has resulted in the attainment of five ranks, including two first ranks accompanied by four gold medals bestowed by the University. This success is underpinned by a healthy student-teacher ratio of 18.95:1, which fosters personalized learning and academic support. The Institute consistently upholds a balanced composition of qualified faculty members, currently with eight members holding Ph.D. degree, six being NET-Qualified and four actively pursuing Ph.D. studies.

To enhance effective teaching and learning, Institute has devised a framework called Teaching Learning Practices (TLP), which organizes activities into Curriculum and Beyond Curriculum. TLP emphasizes experiential and participative learning, as well as problem-solving methodologies, encompassing activities such as group discussions, case analysis, computer lab exercises, internships, project work, seminars/expert lectures, workshops, management fest, conferences, field survey, outreach programmes, club activities, inspirational movie presentation and short movie preparations. Additionally, tools like Students' Progress Tracker, Rubrics for Evaluation, Course File and Project Work Diary are employed to seamlessly implement these innovative teaching methods. Through these experiences, students develop hands-on skills, critical thinking abilities and practical knowledge. By utilizing ICT tools like virtual classrooms and e-learning platforms, Institute ensures an integrated learning environment.

Institute aligns with University regulations for internal and external assessments. Internal assessment, carrying a weightage of thirty marks, includes 360 degree evaluations comprising two tests, presentation/book review, assignment, viva-voce and attendance, ensuring transparency supported by efficient redressal system. While, external assessment, accounting for 70 marks is administered by the University through semester-end examinations. Institute clearly defines and showcases Programme Outcomes and Course Outcomes with direct and indirect assessment methods ensuring meaningful learning outcomes.

Research, Innovations and Extension

Institute is honoured to receive a grant of Rs. 5,00,000 from Government and Non-government entities, for conducting social surveys, organizing research programmes and conferences. Acknowledging the Innovation ecosystem needs, Institute has established a registered Innovation Institution Council (IIC) and Entrepreneurship Development Cell. A total of 46 programmes, including seminars and demonstrations, are conducted under these initiatives.

The Institute has been granted recognition as a Research Centre by Mangalore University to pursue Ph.D. programme in Management, with two faculty members designated as Research Guides. Our commitment to research is exemplified through Bi-annual Journal-Anveshana, with ISBN, publishing over 150 research articles in 13 years. Recognized by the Government of India through the Unnat Bharat Abhiyan (UBA), the Institute shared details of household social surveys and extension activities conducted in 5 adopted villages. For this purpose, the Government of India has sanctioned Rs. 50,000 as research grant. In addition, during the assessment period, Institute has conducted six social surveys on social centric issues through students, to provide them hands-on experience on research and also prepared the reports.

Institute has organized 30 programmes comprising yoga, mental health, ethics and life skills in support of Indian Knowledge System. Institute fosters knowledge and technology transfer through Seminars, Workshops, National Conferences and International E-Symposium.

Institute offers comprehensive academic knowledge transfer and enrichment initiatives, including internship,

project work and participation in activities like preparation of short movies, presentation of inspirational movies, management fest, pantomime, social surveys, seminars, workshops, national conferences and extension activities etc. The Language and Business Lab provide students with language and business software tools like Grammarly, EFSET, PSPP and Google Data Studio, as well as resources like audio books and lecture videos. Moreover, the computer lab facilitates advanced Excel learning, reinforcing knowledge and technology exchange.

Institute organised workshops, seminars, national conferences and international E-Symposium including on Research, IPR and Entrepreneurship and 96 such programmes are organised. National Conferences are organized in association with Karnataka Private Post-Graduate Colleges Associations, Bengaluru and in association with Ananya Institute for Development Research and Social Action, Lucknow and Ministry of Culture, Government of India.

Faculty have authored 12 articles in UGC Care, 12 Scopus Indexed Journals and 22 in Peer Reviewed Journals. Institute organized 36 extension and outreach activities including the collaborative programmes with Young India, JCI, Productivity Council etc. It facilitated student-community interactions, fostering community-based partnerships, a sense of social consciousness and sensitivity as well tolerance towards social causes and social values.

Institute has earned 9 recognitions from Government and Government recognized bodies for its community development endeavours, encompassing charity, blood donation, cultural heritage, environmental sustainability and social surveys. There are 23 Memorandums of Understanding in place with various organizations, facilitating opportunities such as student internships, on-the-job training, project, extension and cultural collaborations.

Infrastructure and Learning Resources

Institute takes pride in its contemporary infrastructure equipped with ICT-enabled facilities tailored for effective teaching and learning, as well as beyond curricular activities. Institute offers eight modern classrooms and one multi-purpose room, all equipped with essential amenities including CCTV cameras, projectors, AV systems, computers and air-conditioning fostering an ideal learning environment. Additionally, there is a 380-seat air-conditioned auditorium with audio-visual facilities.

Institute possesses a few classical instruments for cultural activities and indoor gaming facilities onsite, while outdoor sports facilities are available at our affiliate A J Institute of Medical Science. Safety measures include fire extinguisher with hoses, alarms and 10,000-liter water tank. For sustainability Institute has vermicomposting, sewage treatment and rainwater harvesting facility. Other amenities comprise independent faculty cubicles, first aid-equipped restrooms, pad vending machines, an incinerator, a 100-seater canteen, stationary services, lift access, 125 Kv generator, in-campus girl's hostel, 24/7 campus security apart from the installation of 39 CCTV cameras.

Over the last five years Rs. 165.92 lakhs has been incurred on infrastructure development and augmentation. Further, during the same period on an average Rs. 55.2 lakhs has been spent for maintaining physical and academic support facilities, reflecting the Institute's commitment to providing quality Management Education.

Institute is blessed with library spanning 2,604.87 square feet, offering vast collection of resources, including 16,065 bound books, 4,555 e-books and access to E-journals such as DELNET, NDL and EBSCO. It is

equipped with 10 desktops, 100 Mbps leased line internet, Wi-Fi and EasyLib software. Over the last five years, an amount of Rs 13,35,209/- has been spent for library procurements.

Being a Wi-Fi enabled campus, Institute has air-conditioned computer lab covering 2,454.17 sq. ft., housing 75 systems with licensed software and 100 Mbps leased-line connection. It maintains a healthy student-computer ratio of 3.87:1. Further, Language and Business Lab connected via LAN with 14 systems, enriches language proficiency and business acumen among students. Institute has 110 operating system softwares and 182 application softwares and an amount of Rs. 63,26,143/- has been spent on IT upgrades and updates during the assessment period.

Student Support and Progression

During the assessment period, total scholarship amount sanctioned by the Government and Institute is Rs. 4,52,51,389 accounting to 72.44% of the students, out of which scholarship amount sanctioned by Institute is Rs. 3,01,15,000 to 635 students.

Institute arranged 86 activities focusing on capacity development, encompassing soft skills, language proficiency, communication skills, life skills, entrepreneurship and tech-trend awareness. Further, 75.33 percent of students received support for career counseling and competitive exams, enhancing their prospects.

Institute employed diverse strategies such as adhering to statutory regulations including a joint affidavit by students and parents, promoting awareness and policies with zero tolerance. Further, Institute provides avenues for students to lodge grievances ensuring prompt resolution through specialized committees such as Anti-ragging Committee, Internal Complaint Committee, Anti-women Harassment Cell and Grievance Redressal Committee addressing issues like sexual harassment and ragging. Grievances can also be lodged through online link available in the Institute's website. Student Progress Tracker, being managed by the mentors, also assists in addressing the grievances, if any.

Each student undergoes systematic training programmes of about 120 hours in partnership with Bajaj FinServ, Seventh Sense Talent Solutions and industry experts, Institute facilitated placements for 332 students through on-campus and off-campus interviews in the last five years.

In the evaluation period, Institute has earned 162 events accolades by 315 students, spanning individual, team, overall winner and runner-up championships in University/state/national level fests and competitions. Further, Institute has orchestrated 97 sports and cultural events nurturing a lively campus atmosphere.

The Institute has an Alumni Association bearing register number DRDK/SOR/115/2023-2024. It prioritizes alumni engagement, utilizing its Alumni Association to foster networking and during the assessment period total alumni contributions is Rs.2,20,303/- for events and infrastructure. Executive members of the Association actively participate in the Internal Quality Assurance Cell (IQAC). Alumni contribute their expertise in skill development, placements, internship opportunities, act as judges for Institute events, participate in outreach programmes and provide curriculum feedback to enrich the educational experience for students. Five MOUs with alumni facilitated Add-on Certificate programmes and internships.

Governance, Leadership and Management

A J Institute of Management, founded in 1999 under Laxmi Memorial Education Trust ®, upholds a unique academic ethos emphasizing the creation of new knowledge and striving for excellence. The Governing Council, Academic Advisory Board and IQAC, along with key functionaries such as Director, Principal, Dean Academics, Student Council Advisor, Research Coordinator, IIIC In-charge and staff members collectively ensure the Institute adheres to its Vision and Mission, delivering quality Management Education.

Institute has crafted a comprehensive five-year long-term and short-term Strategic Perspective Plan with Eight Dimensions such as Teaching and Learning, Research and Development, Student Development and Engagement, Computer Lab and Library, Industry Collaboration for Internship and Placement, Alumni Engagement, Infrastructure Maintenance and Accreditation/Ranking. Institute has spent Rs. 5,79,690 during the assessment period towards E-governance in administration using Enterprise Resource Planning (ERP), Tally for finance, Easy-lib for library, UUCMS portal for admissions/examination and Edu Grievance for complaint resolution.

The Institute values continuous evaluation of faculty performance through student feedback, academic performance indicators, student exit interview, course instructor diary and course file. Welfare initiatives by the Trust aim to boost employee well-being and create a supportive atmosphere. Financial support for conferences, research assistance, flexible leave and career development programmes fostering career growth of faculty. Faculty have attended 66 conferences/workshops and 27 staffs have attended FDP and MDP.

The main source of revenue generation is through the collection of tuition fees, which includes Rs. 27,89,980 received from the Government of Karnataka. Further, Institute mobilized Rs. 7,79,752 comprising sponsorship for conferences and fests, amount received for infrastructure use and conduct of programmes under Government of India, Unnat Bharat Abhiyan by GOI and SPICES by AICTE. Transparent fund management through regular audits enables strategic allocation, empowering academic infrastructure enhancement and research initiatives.

The Internal Quality Assurance Cell (IQAC) has significantly contributed to Institutional development by fostering various initiatives, such as focus on introduction of new courses, research ecosystem, industry-related courses, upgradation of IT facilities including ERP, formation of health club, sustainable campus, infrastructural development, supporting indigenous art forms, value-based education, skill enhancement and job-oriented training.

As a result of intellectual contribution of members, there is an incremental growth during the evaluation period in various aspects: student admissions increased from 120 to 180, seminars and conferences from 6 to 22, training hours from 78 to 126, outreach programs from 9 to 11, and the number of students graduating with first-class from 115 to 171. Additionally, the management fest has consistently performed well over the past five years, a total of 315 students have conferred individual awards, championships and runner-up titles.

Institutional Values and Best Practices

Institute places priority on gender equity in both student admissions and staff appointments. Over the last five years, the Institute has had an average female intake percentage of 57.95% and a female employee ratio of 53.96%. Nine courses delivered contents ensuring gender equity/sensitivity and Institute ensured equal representation of female students in leadership roles. Reinforcing initiatives such as National Conference on Raja Ram Mohan Roy in fostering gender equality, honouring accomplished women and discussions on gender equity, promoting women's rights and gender equality are organized. Anti-Women Harassment cell, CC

camera surveillance, 24/7 security, common rooms, pad vending and incinerators and in-campus hostel facility ensured promotion of gender equity.

Institute replaced lights with LED bulbs to conserve energy. MOUs manage non-degradable items, while water conservation efforts include Sewage Treatment Plant and Rainwater Harvesting. Institute has a sustainable green campus with a Vermi Compost Unit. Ten programmes including Cleanliness Drive -Ek Tareekh, Ek Ghanta, Ek Saath Swachchta Pakhwada - Swachchata Hi Seva 2023 Campaign, Plastic Free Abhiyan, Beach Cleaning, Swachh Campus Abhiyan etc., both on and off-campus were conducted to promote environmental awareness and conservation. Further, disabled-friendly environment is ensured.

Institute's policy document on energy conservation ensured functioning of solid and liquid waste management at the campus. Institute is recognised with seven appreciation letters for the environmental promotion programmes. Audit certificate and report on Green and Energy are in place.

During the assessment period, 94 programmes were conducted, promoting inclusivity and sensitivity through workshops, seminars, cultural events and outreach initiatives. These include observing commemorative days, preparation of short movies/pantomime, visits to orphanages, conduct of social surveys under Unnat Bharat Abhiyan, etc. Institute prioritizes communal socio-economic diversity through reserved category representation in admissions, staff and scholarships.

The first best practice, **"Nari Sashaktikaran"** produced concrete outcomes that enhanced the presence of women in admissions and faculty roles. The second best practice, **"Expanding Reach: Connecting Beyond"**, outreach initiatives including UBA, encouraged student engagement with the community, nurturing collaborative partnerships and fostering social awareness.

Institute's distinctiveness **"Pioneering Excellence: Our Signature in Management Fests"** has resulted in notable achievements, demonstrated by our student participation in inter-collegiate, state and national events. In the past five years, our students have secured 315 individual awards, championship and runner-up titles, thereby boosting brand visibility, admissions, industry connections and addressing the gap between employment and skills.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	A.J. INSTITUTE OF MANAGEMENT
Address	A J INSTITUTE OF MANAGEMENT, OPP. MAHINDRA SHOWROOM, KOTTARA CHOWKI, MANGALORE-575006
City	MANGALORE
State	Karnataka
Pin	575006
Website	www.ajimmangalore.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	T JAYAPRA KASH RAO	0824-2455340	9448812099	-	ajimmangalore@rediffmail.com
IQAC / CIQA coordinator	K DEEPAK RAO	0824-4283581	7892521502	-	naac@ajimmangalore.ac.in

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 minroity institution	No

Establishment Details

State	University name	Document
Karnataka	Mangalore University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	18-12-2014	View Document
12B of UGC	16-07-2018	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	EOA is valid
AICTE	View Document	15-05-2023	12	EOA is valid
AICTE	View Document	15-05-2023	12	EOA is valid

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	A J INSTITUTE OF MANAGEMENT, OPP. MAHINDRA SHOWROOM, KOTTARA CHOWKI, MANGALORE-575006	Urban	1.25	2828

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
PG	MBA,Master Of Business Administar,	24	Degree	English	180	180
Doctoral (Ph.D)	PhD or DPhil,Master Of Business Administar,	60	PG	English	14	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				11			
Recruited	3	0	0	3	3	2	0	5	4	7	0	11
Yet to Recruit	0				0				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				10
Recruited	2	8	0	10
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	1	1	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	1	1	0	0	2	0	6
M.Phil.	0	0	0	0	1	0	2	0	0	3
PG	0	0	0	2	0	0	1	4	0	7
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	1	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	40	11	0	0	51
	Female	76	53	0	0	129
	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

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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	3	1	3	1
	Female	0	2	2	3
	Others	0	0	0	0
ST	Male	0	0	1	0
	Female	1	2	1	0
	Others	0	0	0	0
OBC	Male	21	29	21	40
	Female	56	35	45	41
	Others	0	0	0	0
General	Male	27	51	46	35
	Female	72	60	61	49
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		180	180	180	169

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Institute's mission is to impart value-based management education, designed to prepare young men and women as responsible citizens. To inculcate a Multidisciplinary and interdisciplinary education system, Institute has incorporated the following measures. (1) In addition to the required University courses, Institute is providing five distinct areas of focus to ensure students gain interdisciplinary knowledge. These specializations encompass diverse subjects such as Finance, Marketing, Human Resources, Hospital Administration, and Logistics Management. (2) University requires affiliated colleges to integrate both hardcore and softcore course content into each semester. Among the various

available courses, Institute has chosen relevant ones such as business analytics and behavioral finance, which are highly pertinent in the current context. In response to the demands of the economy and market dynamics, a new course in logistics management has been introduced to provide students with updated insights. Additionally, supplementary courses like digital marketing, Excel, SAP, as well as MOOC and NPTEL courses are offered as optional programmes. Given the diverse backgrounds of MBA students, including those from healthcare, a specialized interdisciplinary course in Hospital Administration, complete with a training component, is provided. (3) In addition to the standard curriculum, the Institute has included a crucial subject called "Soft Skills for Managers" to promote multidisciplinary and interdisciplinary education. This course aims to impart knowledge on professional ethics, value systems, interpersonal skills, and body language, all of which are integral in molding students into responsible individuals. (4) Incorporating a multi-disciplinary approach alongside the regular MBA curriculum, the Institute engages students in addressing social sensitivity issues through extension programs such as the Unnat Bharat Abhiyan (UBA), a flagship initiative of the Government of India. As part of this endeavor, Institute has adopted five villages in Mulki to conduct social survey, demonstrating a holistic integration of management education with social responsibility and community engagement. (5) Institute recognizes the vital role of skill development in higher education and is committed to delivering it in a systematic manner with an interdisciplinary approach. To support this endeavor, Institute has entered into partnerships, such as signing an MOU with Bajaj FinServ for a Certificate Programme encompassing Banking, Finance, Insurance, and Communication skills. This program includes 96 hours of offline classes conducted at the Institute. Additionally, Institute has collaborated with Avashyak Corporate Services Bangalore for an Internship and HR Industry Certificate Programme. Furthermore, MOUs are established with organizations like JCI, CII Young Indians and Shubhavarna Yaksha Sampada (R), Marakada to foster local culture. These collaborations demonstrate Institute's interdisciplinary approach in fostering skill development, industry exposure,

	entrepreneurship, and cultural awareness among its students. (6) Institute hosts a "PANTOMIME" competition, addressing themes related to Human Rights and Waste Management, with an aim of raising awareness among students about socio-centric issues.
2. Academic bank of credits (ABC):	Aligned with directives from Mangalore University, students are guided on leveraging the Academic Bank of Credits and DigiLocker, a digital repository initiated by the Government of India. DigiLocker allows secure storage and access to academic documents like marksheets and certificates. The Institute assists in registering and retrieving documents via DigiLocker, anticipating the integration of National Education Policy (NEP) at the postgraduate level. Following University instructions, students access marks cards through DigiLocker, retrieving their Academic Bank of Credits (ABC) ID. This ID is updated in the University's portal, UUCMS, and forwarded for further processing.
3. Skill development:	Aligned with the vision of the National Education Policy (NEP), HEIs are encouraged to provide skill-based and value-oriented inputs alongside academic excellence. In response, the Institute incorporates an Add-on program into its curriculum, such as Soft Skills training during the First and Second semesters, complementing the University's mandatory courses to instill professional ethics and skills in students. Furthermore, in the third and fourth semesters, students have the opportunity to opt for Industry-certified add-on programs in Marketing, Logistics, Hospital Administration, Finance, and Human Resource, augmenting their skill development alongside their chosen specialization. In addition, Institute encourages the students to register and complete MOOC and SWAYAM NPTEL courses as per their area of interest. (1) The Institute operates 23 Clubs and Associations, fostering the cultivation of leadership qualities among students. These clubs provide platforms for students to engage in various activities and initiatives, enhancing their leadership skills and promoting holistic development. (2) The Institute's Outreach and Extension Club orchestrated a Workshop on Waste Management and Terrace Gardening alongside the Horticulture Department, Mangalore, and the Elixir Club, aimed at fostering skill development while benefiting the general public.

Additionally, in collaboration with A.J Institute of Medical Science and Research, Mangalore, the Institute conducted a Blood Donation camp, further enhancing students' practical skills. Moreover, an awareness program titled 'Better Environment-Better Tomorrow' - Save Marine Life was organized, emphasizing skill development in environmental stewardship and instilling human values among students. (3) The Institute arranges a range of workshops and expert lectures aimed at fostering and enhancing students' professional skills, preparing them for the corporate world. These events conducted during the current year include: (a) Better environment better tomorrow (b) Start-up procedure & entrepreneurship (c) Opportunities for entrepreneurship & Start-ups (d) Mutual Fund (e) Voting as a Constitutional responsibility issues & concern (f) A Leaders Guide to Decision Making (g) Find your Voice: Open House by Karavali Toastmasters Mangalore (h) Water Management for a Sustainable Future (i) Yoga for Resilience (j) Mind and Meditation (k) Moment Marketing (l) Intellectual Property Rights (m) Miraculous power of the subconscious mind-Mentalism Show (n) Business Analytics & Visualization in Excel (o) Overseas Education & Entrepreneurship Opportunities (p) Educating Entrepreneurs- Navigating Capital Markets for Success (q) Funding your vision: Capital Market Strategies for entrepreneurs (r) Entrepreneur's Roadmap to Capital Markets Excellence (s) Cultivating curiosity - Exploring research Inquisitiveness among MBA students (t) Review of Literature (u) The art of Entrepreneurial Mindset: Cultivating traits for success

| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The Institute seamlessly integrates aspects of Indian knowledge systems and cultural values into its regular operations. Through various co-curricular and extra-curricular initiatives, like creating short films that explore social themes and observing events such as Sharada Pooja, the Institute fosters a deep connection with Indian culture throughout its activities. Additionally, the Institute fosters cultural appreciation through events like the inter-collegiate Yakshagana Competition titled "Yakshakalatosava," aimed at preserving and enriching Indian heritage. The Cultural club organizes a plethora of cultural events, ranging from Classical dance to Rangoli |

	competitions, fostering a deeper connection with Indian traditions and values among students.
5. Focus on Outcome based education (OBE):	The Institute is committed to delivering education with a focus on tangible results, employing various strategies in its curriculum. These include incorporating rubrics into evaluation methods such as presentations and assignments and utilizing Bloom's Taxonomy to design exam papers. Each course is equipped with clear objectives and outcomes outlined by faculty members. Teaching Learning Practices (TLP) have been introduced for faculty members to integrate into their teaching methods and course preparation. Additionally, a Student Progress Tracker monitors students' data over a two-year period. To gauge the effectiveness of education and improve teaching and learning, feedback is gathered from faculty, students, alumni, and employers.
6. Distance education/online education:	The University's regulations currently limit affiliated institutes to offering only regular courses, excluding distance or online programs. However, our Institution has invested in advanced IT infrastructure to support online education if required. This includes high-speed internet of 100 Mbps, campus-wide Wi-Fi, and three XP Pen Deco Digital graphics drawing pen tablets. Our classrooms and auditorium is equipped with multimedia facilities for ICT-enabled presentations, including invited talks and webinars. Faculty members utilize Google Classroom to enhance student learning by creating virtual classrooms for each subject. During the Covid pandemic, online classes were conducted using Google Classroom and other digital platforms. Additionally, students are encouraged to enroll in and complete MOOC and SWAYAM NPTEL courses based on their interests.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	At the Institute, Student Council is taking up the responsibility of providing electoral literacy to students through ELC. Further, Student Council collaborates with the District SWEEP Committee to organize the programmes.
2. Whether students' co-ordinator and co-ordinating	The student-executives serve as coordinators for

faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	electoral literacy activities, functioning under the Director as the Chairman and the Student Council Advisor as the Faculty Coordinator. The voter awareness programmes are conducted during State/Central Elections.
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.	Institute have undertaken various initiatives under the Electoral Literacy Club. (a) Voting Awareness Programme - April 3, 2019 An expert lecture and demonstration on electoral voting were successfully conducted at the Institute on April 3, 2019. The event provided valuable insights into the electoral process, fostering a deeper understanding of the fundamental principles of democracy among participants. (b) Voting Rights Constitutional Responsibilities, Issues and Concerns- 30.03.2023 Seminar on "Voting as a Constitutional Responsibility: Issues and concerns" for First MBA students on 30th March 2023 in the conference hall at 3.00 PM. Mr. Eugine D'Cunha, Lawyer, Mangalore was the resource person. The aim of the seminar was to create awareness among the students about the importance of voting rights and 173 students and faculty have participated.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	(a) Voters Awareness Campaign- Street Play – April 15, 2019 On April 15, 2019, a vibrant and engaging voter awareness street play was organized at the Urwa Store Bus stop in Mangalore, in collaboration with the SVEEP Committee. The event successfully disseminated crucial information about the importance of voting and electoral participation, encouraging citizens to exercise their democratic rights. Through creative storytelling and enthusiastic performances, the campaign aimed to inspire an informed and active electorate, fostering a deeper sense of civic responsibility among the community. (b) Short video by students and pledge to vote for better INDIA prior to Lok Sabha Election was organized at the Institute Campus.
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.	As the Institute provides a Post Graduate Programme, all students enter the program with prior voting experience. However, information was gathered at the University's request to determine if any students lacked a voter's card.

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
360	360	349	289	235

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: 23

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
19	18	13	16	12

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
345.40	76.46	186.24	126.35	88.91

File Description	Document
Upload Supporting Document	[View Document](#)

02-07-2024 11:44:24

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:

A J Institute of Management, affiliated with Mangalore University, has been delivering quality Management Education for the past twenty-four years. This accomplishment stems from integration of both curriculum and beyond-curriculum activities. Ensuring effective curriculum delivery requires meticulous planning, facilitated by a structured academic calendar aligned with the University's event schedule.

Core positions, including the Director, Principal, Dean Academics and Student Council Advisor, oversee the planning, delivery and assessment of both the curriculum and beyond curriculum activities. This process is explained here below.

Academic Calendar

- Schedule of events received from the University serves as the roadmap. Dean Academics and Student Council Advisor, in consultation with the Director and Principal, prepare calendar of events for curriculum and beyond-curriculum activities, respectively.
- Calendar of Events is approved in faculty meetings and is further deliberated in IQAC meetings.

Curriculum Planning

- **Teaching - Learning Practices(TLP):** For making teaching learning more aligned and effective, a framework has been developed in tune with programme outcome. TLP has categorized the activities into curriculum and beyond curriculum practices. As a part of this, a few tools like Student Progress Tracker, Course Files, Rubrics for Evaluation etc, are incorporated.
- **Timetable**: Aligned with the University's calendar, encompassing both academic and beyond academic events, Dean Academics prepares timetable.
- **Course Objectives and Outcomes**: At the commencement of each course, faculty plan to adhere to course objectives and outcomes.
- **Lesson Plan**: Faculty maintain a Work Diary for assigned course spanning 16 weeks. Teaching hours are allocated based on content depth, with additional hours allocated to quantitative courses. Timely completion of projects work is ensured through work dairy.
- **Beyond-curriculum Activities**: Faculty conduct various activities as per the calendar to create a holistic learning environment, nurturing personal growth, soft skills and leadership abilities.
- **Open Assembly**: Institute hosts open assemblies for students and staff to preview and review activities.

Effective Curriculum Delivery

The successful implementation and transmission of curriculum is explained below.

- The Wi-Fi-enabled campus fosters a technology-driven atmosphere. ICT tool is employed to revamp classrooms, auditoriums and labs integrating a variety of tools for an enhanced teaching experience.
- Curriculum delivery is done through different modes like lectures, discussions, case studies, lab exercises, internships, projects and presentations, fostering active engagement and collaborative learning.
- Beyond curriculum knowledge is imparted through expert lectures, seminars, workshops, management fests, creation of short movies, interactive movie sessions, club activities, conferences, field studies, industrial visits, outreach programs, cultural activities, sports and training activities. These initiatives provide contemporary, multi-disciplinary knowledge and develop social sensitivity.
- Subscribing to individual copies of Economic Times will empower students to stay informed about the latest trends.

Processes of Continuous Internal Assessment

Continuous internal assessments include tests, assignments, presentations, book reviews and viva-voce sessions with specific rubrics. Assessment dates are communicated in advance. Question papers are set as per Bloom's Taxonomy, that are reviewed by committee. Term-end exam papers from Mangalore University are securely stored and opened by designated personnel. Mentor are to monitor the academic and beyond curriculum progress through Student Progress Tracker. Effectiveness of curriculum planning and delivery is reflected in University academic performance averaging 96.82%, five ranks and four gold medals during assessment period.

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: 20

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: 48.59

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
93	1	289	245	146

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:

Cross-cutting issues provide learners with the opportunity to cultivate, embrace and apply graduate attributes, equipping them to navigate the intricacies of contemporary environments. Institute incorporates cross-cutting themes, like Professional Ethics, Gender, Human Values, Environment and

Sustainability into its curriculum, supplemented by beyond-curriculum activities, as elaborated below.

Cross-cutting issues addressed in the course content across various courses:

Professional Ethics	Gender	Human Values	Environment and Sustainability
Thirteen modules in fifteen courses address the issue	Five modules in five courses address the issue	Five modules in Four courses cover the issue	Ten modules in ten courses highlight the issue

Cross-cutting issues addressed through beyond-curriculum pursuits

Professional Ethics

Seminar/Workshops on
• Intellectual Property Rights
• Cyber Safety and Equality Workshops
• Corporate Expectation Vs. Student Preparedness
• Professionalism and Communication
• Communication and Managerial Skills
• A Leader's Guide to Decision Making
• Corporate Outlook with Special Reference to The IT Industry
• Empowering Management Graduates: Bridging Employability Skills And Entrepreneurial Excellence
• Campus to Corporate Training

Gender Sensitivity

Conference/Seminars/other initiatives
• National Conference - Relevance of Raja Ram Mohan Roy in Women Empowerment and Transformation in New India.
• Contribution of Women in Developing Entrepreneurship
• Mensural Hygiene Session
• Celebration of Women's Day, felicitation of women achievers
• Women's Health and Well-Being
• Legal Rights and Gender Sensitization
• Pantomime on Gender discrimination
• Preparation of Short movies on gender equality, gender-based violence, stereotypes, and workplace discrimination.
• Programmes by Anti-women harassment cell and Internal Complaint Committee on Women's sensitive issues.
• The staff and student-female ratio is adequately maintained on the campus.
• The installation of Pad vending machines and incinerators.

Human Values

Conferences/Seminars/other initiatives
• National Conference on Consolidating Social Enterprises Through Corporate Social Responsibility Initiatives: Issues And Challenges
• Human Rights and Gender Equity
• Pantomime themes - Human Rights, Human Rights Warrior, Right to Humanity, Human

Traffickin and Citizenship and Participation

- Yakshakalotsava cultural fest to nurture Indian Culture and Universal Human Values.
- Commemoration of Vijay Diwas
- Outreach programmes and charity to the orphanages, special schools and villages.
- Participation in the social survey under the Unnat Bharat Abhiyan
- Jashan – Sing and Dance Competition to foster patriotism.
- Sadbhavanna Day – Oath taking Ceremony
- Social Survey on various social issues with a well-designed questionnaire.
- A traditional day to celebrate the cultural heritage, customs and traditions of various regions
- Commemoration of Constitution Day
- Yogakshema – Blood Donation Camp
- MOU for cultural collaboration, outreach and extension with Shubha Varna Sampada

Environment and Sustainability

Conferences/Seminars/other initiatives
• Preparation of Short movies on environment and sustainability
• Pantomime themes - Waste Management, Plastic Management, and Water Waste Management
• Water Management for a Sustainable Future
• Better Environment and Better Tomorrow
• Fire and Safety Awareness: Safety First Abhiyan
• Terrace Gardening
• The Unnat Bharat Abhiyan (UBA) is a flagship program initiated by the Indian government to foster rural development and promote sustainable living in rural communities
• Swachh Bharat Abhiyan
• Swachh AJIM Abhiyan
• Cleanliness Drive on "Ek Tareekh, Ek Ghanta, Ek Saath" Swachhata Pakhwada- Swachhata hi Seeva 2023 Campaign.
• Participated in Walkathon on World AIDS Day
• Social Survey on social-centric issues
• In-campus Vermicomposting Unit

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 50

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

Response: 180

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: D. Feedback collected

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: 98.69

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
180	180	180	169	120

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

2022-23	2021-22	2020-21	2019-20	2018-19
180	180	180	180	120

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: 86.9

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
81	69	73	85	57

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
90	90	90	90	60

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: 18.95

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:

The Institute aims to cultivate future leaders through an unwavering dedication to teaching excellence. To realize this vision, it has revamped its teaching methods, integrating experiential and participative learning to foster problem-solving skills. To facilitate this, Institute has developed a process -Teaching and Learning Practices (TLP), which has classified the activities into Academics and Beyond Academics. TLP prioritizes hands-on, collaborative learning experiences to enhance student engagement and effectiveness. Additionally, the Institute employs tools like Students' Progress Tracker and Course File to ensure the seamless implementation of these innovative teaching and learning strategies. Following explanations offer a comprehensive overview of the Institute's student-centric strategies.

Experiential Learning

Approach	Methodology	Impact on learners
Experiential learning	Summer Internship	Hands-on experience while working with the employees
	Expert Lecture/ Seminar	Understanding changing trends and interaction with Industry experts
	Outreach Programme	Experiencing community-related issues
	Industrial Visit	Interaction with the employees at work
	Social Survey/ Field Survey	Experiencing the community issues and problems.
	Interactive movie	Comprehending the socio-managerial functions.
	Computer Lab Exercise	Experiencing skill enhancement exercises

Participative Learning:

Approach	Methodology	Impact on learners
Participative learning	Workshops	Learning, participation and analytical thinking.
	Presentations by students	Improved communication skills and increased confidence.
	Management Fest	Fosters team spirit and enhances problem-solving abilities
	Mime Competition	Promotes creativity, teamwork and collaboration
	Short movie Preparation	Applying management principals into practice
	Club activity	Fosters creativity and promotes collaborative learning
	Unnat Bharat Abhiyan (UBA)	Develops civic responsibility
	Impulsive Seminar	Awareness on current events
	Sports and Cultural	Promotes physical and mental well-being
	Group Discussion	Enhances critical thinking and communication

Problem Solving

Approach	Methodology	Impact on learners
Problem Solving	Project work	Applying research tools for feasible solutions
	Case Analysis	Identifying the issues and suggesting remedies
	Online Aptitude Test	Enhances critical thinking and analytical skills

ICT-Enabled Learning Resources:

The Institution aims to cultivate a more dynamic learning atmosphere by leveraging ICT tools and online resources to enrich educational experiences. Following explanation illustrates the ICT tools and online resources employed by the Institute.

1. **Virtual Classrooms:** Tools such as Zoom, You Tube and Google Meet are used for live and interactive classes.
2. **E-learning Platform:** Websites like Great learning, TCS ion, NPTEL, Google Digital Garage Udemy etc. offer a variety of online courses.
3. **Video Lectures and Webinars**: You Tube, Google classroom and google meet are adopted.
4. **Online Library and Databases:** E-journal, E-book, Google Scholar, Research gate, Sci hub, NDL provide access to E-resources.
5. **Business lab Software:** Applications like Grammarly, Draw.io, Buffer, Canva are used.
6. **Research Software:** Software like Google form, Google Scholar, SPSS, Microsoft excel, are used for project work.
7. **Computers and Audiovisual Facilities** for effective teaching and learning
8. **WIFI Facility:** Provides widespread internet access
9. **Microsoft Excel and Power Point Presentation:** Practical training sessions on Microsoft Excel are offered
10. **ERP** contributes to the overall efficiency, transparency and effectiveness of the Institution's operations.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 90.7

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
19	19	19	16	13

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

2.4.2

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

Response: 55.13

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
10	09	07	10	07

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:

Institute adheres to University regulations for both internal and external assessments of students. Internal assessment holds a weightage of thirty marks which involves two tests, one presentation/book review, one assignment and viva-voce, with a focus on attendance. External assessment is carried out by the University through semester-end examinations, accounting for 70 marks. Following explanation delineates the transparency and grievance redressal mechanism in assessment.

Internal Assessment Transparency Mechanism

1. **Information Dissemination:** Students are informed about the components of internal assessment, like tests, presentations, assignments, viva voce and attendance, through orientation sessions, notices, student progress trackers, assignment books with rubrics and explanations from instructors during classes.
2. **Calendar of Events:** A comprehensive calendar of events, depicting all curricular and beyond-curricular activities, is prominently displayed on the college notice board and Institute website for advanced knowledge of assessment timelines.
3. **Announcement of the Internal Test**: The schedule for internal examinations is made available on student notice boards with a minimum one-week notice.
4. **Question Paper Preparation:** Faculty members create examination papers by employing Bloom's taxonomy aligning with course outcomes**.**
5. **Selection and Scrutiny of Question Papers:** In instances where a course is taught by multiple faculty, Examination Committee impartially chooses one question paper to uphold standards of quality and fairness, preserving anonymity in the selection.
6. **Answer Script Distribution**: Answer papers are assessed and distributed to students within 10 days after the examination. The format of the question paper is discussed in class, allowing students to voice any issues. Afterwards, students sign and hand in their answer papers to verify their grades, ensuring transparency.
7. **Transparency in other dimensions of internal assessment:** Students obtain details regarding assignments, presentation schedules, topics, and assessment criteria from the notice board or Google Classroom. Student receive early notifications about viva-voce dates and arrangements.
8. **Publish of Internal Assessment marks:** Upon obtaining the student's signature and addressing any grievances, the internal assessment is posted on the student notice board and uploaded to UUCMS portal.

External Assessment Transparency Mechanism

- **Communication of University Notification**: University notification regarding examinations and evaluations are conveyed to students via notice boards.
- **Confidentiality Assurance**: To maintain confidentiality, question paper packets are unsealed in the presence of an external examiner.
- **Result Accessibility**: Students can access and download results through UUCMS portal.
- **Challenge Valuation:** Facilitating challenge valuation in the event of discrepancies through timely communication.

Assessment Grievance Redressal System

Internal Assessment

- The examination committee schedules re-internal examination in genuine cases
- Answer papers are evaluated and distributed within 10 days, with any mark-related concerns handled by the instructor in class.
- Any additional grievances are handled by the Examination Committee.
- Internal assessment marks are finalized by the course instructor and submitted to the Director.
- Scrutiny is conducted by the Examination Committee ensuring accuracy and resolve any discrepancies.
- Internal assessment marks are provisionally uploaded to the UUCMS portal, facilitating the students to check their marks.
- Any grievances, can be communicated to the course instructor or Examination Committee.
- After addressing grievances, marks are submitted to the UUCMS portal.

External Assessment

Semester exam disputes are settled through challenge assessment. Following result announcement, students submit applications through UUCMS Portal and the same is communicated to University. After reassessment, the portal updates results and revised grade cards are provided for adjustments.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Affiliated with Mangalore University and offering a two-year full-time MBA programme, the Institute strictly adheres to the curriculum prescribed by the university. Accordingly, the curriculum is delivered with meticulous attention to detail, ensuring the highest standards of education and alignment with the university's guidelines to achieve attainment of programme and course outcomes.

Furthermore, the Institute aims at continuous improvement and upholds a rigorous system for attaining and evaluating the programme and course outcomes (PO/CO). The Institute diligently conducts these assessments and communicates the results to students through formal channels.

Stating and Displaying of Programme Outcomes (POs):

The Institute underscores its commitment to transparency and accountability by effectively communicating programme outcomes to all stakeholders. This commitment is realized through the following mechanisms:

a) During the orientation programme, students and parents are provided with comprehensive information about the programme outcome statements, outlining the knowledge and accomplishments expected upon programme completion.

b) Programme outcomes are prominently displayed on each floor of the Institute and made accessible on the Institute notice board and the official website.

Stating and Displaying of Course Outcomes (COs):

The illustration of strategies for stating and displaying of course outcomes is explained below.

Stating and displaying of Course Outcomes:

a. Syllabi Availability

Hard copies of syllabi are readily available in the Institute library and computer lab facilitating easy access to programme and course outcomes. This ensures that both faculty and students have a convenient reference at their disposal.

b. Online Accessibility

- In addition to hard copies, the Institute provides soft copies of the curriculum, programs and course outcomes on the Institute's website. This accessibility ensures that information is readily available for reference and review.
- The ERP software employed by the Institute provides comprehensive visibility into the attainment of COs and POs.

c. Faculty Engagement

The Institute recognizes the crucial role of faculty in attaining course objectives. Consequently, faculty meetings occur at the beginning and during each semester, emphasizing the significance of course outcomes. These meetings ensure faculty alignment with the Institute's mission.

d. Student Awareness

At the commencement of each course, faculty members ensure that students are well-informed about the course outcomes, in addition to being stated in the syllabus. This proactive approach ensures that students are aware of the expected outcomes and can actively work towards achieving them.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Efforts towards achieving Programme Outcomes (POs) and Course Outcomes (COs) are intrinsic to Institute's vision and mission, nurturing students' academic and professional development in alignment with Outcome-Based Education principles. Diverse assessment methodologies are deployed to gauge COs and POs, with meticulous data collection and analysis serving to measure outcomes effectively.

Methods Used to Measure the Attainment

Assessment tools for COs and POs are categorized into Direct (80% weightage) and Indirect Assessment (20% weightage).

Direct Assessment: Direct assessment comprises internal assessment and semester-end examination. A holistic direct assessment encompass tests, presentations, assignments, viva voce and attendance, alongside semester-end examinations. Thirty percent weightage is allocated to internal assessment, with remaining 70% attributed to semester-end exams. Specifically, the weightage distribution for internal assessment components is as follows: 15% for two internal tests, 4% each for assignments and presentations, 5% for viva voce and 2% for attendance.

Internal assessment alignment with course outcomes is meticulously executed using well-defined rubrics and mapping of semester-end examination scores is based on individual student performance.

Indirect Assessment: Relies on the student feedback on the course delivery.

CO-PO Attainment Process

1. CO-PO Mapping

Instructors collaboratively align COs with POs, categorizing the alignment into three levels: highly mapped, moderately mapped and low mapped, scored as 3, 2 and 1 respectively, known as Course Articulation Matrix.

2. Mapping of Each Module to COs

Instructors meticulously map each module to corresponding COs, ensuring comprehensive alignment of instructional objectives.

3. CO Attainment Level for direct assessment through Internal Test

The evaluation of Course Outcomes (COs) via internal tests employs a threshold criterion of 50. Attainment levels are categorized as follows:

Level 3: If 70% or more of the students score above 50.

Level 2: If the percentage of students scoring above 50 falls within the range of 60% to 70%.

Level 1: If less than 60% of the students score above 50.

For example, consider a CO with a target attainment of 50%. If the total count of students surpassing this target is 146 out of 180, the percentage of students exceeding the target level would be 81.1% (146/180), resulting in Level 3 attainment.

4. Assignment, presentation, viva voce and attendance are assessed against 60% cutoff, whereas the semester-end examination is assessed against 50%, following the same attainment levels as internal tests.

5. Average Attainment Level is determined by evaluating all direct assessment tools, multiplying each achieved score by its respective weightage. Subsequently, an average attainment level is computed, integrating both internal assessment and semester-end examination methods with 30% and 70% weightage respectively.

6. CO Attainment Through Indirect Assessment (Feedback)

Indirect assessment for CO attainment categorizes feedback scores: above 4 = level 3, 3-4 = level 2 and below 3 = level 1.

7. The **Overall attainment level** is computed by considering the average attainment level derived in point 5 and the feedback from point 6, weighted at 80% and 20% respectively. By summing up all attainments and dividing by the number of COs, the Average CO Attainment Level is determined.

8. PO Attainment Calculation

PO attainment is derived by averaging the Course Articulation Matrix, then multiplying by the Average CO Attainment Level, divided by 3.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

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

Response: 98.28

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
180	164	164	119	115

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
180	174	167	119	115

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.73

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: 3.75

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
2.00	0.50	0	0	1.25

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Institute recognizes the critical need of innovation, Indian Knowledge System (IKS), and manage intellectual assets and has responded by establishing an ecosystem for nurturing and developing Innovations, Indian Knowledge System (IKS) and creation and transfer of knowledge and technology. This innovative framework encompasses essential elements such as awareness about Intellectual Property Rights (IPR), the provision of an Incubation Centre, and through Entrepreneurial Development programmes. Activities are outlined below.

ECOSYSTEM FOR INNOVATIONS

Institute has maintained its innovations initiatives through the following activities.

- **Institution's Innovation Council (IIC), Incubation Centre and Entrepreneurship**

Development

Institute is registered with the Ministry of Education (MoE) through its Innovation Cell to establish an Innovation Council, fostering an innovative environment and supporting skill development. Innovation Council, Incubation Centre and Entrepreneurship Development Cell collectively function to instill an entrepreneurial mindset in students. Through partnerships with SMEs and the Young India wing of CII, the Institute hosts programmes to advance this objective.

- **Research and Development Centre**

Institute is recognized by Mangalore University as a Centre to pursue PhD programme in Management and has two faculty research supervisors overseeing up to fourteen candidates. A Research Center, equipped with a research policy, library and computer lab, facilitates research endeavors. It promotes faculty participation in research conferences, workshops and publishing in Scopus, UGC care-list and peer reviewed journals. Six faculty members hold Doctoral Degrees and four are pursuing.

- **Institute Research Bi-Annual Journal-ANVESHANA**

Institute has consistently published research journals with ISSN 2249-1449 for the past 13 years.

- **Social Survey and Unnat Bharat Abhiyan (UBA)**

Institute regularly conducts social surveys on socio-centric issues involving students providing them hands-on experience in research. In addition, in five villages under the UBA, Social surveys are conducted.

INDIAN KNOWLEDGE SYSTEM (IKS)

The Institute actively preserves ancient wisdom and traditional Indian Knowledge Systems, aiming to share and impart this valuable knowledge to students through diverse initiatives such as

- Yoga Awareness Programme
- Mental Health Enhancement Programme
- Programmes on IPR
- Programmes on Ethical Values and Life Skills

CREATION AND TRANSFER OF KNOWLEDGE/TECHNOLOGY

Institute engages in creating and transferring knowledge or technology, through following initiatives, for the development and sharing of information, innovations or expertise.

- **Seminars, National Conferences and Workshops**

Institute hosts seminars, national conferences and workshops on contemporary topics to benefit students, faculty, external academicians and industry experts.

- **Comprehensive Academic Enrichment Initiatives**

Students must complete Internships and Project work as part of the required curriculum. Additionally, they have the opportunity to engage in add-on programmes to enhance their curriculum and are actively encouraged to take part in inter-collegiate management events.

- **Collaboration and Outreach Programmes**

Institute has signed 23 MOUs with Corporate entities, NGOs including JCI, Young India enabling students to access internships, project opportunities, training, placement support and outreach programmes.

- **Language and Business Lab**

Institute provides students with access to Language softwares like Grammarly, EFSET, Edubull and Business softwares such as Trello Project Management Tool, Tableau Public, Google Data Studio etc., including audio books, lecture videos and sample Project Work. Further, computer lab facilitates lab exercises and Advanced Excel learning, ensuring creation and transfer of knowledge and technology.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.2.2

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

Response: 68

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
24	14	11	11	08

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: 0.74

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
0	0	05	08	04

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: 0.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	02	02	01	00

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

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:

Institution reaching out to the neighbourhood community has become an integral part of the current education system in the changing scenario. The only way students can understand the pulse of society and to community needs is by reaching out to them.

Institute has an Outreach and Extension club which organizes and participates in various extension activities to promote College-Neighbourhood-Community network and to sensitize the students towards community needs. Extension activities of our institution are performed in association with NGOs including Young India, JCI, etc. Further, Extension activities are also taken up under Unnat Bharat Abhiyan(UBA), the flagship programme of Government of India in 5 villages adopted. Students actively participate in social service activities leading to their overall development.

The Institute has conducted 36 campaigns and programmes aimed at raising awareness about various social issues to foster holistic development among students. These initiatives encompass a wide range of activities such as charity contributions, promoting higher education in rural areas, fire safety awareness, blood donation camps, collaborative research projects, visits to old age homes, voter awareness programmes, street plays, walkathons, visits to special schools, career advancement programmes for rural youth, safety campaigns for students and the local community, COVID vaccination drives, advocacy for human rights and gender equity, waste management and terrace gardening awareness, participation in Government flagship programs like Unnat Bharat Abhiyan, beach cleaning drives, plastic-free campaigns, Swachh Bharat Abhiyan, water resource management, and cleanliness drives on campus.

These programmes involve active participation from both students and faculty, providing opportunities for them to engage in conversations with the local community. These programmes created huge impact on student community and sensitized them on social issues for their holistic development. Programmes succeeded in nurturing and developing a positive mind set among the students for donating the blood, which is likely to save numerous lives. Exposure to diverse surroundings and methodologies during the survey enabled the students to understand the problems and issues at the community level and also to apply the same during their future career. Programmes also succeeded in fostering empathy, compassion

and a deeper understanding of issues and concerns of old age deprived community. The experience gained by the students nurtured a spirit of empathy and solidarity among the participants while leaving a positive impact on the lives of the children at the orphanage. Further, programmes able to drive-home the importance of community engagement and proactive healthcare measures in mitigating the impact of the pandemic, ultimately paving the way for a safer and healthier society. Said programmes also developed a positive impact among the students by apprising the significance of collective endeavour to rekindle our commitment to environmental conservation.

Thus, as an impact factor, above mentioned extension activities provided a platform for students to engage in socially responsible initiatives. This has served as a foundation for students to develop their skills in Corporate Social Responsibility (CSR) activities. These initiatives trained the students in planning and executing outreach activities, which they are expected to pursue during their professional life. Further, these initiatives enabled the Institute not only to establish community-based partnerships, but also to incorporate social consciousness in its future endeavours.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

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

Response:

Institute actively engaged in various extension activities aimed at contributing to the welfare of the community and promoting social responsibility. For its outstanding efforts in the field of extension activities, the Institute has received a few recognitions from Government and Government-recognized bodies and the details are as follows.

Awards and Recognitions received in the last five years

Appreciation Letter from Ayurveda Bhushana M. V. Shastri, Aided Higher primary school, Inna, Karkala Taluk, for Charity on 20.08.2018

- School has appreciated the Institute for its contribution of 50 wooden chairs, water purifier and Rs. 5000 in cash as charity.

Appreciation Letter from Shubhavarna Yaksha Sampada (R.) Marakada, Mangalore on 22.12.2019

- Institute has received appreciation and recognition for its contribution to **said registered cultural body,** as charity for fostering rich cultural heritage of **Yakshagana** - traditional art form

of the local area, through conduct of training and demo for public in general and children in particular.

Appreciation Letters from Sanmathi Charitable Trust®, Mangalore on 21.12.2018, 18.07.2021, 22.01.2022 and 29.11.2023

- Institute demonstrated a sense of social responsibility by extending charity of Rs. 6,000, Rs. 7,500, Rs 5,000 and Rs. 20,000 respectively to the said NGO, for treating serious cases of illness and conducting summer camps for the less privileged children in the local community.

Recognition for Blood Donation from A J Hospital and Research Centre, Mangalore on 17.09.2018, 30.07.2022, and 29.04.2023

- Institute received the recognition for its commitment for promoting voluntary blood donation and thereby contributing to the healthcare needs of the local community.

Recognition of the Institute under Unnat Bharat Abhiyan (UBA) –The flag ship program of Govt. of India on 30.04.2022

- GOI **identified the Institute under UBA** for the conduct of rural house hold survey in 5 Villages.
- In this connection, Institute has received the **letters of appreciation from the five Panchayat Offices** for the successful conduct of household surveys and performing a crucial role in identifying the community problems and possible areas of development.

Appreciation Letters from Athikaribettu Panchayat for conducting the Plastic Free Abhiyan on 07.01.2023

- Said Panchayat **recognised** Institute efforts in conducting the **Plastic Free Abhiyan** and **cleaning** at **Mahalingeshwara Temple, Mulki**.

Appreciation Letter from Government School, Puttur for Charity on 15.04.2023

- The Government School Puttur, extended its appreciation to the Institute for its charity contributions in cash (Rs. 10,000) and kind (30 wooden chairs) for the betterment of the school and its students.

Appreciation Letter from Saanidhya Special school on 12.09.2023

- The special school conveyed their appreciation in a letter, acknowledging the Institute's commitment to the well-being of their students through financial aid, educational materials and the arrangement of cultural events.

Appreciation Letter from Mangalore City Corporation for Maintaining Vermicomposting Unit at the Campus on 26.10.2023

- Institute has demonstrated its commitment to environmental sustainability by maintaining a vermicomposting unit in the campus. **Mangalore City Corporation** has recognized the Institute's

eco-friendly efforts, which align with the City Corporation's goals for waste management and sustainable practices.

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: 7

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
06	00	00	00	01

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: 23

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

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:

Institute takes pride in its modern infrastructure that fosters optimal environment for effective teaching and learning. These facilities encompass state-of-the-art ICT amenities and other resources contributing quality educational experience.

The following explanation provides an overview of the facilities.

a. Facilities for Teaching & Learning:

- **Class Rooms**

Institute has eight ergonomic classrooms, including a multipurpose classroom all featuring cushioned chairs, air conditioners, CCTV cameras, projectors, AV systems and computers

- **Library**

Library spanning 2604.87 sq. ft. is equipped with 16065 bound books, 4555 e-books, e-resources-DELNET and NDL, 40 periodicals and a reading room with open access. It consists of 8 Desktops, 100 Mbps internet, Wi-Fi, EasyLib library software with barcoding and photocopiers

- **Computer Lab**

Air-conditioned computer lab covering, 2454.17 sq. ft., houses 75 systems with licensed software, with 100 Mbps leased-line network and CCTV cameras. The student-computer ratio is 3.87:1

- **Language and Business Lab**

It features resources such as audiobooks, short movies, and project reports, and utilizes free software for various applications.

- **Research Centre**

Research Centre equipped with 463 research books, back volumes of journals and computing facilities,

including internet connection.

- **Industry-Institute-Interaction (III) cell**

Functioning as a crucial link between Industry and the Institute, the III cell facilitates placement activities such as placement workshops, aptitude tests, career guidance, counselling, training, mock interviews and arrangements for final placements.

b. ICT Enabled Facilities:

- **Computer Lab with LAN:** Designed for academic and research purposes with internet connection and a range of software applications.
- **Enterprise Resource Planning Software:** Streamlines processes, effectively managing the Institute's operations, and resources.
- **Wi-Fi:** Campus is Wifi enabled.
- **G Suite for Education:** Seamless collaboration among its academic community with tools like Google Drive, Google Forms, etc. for streamlined communication.
- **Audio Video Systems:** Enhances educational experiences with interactive multimedia content.
- **CCTV Camera:** There are 39 CCTV in the campus serving as a tool for monitoring and safeguarding the premises.
- **Projectors and Projection Screen:** Every classroom, computer lab, conference hall and board room is equipped with projectors.
- **Digital Library:** Provides an accessible repository of academic resources including E-books and E-journals
- **Other Facilities**: Includes whiteboards, educational videos, etc.

Other Facilities:

- **Auditorium:** A full-fledged air-conditioned auditorium accommodating 380 seats is equipped with audio-visual equipment, two projectors & screen, CCTV cameras, and elegant lighting.
- **Cultural Facilities:** The Institute is equipped with classical instruments. Additionally, it promotes cultural activities through a cultural club.
- **Sports Facilities:** Institution provides indoor gaming facilities at our premises. The outdoor sports facilities are provided at our sister concern – A J Institute of Medical Science.
- **Canteen:** Canteen with a seating capacity of 100, includes modern furniture.
- **Fire and Safety:** The fire extinguisher with hose, alarm, and 10,000 litre water tank ensures rapid response and campus safety.
- **Vermi Compositing:** To manage the campus waste.
- **Sewage Treatment Plant (STP):** Optimally utilized to treat wastewater.
- **Rainwater Harvesting:** Conserves resources, addressing water scarcity through eco-friendly collection.
- **Additional Facilities:**

- Staffrooms with independent cubicles
- Stationary Facility
- Boys' Restroom with First Aid kit
- Ladies' Restroom with First Aid kit
- Washrooms on each floor, with designated facilities for women, featuring a pad vending machine

and incinerator.
- Hostel Facility
- 24/7 Security
- Lift facility
- Water Purifiers
- Independent Transformer
- Parking Facility
- Divyangjan Facilities

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

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

Response: 17.92

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
47.00	11.02	53.78	34.56	1.20

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

LIBRARY AS A LEARNING RESOURCE

The library is fully automated and the software used is Easylib 4.4.2 and the following explanation offers bird's-eye view of learning resources.

Automation/Lending Services

- Library activities are streamlined through Easy Lib software with barcoding.
- Issue and return of books are electronically managed with Easylib software.
- There is no ceiling limit on the number of books that can be borrowed.

E Resources

- E-Journals - DELNET and National Digital Library
- E-Books
- CD ROMs

WEB OPAC Service

- Our library offers an online catalogue through which easy searches based on author, title, subject, and publisher is possible.

Computing Facilities

- 10 systems are available with LAN connectivity of 100 Mbps leased-line internet connection are available.

The following table depicts the library facilities available

No. of Bound Books	16065
Books in the Reference Section	2256
Books in the Research Centre	463
No. of E-books	4555
E-journal : DELNET	7580
E-journal : NDL	27
EBSCO	1060 Full Text Journals
Journal subscribed	30
Magazines subscribed	10
Newspapers subscribed	09
CD-ROM	651

Additional Details

Reading room and Open Reference Service

- Institute provides reading room facilities with 80 seating capacity, open reference service with 2256 books and new arrivals.

Reprographic Services

- Photocopy facility is provided for faculty and students.

User Education

- Library Orientation program for new users and special sessions on online access to journals, articles, and informative sites are organized, and Students are provided with IP-based access.
- Provision of off-the-campus access to E-Journals is provided.

Other Facilities

- Functioning of Library Advisory Committee with Director as the Chairman.
- Kept open between 8:30 am to 5:00 pm
- Library is also open for Alumni
- Provision of 50 Books to faculty and 6 borrowers card with 12 books for students. However, in practice there is no restriction for the number of books borrowed by meritorious students.
- CCTV Camera, Firewall, Security System, Original Anti-virus Software, Fire Extinguishers and Pest Control Treatment.

Description of Journal Portals

DELNET

- DELNET-Developing Library Network, based in New Delhi, is a vast resource-sharing library network in India. It connects around 8100 institutions across 33 states and a few other countries, including universities, colleges, R&D agencies, medical institutes, and many more.
- The primary goal of DELNET is to promote resource sharing among member libraries by collecting, storing, and disseminating information. It provides networked library services to users; to provide technical assistance to member libraries; and to coordinate efforts for appropriate collection development.
- DELNET has created three portals: Discovery, Knowledge Gainer, and Vision (Video Lectures).

National Digital Library

- The National Digital Library of India serves as a virtual repository of learning resources. It offers not only search/browse facilities but also a variety of services encompassing textbooks, articles, videos, audiobooks, lectures, simulations, fiction, and all other types of learning media for the community of learners and users.
- It is an initiative of the Government of India's Ministry of Education, as part of the National Mission on Education through Information and Communication Technology (NMEICT).

EBSCO

- EBSCO is a leading provider of research databases, e-journals and e-package subscription management. It Offers 1060 full-text journals.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

IT infrastructure functions as the digital nervous system, seamlessly connecting people, devices and data to support the Institution's operations and facilitates a diverse range of technological services. Following explanation depicts the IT facilities.

- **Computer Lab with LAN**

Well-equipped, air-conditioned lab with LAN connectivity, dedicated leased line with dual path and auto-failure switch.

- **ERP Software**

Institute has transitioned its administrative functions to an automated ERP software, in academic and administrative resources.

- **Wi-Fi Bandwidth**

Campus is Wi-Fi enabled with 5 switches and bandwidth of 100 Mbps.

- **G Suite for Education**
  - Enhanced educational experience by leveraging G Suite for Education, providing registered email accounts for faculty and students.
  - Students use Google Forms for data collection during internships and projects.
  - Teachers utilize Google Classroom for sharing subject materials, quizzes and e-resources.
- **Paperless Document Storage:**
  - Students use Google Drive, promoting paperless storage.

- ○ Academic credentials of students are stored digitally through Digi Locker.
- ○ Institute disseminates programme details through its website, blog posts and social media platforms.
- **Other Softwares**

Institute provides a range of original system and application softwares such as Windows (Vista, 7, 10,11), Microsoft Office, K7 Antivirus and Grammarly.

- **Language and Business Lab**

Equipped with LAN-connected systems, offers resources such as audio books, short movies, project reports and free software for various applications.

Updated and Upgraded details of IT facilities

FACILITIES	2018-19	2019-20	2020-21	2021-22	2022-23
No. of Systems	110	90	99	99	110
No. of System Softwares	110	90	99	99	110
No. of Application Softwares	155	134	156	156	182
No. of Anti-virus	39	38	51	65	110
Internet Speed	2 MBPS	4 MBPS	50 MBPS	50 MBPS	100 MBPS
No. of Projector	06	06	09	09	14
Projection Screen	02	03	06	06	12
Server	01	01	01	01	01
LAN	129	129	135	135	135
Firewall Security	01	01	01	01	01
UPS (big)	02	02	03	03	03
UPS (small)	05	05	07	12	15
No. of Scanners	02	02	02	02	03
Wi-Fi Access Point	04	04	05	05	05
ERP	-	-	-	-	1
Digital Display	-	-	1	1	2
Amount spent for IT Upgradation (Rs.)	**11,46,887**	**13,90,155**	**5,29,282**	**7,96,970**	**24,62,849**
Total Amount Spent	**Rs. 63,26,143**				

Additional Details

LAN

- 3-Layer Switching Model (Core, Distributed, Access) is implemented, connecting core layer switches in the buildings with Optical Fibre Ring Network (1.75Km Ring) and extends to Distributed Switching for different departments.

Wi-Fi

- Wi-Fi zones to support the extensive campus.
- Staff and students register their laptops for seamless access, facilitated by state-of-the-art RUCKUS Wi-Fi access points across the Institute.

Intercom

- Campus provides telecom connectivity.

IT Service Management

- EMDEES Computer Solutions oversee the procurement of IT equipment, handle installation and maintenance of network.

Information Security

- EMDEES Computer Solutions ensures wireless technology, network security and static IP access
- Standard Firewall and Antivirus Software programmes.

Risk Management

- User-level authentication enhances administrative information security, which involves restricting access to social networks on campus.

Backup Facility:

- Uninterrupted power supply by utilizing backup facility equipped with a 125Kv generator.

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

4.3.2

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

Response: 3.87

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

Response: 93

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 2.99

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
7.41	2.87	3.12	4.98	6.25

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 0

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
0	0	0	0	0

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

5.1.3

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

Response: 83.49

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
312	310	216	266	226

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: 44.74

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
70	119	76	44	23

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
180	164	164	119	115

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

5.2.2

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

Response: 1.65

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
00	02	01	03	01

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

5.3 Student Participation and Activities

5.3.1

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

Response: 66

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
16	15	03	14	18

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 6.6

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
08	09	03	06	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:

A J Institute of Management has a registered Alumni Association named AJIM Alumni Association, Mangalore. Over the years, Institute's Alumni Association remained an integral part of the Institute's growth, providing valuable contributions by joining hands in all its academic endeavours. All graduating students are automatically enrolled as members of the association. To support its initiatives, Institute charges a nominal membership fee of Rs.200 per student. Several alumni have generously stepped forward to offer their expertise and support in various ways showcasing a strong bond between the Institute and its Alumni. Following explanation illustrate the active involvement and valuable contributions made by alumni members to the Institution's advancement.

Alumni engagement and contributions in the functioning of the Institute is spread in different dimensions such as serving as resource persons for seminars/expert lectures, acting as chief guests and judges for Institute events, participating in the IQAC, providing assistance with internships/project work/placement, collaborating in add-on certificate programs, offering financial support for outreach programs, and providing feedback on the curriculum.

During the evaluation period, alumni participation was notable: eight alumni shared knowledge in seminars and expert lectures, 11 served as chief guests and judges for Institute events, four significantly contributed to institutionalizing quality assurance strategies, which have resulted in positive learning outcomes and Institutional progress. Additionally, seven alumni supported internships/project work/placement and Five collaborated on add-on programs. Overall, alumni collectively contributed Rs. 2,20,303 towards program conduct and academic endeavours.

Curriculum Feedback from the Alumnus

Alumni actively participate in shaping the curriculum through structured questionnaire providing invaluable insights into the efficacy of the management educational program and the overall operations of the Institute. Yearly, alumni-input, contributes constructively in developing both the curriculum and extracurricular activities to align with present industry needs. Their feedback encompasses crucial aspects such as course content, employability relevance, and contemporary employer preferences.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

A J Institute of Management functioning under Laxmi Memorial Education Trust ® (LMET), was established in the year 1999 with an academic philosophy- Creation of New Knowledge" and "Achieving Par-Excellence. The Governing Council, Academic Advisory Board and IQAC oversee the affairs, while the Director, Principal, Dean Academics, Student Council Advisor and other functionaries ensure that Institute operates in alignment with its Vision and Mission.

VISION

"An Institution to be the centre of excellence in Management Education by continuously benchmarking itself against the WORLD'S BEST. As an Institution with a difference, it looks beyond its boundaries and strives hard to achieve better of the best in Management Education"

- The Institute aspires to surpass norms in Management Education, benchmarking against elite institutions and striving for innovation and excellence, pushing the limits of conventional standards**.**

MISSION

"Our mission is to impart value-based management education, designed to prepare young men and women for leadership positions in corporate and non-corporate sectors through a relentless pursuit of excellence in teaching, research, consultancy, management development and industry-institution interaction in the country and abroad"

- The Institute's mission is to imbue Management Education with values, preparing youth for leadership in diverse sectors. It's upheld through unwavering dedication to excellence in teaching, learning, research and outreach, while fostering Industry-Institute Collaboration

The following explanation depicts the Institutional Governance, ensuring decentralisation, participation and growth in its endeavours:

Three supervisory bodies:

1. **Governing Council**: Its primary objective is to provide strategic leadership, ensuring effective governance and accomplishment of Institute's Vision and Mission.
2. **Academic Advisory Board:** It aims to offer expert guidance on academic pursuits to enhance the

quality of education.

3. **Internal Quality Assurance Cell:** It ensures and enhances the quality in curriculum and beyond-curriculum pursuits.

Decentralization and Participation in Institutional Governance

Institute employs a participative, inclusive and consultative decision-making process, emphasizing decentralization to meet short and long-term plans. Guidance is provided by the President, Vice President and Trust Director. The Director supervises curriculum and extracurricular activities, assisted by key functionaries like Principal and Dean. Decentralization is promoted through roles like IQAC Coordinator, Student Council Advisor, Research Coordinator and III Cell in-charge among the faculty, each with defined responsibilities.

KEY POSITIONS /FUNCTIONARIES	ROLES/ RESPONSIBILITY
Director	Guides and monitors institution functioning
Principal	Leads and coordinates curriculum and beyond curriculum.
Dean Academics	Oversees the process of curricular execution
IQAC Coordinator	Planning and implementation of quality enhancement initiatives
Student Council Advisor	Plans and monitors the beyond curriculum activities
Research and Development Coordinator	Monitors the research activities
Industry- Institution Interaction Cell Coordinator	Liaison between Industry and Institute and coordinates training/placement activities
Members of Faculty	Perform roles like course instructor, mentor, project guide, in-charge of clubs and associations
Administrative Staff	Perform administrative duties in Library, Computer Lab and Office

Sustained Institutional Growth:

Institutional Governance and Leadership steer the Institute towards realizing its vision and mission, promoting decentralization and engagement, visible in its advancement. Progress is evident through metrics like Student Admissions, MOUs, Skill Enhancement Programmes, Seminars, Outreach Initiatives and Quality Enhancement efforts, mirrored in student performance within and beyond the curriculum. As an affiliated Institution, we await guidance from the State Government and Parent University for NEP implementation.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

PERSPECTIVE PLAN:

The Institute has crafted a comprehensive five-year long-term strategic perspective plan (2018-23), both short and long term, aimed at continual enhancement and progress aligned with its Vision, Mission, and core values. The perspective plan is crafted based on inputs received from members of IQAC, the Academic Advisory Board (AAB) and other stakeholders. Subsequently, after discussions within the Governing Council (GC) and AAB, the plan is effectively implemented through faculty and student involvement. The Action Taken Report (ATR) for the Perspective Plan undergoes annual review and approval by the AAB.

Perspective plan is structured around Eight Dimensions, including Teaching and Learning, Research and Development, Student Development and Engagement, Computer Lab and Library, Industry Collaboration for Internship and Placement, Alumni Engagement, Infrastructure Maintenance and Accreditation/Ranking, categorised under short term and long-term plans, as illustrated in the accompanying diagram.

Effective Functioning of the Institutional bodies as visible from policies and Practices:

The effective functioning of the Institute is ensured by the Trust with the formation of Two levels of administrative setup: Strategic Level, Function Level and Operation Level as explained below.

- **At the strategic level,** the Trust, Governing Council, Academic Advisory Board, Institute Director, Principal, Dean Academics Student Council Advisor and IQAC Coordinator formulate policies and practices, integrating input from Alumni and Parents.
- **At the Functional and Operational levels**, Research Coordinator, Placement Officer, Faculty Members, Students and Non-Teaching Staff implement decisions formulated at the Strategic Level, collectively contributing to the Institute's efficient operation.

The Trust has specific policies and procedures for day-to-day affairs, administrative Setup, recruitment of teaching and non-teaching staff and service rules.

The efficient operation of Institutional bodies, each assigned with distinct roles and responsibilities, ensures the successful implementation of Trust Policies as envisioned. Further, perspective plan both short term and long term are deployed and effectively executed through the following functionary bodies.

Functioning of the Institutional Bodies

Functions	Institutional bodies
Governance and Strategy	Governing Council and Academic Advisory Board of the Institute
Routine Functioning of the Institute	Director of the Trust with the help of director of the Institute

Quality Enhancement Initiatives	IQAC in association with Coordinator, Director and Members of the Faculty
Strategy Implementations	Director and key positions of the Institute
Branding / Expansion	Management and Director of the Institute
Students Admissions	Management and Director of the Institute.
Curriculum Activities	Academic Dean under the guidance of Director and Principal
Beyond Curriculum Activities	Student Council Advisor and Faculty Member under the guidance of Director and Principal
Student Assessment	Academic Dean, Examination Committee and Faculty Members under the guidance of Director and Principal
Industry Interaction and Placement and Training	Co-ordinator of Industry Interaction cell under the guidance of Director and Principal
Research Activities	Co-ordinator of Research and Development Cell
Clubs and Associations	Faculty Members and Students under the guidance of Director and Principal
Library Management	Library Committee under the guidance of Director and Principal
Computer Lab	Lab In-charge under the guidance of Director and Principal
Day to day Operations	Non-Teaching Staff under the guidance of Director and Principal

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance Appraisal System:

The Institute values continuous evaluation of faculty performance to support ongoing professional growth, uphold high educational standards, and offer constructive feedback for refining teaching methods and enhancing student learning experiences. Therefore, the Institute has implemented the following performance appraisal systems:

- **Teacher Performance Evaluation by Students**: The Institute gathers semester-wise feedback from students regarding faculty performance through a structured questionnaire. This feedback is subsequently shared with the respective faculty members by the Director.
- **Academic Performance Indicators (API):** These serve as quantitative measures to evaluate the academic accomplishments of faculty members. Additionally, the Director engages in individual discussions with faculty, providing relevant suggestions based on these metrics.
- **Exit Interview:** The Director conducts exit interviews with departing students to gather feedback on their overall educational experience at the Institute. This feedback supports in assessing the Institute's strengths and areas requiring improvement.
- **Course Instructor Work Dairy:** it contains details like time table, books referred, teaching plan, topics covered etc.
- **Course File:** it is the document evidence of course objectives, course outcomes, teaching methods, evaluation procedures etc.
- The Director consistently holds discussions with the library, computer lab, and office staff to evaluate their requirements and seek recommendations for enhancements.

Effective Welfare Measures

The Trust implements welfare initiatives aimed at enhancing the overall well-being of employees, fostering a healthier and more supportive environment. The subsequent table offers an overview of these welfare measures:

Welfare Measures for Teaching and Non-Teaching Staff
• **Employee Provident Fund - EPF**
• **Gratuity Facility**
• **Employee State Insurance Scheme - ESIC**
• **Reimbursement of expenses incurred in connection for attending conferences and workshops**
• **Incentive for clearing NET / KSET**
• **Financial assistance for research and publication activities**
• **Organizing FDP and SDP at the Institute**
• **Casual Leave, Sick Leave, Duty Leave, Vacation and Earned Leave**
• **Maternity Leave**
• **Medical facility at A. J. Hospital and Research Centre**
• **Two sets of Uniform**

CAREER DEVELOPMENT/ PROGRESSION

The Institute ensures measures to improve individuals' skills, knowledge, experiences, and avenues for progression in their professional careers. These initiatives encompass career development measures such as:

- **Training and Development Programs**: The Institute provides diverse training and development programs designed to elevate the skills and knowledge of staff. These programs include workshops, seminars, expert lectures, and collaborations with external training providers, among other initiatives.
- **Research Centre**: The Institute holds recognition as a research centre for Ph.D. Programs sanctioned by Mangalore University. This accreditation facilitates faculty members in engaging and pursuing research activities towards Ph.D. degrees.
- **Financial Support for Social Survey:** a specific amount is earmarked in the annual budget to meet the expenses of social surveys.
- **Financial Support for Attending Conferences:** Institute offers financial assistance to the faculty members for attending Workshops and Conferences.
- **Faculty Academic Guidance:** The Principal and Academic Dean provide faculty with academic guidance by assigning courses, suggesting books for reference, and offering advice, thereby enriching their knowledge, performance, and fostering career advancement.
- **Flexible vacation leaves:** Institute permits faculty to avail vacation leave as per the research and academic needs.
- **Employee recognition and felicitation:** Institute acknowledges and honours employee accomplishments through a dedicated felicitation program.
- **Library Facility:** Institute offers extensive resources for accessing both online and offline journals, inclusive of internet browsing facilitated by Wi-Fi connectivity, and photocopying services.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.3.2

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

Response: 0

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
00	00	00	00	00

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

6.3.3

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

Response: 7.25

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
7	0	0	2	1

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
12	13	12	13	10

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Institute employs sound strategies to gather and effectively utilize funds from various sources, including both Government and Non-government organizations. Below explanation illustrates the funding sources:

Tuition fees:

Institute depends predominantly on tuition fees including the tuition fees received from the Government of Karnataka, towards Government admissions. This consistent income enables the Institute to offer academic infrastructure and faculty resources, ensuring the delivery of quality education. The tuition fee amount collected from Government is Rupees 27,89,980 during the assessment period.

Sponsorships for conferences:

This reflects the funds received from Government and Non-government entities to host national conferences, which provide a platform for sharing knowledge, networking and fostering collaborations. Sponsors comprise the Ministry of Culture - Government of India, Canara Bank and Karnataka Private Post Graduate Colleges Association.

Funds received under Unnat Bharat Abhiyan (UBA): Institute holds recognition under UBA, the flagship initiative of the Government of India focused on fostering rural development through community engagement and grant of Rupees 50,000 is received for conducting social survey in five adopted villages identified under this programme, by engaging students, faculty and community.

Amount sanctioned from AICTE (Under SPICES): Institute is selected by AICTE, as part of the Scheme for Promoting Interest, Creativity and Ethics (SPICES), with an approved grant of Rupees 1,00,000 (receivable).

Amount received for Infrastructure use: Government and Non-government organizations have utilized Institute's facilities/Computer Lab for conducting examinations.

Subscription fees of Anveshana- Institutional Journal: It signifies the funds received from, institutions and individuals subscribing to Research Journal – Anveshana.

Management Fest: Institute hosts National Level Management and Cultural Fest every year, securing sponsorship from the donors. These funds are allocated toward organizing the programmes, specifically geared towards enhancing students' skill development.

Funds Received from the Government and Non-Government Organizations During the Assessment Period

Source of Fund	2018-19 (Rs.)	2019-20 (Rs.)	2020-21 (Rs.)	2021-22 (Rs.)	2022-23 (Rs.)
Tuition Fees received from Government	9,47,698	9,25,782	2,25,500	2,14,000	4,77,000
Sponsorships for Conferences	1,25,000				2,25,000
Unnat Bharat Abhiyan				50000	
Amount received for Infrastructure use	21,320	84,350	23,788	48,457	2,001
Journal	3,000	3,100	1,000	2,392	4,700

subscription fees					
Registration fees and Sponsorship for Management Fest	26,651	17,065	67,461	30,900	43,567
TOTAL	**11,23,669**	**10,30,297**	**31,72,2491**	**3,45,749**	**7,52,268**

Optimum utilization of funds and conduct of financial audit:

Institute has effectively allocated funds obtained from diverse Government and Non-government entities for specific purposes such as knowledge generation, skill enhancement, infrastructure development, organizing conferences for knowledge dissemination, sustaining publication efforts and addressing rural community issues.

Conduct of financial audit:

The Statutory Audit and Internal Audit are in place in the Institution. The external auditor conducts a Statutory Audit at the close of every fiscal year. Further, the external auditor performs quarterly Internal Audits at the Institute office, cross-checking cash receipts against fee receipts and ensuring that payments align with vouchers and related supporting documents in the presence of internal staff.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Institute's IQAC is dedicated to improving the quality of both curriculum and beyond curriculum activities by embedding a culture of quality and establishing effective enhancement strategies. In this capacity, members provide input on teaching methods, learning, assessment techniques, operational approaches, extracurricular practices, and skill development, thus influencing programme outcomes.

Key Quality Assurance Strategies:

IQAC offered suggestions in the areas like developing research ecosystem, commencing industry related courses, formation of health club, Sustainable Campus, fostering entrepreneurial skills, infrastructural

development, encouraging indigenous art forms, providing value based education, skill enhancement and job oriented training, sustaining academic tempo during COVID, quality enhancement initiatives, collaborations, strengthening alumni participation and outreach programmes.

Key Learning Outcomes:

Outcomes and incremental growth, driven by recommendations from the IQAC, are given below:

- One Faculty has completed and four faculties have registered for Ph.D.
- 12 publications in Scopus, 12 in UGC listed and 22 in peer reviewed Journals.
- Sanction of Research Centre by Mangalore University.
- Conduct of SAP, Advanced Excel and Data Analytics courses.
- Conduct of Blood donation camps.
- Awareness programme on health related issues.
- Rain water harvesting and sewage treatment plant.
- Institution Innovation Cell
- Inter-collegiate Yakshagana competition - Yakshakalotsava
- Signed MOU with Shubhavarna Yaksha Sampada for the promotion of culture and training of Yakshagana.
- Celebration of International Women's Day, Kargil Vijay Diwas and Sadbhavana Diwas
- Online Aptitude tests and offline Aptitude Training by external experts
- MOU with Bajaj Finserv for 100 hours training.
- Training on Microsoft Excel with Business Analytics.
- Reducing the class size, FDP on Online Teaching and vaccination drive during COVID.
- Developed Teaching, Learning Practices (TLP).
- Initiated student progress tracker and book review sessions.
- Contemporary Add – on certificate programmes on Aviation and Digital Marketing.
- MOUs signed with Bajaj Finserv, Avashyak Corporate Services, JCI, Young India, Headways, IDP Education, Productivity Council etc.
- Involvement of Alumni as speakers, judges, guests etc. Further alumni are used for networking, feedback and joint Add- on programmes.
- Participation in Unnat Bharat Abhiyan (UBA) - Flagship Programme of Government of India
- Introduction of ERP software.
- Registered with Innovation Council of Government of India, student deputation to a two-day Vendor Development Programme conducted by MSME.
- Performed a street play in association with Young India during Vendor Development Programme.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The Institute has acknowledged the importance of gender balance and taken multiple initiatives to promote gender equity across student admissions, staff appointments, and various programs. Female representation is prioritized in forming the student council, clubs, and associations for coordinating extracurricular activities. The Gender Policy and Gender Audit are in place. The Institute is committed to institutionalizing gender equity through its policies and programs, as depicted in the following tables.

Student Admission

Year	Students Admitted	Total Male	Total Female
2018-19	120	63	57
2019-20	169	76	93
2020-21	180	71	109
2021-22	180	81	99
2022-23	180	51	129

Composition of Students in Clubs/Associations for the current year

Clubs / Associations	2022-23		
	F	**M**	**Total**
Student Council	2	2	4
Class Supervision	6	6	12
IQAC	2	2	4
PTA	1	2	3
Alumni Association	2	4	6
Management Forum	2	1	3
Library Committee	2	2	4
Sports Committee	1	2	3
Community Development Cell	3	3	3
Wall Magazine Committee	5	1	6
Anti-Ragging Cell	2	2	4
Anti-Harassment Women Cell	6	-	6
Human Rights Cell	4	2	6
SC/ST Welfare Cell	3	3	6
Grievance Redressal Cell	2	2	4
HR Club	6	-	6
Finance Club	4	2	6
Cultural Club	4	2	6
Teachers Club	2	4	6
ICT Cell	3	3	6
Entrepreneurship Cell	3	3	6
Marketing Forum	3	3	6
Eco Club	5	1	6
Hospital Administration Club	5	1	6
Logistics Club	2	4	6
Placement Guidance	3	3	6

Staff Gender Ratio

Year	Male	Female	Total
2018-2019	12	9	21
2019-2020	13	13	26
2020-2021	12	15	27
2021-2022	11	17	28
2022-2023	11	17	28

Measures Initiated for the Promotion of Gender Equity and Sensitization

Initiatives of the Institute towards promotion of Gender Equity and Sensitization are explained below

under three headings.

Course Content

- Legal issues in health care and Business Ethics Courses include guarding against sexual harassment.
- Indian Business Environment Course includes Sex Composition.
- Stress Management Course includes common stressors at the workplace.
- Global Human Resource Management Course includes women in global business
- Employee Relations Management Course covers topics such as preventing workplace sexual harassment, employer obligations in creating a harassment-free environment, rule modifications and ensuring punishment for perpetrators while safeguarding victims.

Programmes and other initiatives

- National Conference on "Relevance of Raja Ram Mohan Roy in Women Empowerment and Transformation in New India"
- Women's Day Celebrations
- Felicitation of women achievers
- Sessions on Human Rights, Gender Equity and Mental Health
- Programmes on Women's rights and Gender equality
- Functioning of anti-women harassment cell
- Activities related to health, nutrition, self-defence etc
- Equal representation for female in curricular/beyond curricular activities

Infrastructure Ensuring Safety and Security:

- To ensure girls' safety, 36 Closed Circuit Cameras are installed covering classrooms, lounges, corridors, canteen etc., with display in the Director's chamber
- 24/7 security in the campus and hostel.
- In-campus hostel for girls.
- Anti-Ragging Committee, visits the hostel to ensure the safety of the students.
- Separate common rooms for boys and girls with facilities such as first aid, bed facility with good ventilation, air and lighting.
- Fire safety arrangemnets.
- Pad vending machine with incinerator
- Ambulance service

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

A J Institute of Management is steadfast in fostering an inclusive environment through continuous sensitization efforts. Upholding a commitment to diversity and equality, the Institute consistently endeavours to create a welcoming atmosphere where all individuals feel valued and respected. Through ongoing initiatives and awareness programs on cultural diversity, values, rights and duties etc. The institute promotes understanding and respect for diverse perspectives, ensuring an environment that celebrates differences and encourages mutual understanding among its community members. The following explanation depicts the initiatives of the Institute, towards creation of inclusive environment and sensitization of students and employees towards social values.

Creation of an inclusive environment

Establishing an inclusive environment that nurtures tolerance, harmony, and embraces cultural, regional, linguistic and socioeconomic diversity at A J Institute of Management (AJIM) involves the following measures.

- **Program initiatives:**

Workshops, Seminars, Short Movie, Pantomime, Socio Centric Social surveys.

Festival celebrations, Cultural Programs, Women's day celebrations etc

- **Extension and Outreach programs**:

- Participation in Unnat Bharat Abhiyan: flagship program of the Govt. of India
- Visits to Orphan centre, disabled and old age homes.
- Conduct of Social survey
- Outreach programs through junior JCI wing of the Institute.
- Swachh Bharat Abhiyan

- **Socioeconomic diversity:**

- Socioeconomic diversity among the students and employees.
- Financial Aid and Scholarships

- **MOUs** with organizations such as JCI, Young India, Shubhavarna Yaksha Sampada, etc for extension and cultural promotion

Sensitization of students and employees:

With the noble intention of developing sensitivity among students and employees on issues such as values, rights, responsibilities of citizens, constitutional obligations, etc, the Institute has initiated the following

- Providing content in the course such as Indian Business Environment,
- Seminars and Expert Lecture on the theme of Intellectual property rights, Water management for a sustainable future, Women health and well-being etc
- Programs such as Pantomime, preparation of short movies on themes such as Human Rights and Waste Management, mainly focusing on sensitizing students to socio-centric issues.
- National conferences on the theme such as "Consolidating Social Enterprises through Corporate Social Responsibility Initiatives: Issues and Challenges", "Relevance of Raja Ram Mohan Roy in Women Empowerment and Transformation in New India"
- Commemoration of National days **Kargil Vijay Diwas** reaffirms the sacrifices made by martyrs to defend our independence and fundamental rights
- Oath taking to promote national integration during **Sadbhavana Diwas**, constitutional day to promote national integration and peace among the students and employees of various communities.
- The marking of Voter's Day and planning Voter's Awareness Campaigns have increased citizens' awareness of their civic duty to vote.
- Street play on the theme of voter awareness.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

First Best Practice

1. Title: Nari Sashakthikaran

Yatra naryastu pujyante ramante tatra Devata: Where women are honoured, divinity blossoms there.

2. Objectives

- Augment the participation of women in student admissions, leadership roles and faculty positions
- Facilitate the academic progression of female students to excel
- Prioritize women's wellness with initiatives for physical, mental and emotional health
- Empower female through skill-building programmes for holistic growth

3. The Context:

To foster a fair and equitable society, empowering women is essential. Through enhancing women's education and instilling social and ethical values, Institute has promoted the growth of a balanced and progressive community and launched initiatives for the overall well-being of women on campus.

4. The Practices

Institute is committed to equity in female admissions, offering scholarships to them and providing fair employment opportunities for women. It strives for equal representation in student associations, integrating girls into programmes, ensuring balanced environment. Female students engage in community projects and other diverse academic endeavors. Institute organises conferences on workshops on women related themes and ensures a balanced role for men and women in all activities, fostering inclusivity. Institute initiatives ensure wellness and safety for female members. Institute acknowledges outstanding accomplishments among its students and staff, while also celebrating successful female achievers.

5. Evidence of Success:

- Female student admissions increased from 47.5% in 2018-19 to 71.67% in 2022-23 and leadership commitment is evident with consistent 50% representation in Associations
- Female students held the Chief Student Executive position for three out of five years
- Staff saw a rise in female representation from 42.85% in 2018-19 to 60.71% in 2022-23
- Success in management fests, with nearly 56% of winners being female, highlighting their prowess
- Enriching academic atmosphere, female students have secured five ranks and four gold medals at the University level.
- Scholarships for female reached 329 beneficiaries, totaling Rs. 1,58,08,000 during the assessment year.
- For the safety of female, Institute offers CCTV camera surveillance, pad vending machines with

- incinerators, restroom, operational anti-women harassment cells and on-campus hostels with security
- Institute hosted seminars on women's entrepreneurship, hygiene, mental health, legal rights, gender sensitization, combatting drug abuse and human trafficking
- Human rights and gender equity are focal points in conferences and events, Pantomime and short movies with themes like Beti Bachao Beti Padhao.
- During Women's Day, Institute honors achievers in society and acknowledges exceptional achievements by women among students and staff.
- Institute engages female in community development projects including Unnat Bharat Abhiyan
- Six out of 14 members were girls in an Entrepreneurship Exhibition, and 44.83% of female students showed interest and joined the day-long workshop, highlighting empowerment efforts.
- During the last five years, Rs. 4,75,431 is spent on Nari Sashaktikarana programmes

6. Problems Encountered and Resources Required

- Enhancing girls' confidence and awareness poses challenges.
- Addressing social-taboos and parental openness is complex.
- Stigma on mental health might hinder wellness

Resources Required: training, experts, campaigns, parental awareness for these issues.

Second Best Practice:

1. Title: "Expanding Reach: Connecting Beyond"

Community Service initiatives to cultivate social responsibility and ethical values among students.

2. Objectives of the Practice:

- Instilling Universal human values with relevant managerial skills
- Supporting the needy offering a platform for selfless service
- Understanding rural challenges via community interaction
- Empowering community and students through socio-centric programmes
- Ensuring advancement of human and societal well-being aligning with the goals of NEP

3. The Context:

The contextual features revolve around holistic education emphasizing both universal human values, managerial skills and also as per the vision of NEP. The practice promotes multifaceted learning beyond class, emphasizing selfless service and social responsibility.Top of Form The programmes engage students with rural communities, understanding of their challenges, and bridging societal gaps. It aims to empower communities through sustainability, instilling accountability and proactive involvement in addressing societal concerns.

4. The Practice:

Institute coordinates diverse community development efforts, nurturing ethical and emotional understanding among students. These initiatives encompass a diverse spectrum, from dramatic

presentations to crafting short films focusing on ethical and social justice themes. Institute conducts various philanthropic activities like blood donation drives, special schools/orphanage visits and contributions to rural educational institutions and disaster-stricken areas. The practice extends to national initiatives such as Swachh Bharat Abhiyan, beach cleaning, workshops for public awareness fostering patriotism and indigenous culture like Yakshagana. Participation in Unnat Bharat Abhiyan stand out for its emphasis on community integration. However, despite constraints these endeavours enrich the educational experience by instilling values and practical experiences.

5. Evidence of Success:

- Institution has adopted Five villages under UBA to carry out socio-economic surveys, demonstrating its dedication to universal human values alongside pertinent managerial expertise.
- Throughout the assessment period, students and faculty visited orphanages and homes for the elderly, extending charity in cash and kind to the extent of Rs. 65,600 providing an opportunity for altruistic service
- Collaborative endeavors with UBA, MSME through the Innovation Council, and MOUs with organizations like Young India (IIA), Junior JCI and Shubhavarna Yakshakala Sampada have expanded our reach
- Institute has received nine awards in diverse social domains, acknowledging our impactful engagement in forty outreach initiatives reflecting our dedication to community service
- In the last five years, our students have noticeably experienced shifts in behavior, showing increased levels of compassion, empathy, social awareness and sensitivity.
- These community extension activities have provided a platform for merging community service with academic pursuits, aligning with the principles outlined in NEP 2020.

The following table depicts the number of community service initiatives for the last five years

Community Service Initiatives

Year	2018-19	2019-20	2020-21	2021-22	2022-23	Total
No Community Service initiatives	09	06	02	08	11	36

6. Problems Encountered and Resources Required

- Gaining the trust and involvement of the community, existing beliefs and prejudices that might hinder participants' openness to new perspectives
- Balancing programme commitments with academic requirements pose challenges for student participation.
- Lack of awareness and interest among students/community
- Logistics and Planning

Resources required

- Continuous training for students and faculty involved to enhance their effectiveness
- Adequate funding to facilitate programme initiatives including logistics
- Access to facilities or technology necessary for programme implementation.

- Support and collaboration from local entities and stakeholders to ensure programme success.

File Description	Document
Any other relevant information	[View 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:

It is our vision to create a distinctive Institution that goes beyond conventional boundaries, striving relentlessly for the highest standards in Management education. A J Institute of Management has implemented various programs aimed at unleashing students' potential in academics and skill development, pushing boundaries to achieve excellence. Fostering skills among Management students created a platform where theoretical knowledge meets practical challenges.

Further, The Institute has initiated diverse skill development activities, including those geared towards excelling in Management competitions and fests. This endeavour surpasses traditional learning environments, providing a platform for emerging business leaders to demonstrate their strategic thinking, teamwork, and innovative capacities. With each student having offered a unique perspective, the management fest became a dynamic arena of ideas, fostering a competitive drive that propelled participants towards excellence in the field of business management.

Objectives

Recognizing the vital role of management fest in business education, our Institute has strategically prioritized the training and organization of diverse management events. The focus is on developing and refining skills in strategic decision-making, problem-solving, and project management. The training for the management fest is purposefully designed to achieve specific objectives, including filling the employment-skill gap, fostering a competitive spirit, encouraging graduates to exceed their limits, and enhancing their leadership capabilities to fortify individual profiles. Moreover, participation in the management fest, expected to contribute to resume enrichment, highlighting a proactive learning approach and a dedication to staying current with industry trends, thereby building a comprehensive and employable professional profile. Additionally, the Institute aims to facilitate interactions with industry experts, potential employers, and peers during the management fest, nurturing valuable connections for future professional pursuits.

Mechanism

The Institute has implemented a robust system facilitated by the Management Forum to identify and cultivate students for participation in the Management Fest. This structured process includes elucidating the significance of the event, gauging student interest through classroom interactions, organizing an intra-fest to assess abilities in Finance, Human Resource, Marketing, Quiz, Best Manager, and Best Management Team categories. Subsequently, selected students undergo rigorous training to prepare for upcoming management fest competitions. Upon readiness, students are deputed to various management fests, culminating in the institute's own Management Fest conducted through Elixir. This strategic approach ensures a well-prepared and competent student participation in the Management Fest.

These endeavours are well supported by earmarking specific funds for the deputation of students to management fests and the conduct of inter and intra-collegiate management fests. Further, the Institution takes up the responsibility of the commutation arrangements for the designated Institutes. The following table depicts the amounts spent towards the Deputation and Conduct of Management Fest in the assessment period.

Amount Spent Towards Deputation and Conduct of Management Fests

Year	2018-19	2019-20	2020-21	2021-22	2022-23	Total Amount spent in Rs
Amount Spent (Rs)	1,43,331	2,97,830	5,270	4,32,022	5,25,539	14,03,992

Institutional Milestones: Unveiling Uniqueness

The distinctive focus and priority of our Institution on **"Pioneering Excellence: Our Signature in Management Fests"** have resulted in numerous positive outcomes, evident in our structured approach to student development for participation in management fests at national, state, and inter-collegiate levels. As evidence of success, during the assessment period, our students have consistently excelled, securing 315 individuals, overall, and runner-up championships.

Management fest achievements of our students have fostered positive word-of-mouth within the student community, positively influencing admissions, brand recognition, industry networking, and addressing the employment-skill gap.

Through positive word of mouth within the student community, the Institution has been able to raise its intake from 120 to 180, establishing the brand identity.

Institute has invited 40 professionals, industry experts, prospective employers, and peers for the management fest, facilitating valuable networking opportunities and interactions to forge connections beneficial for future professional endeavours.

Institute has observed that participating in the management fests served as a proactive step towards bridging the employment skill gap for students. Beyond honing technical expertise, students had an opportunity to cultivate and showcase a wide range of essential skills sought by employers. Through engaging in various competitions held at other institutions, students refined and demonstrated their skills in real-world scenarios, thus aligning their academic knowledge with the practical requirements of the job market. Whether it's demonstrating strategic thinking in case competitions, honing communication and negotiation abilities in role-plays, or refining leadership capabilities through team challenges, students gain hands-on experience that is encountered in professional settings.

Moreover, the fest environment encouraged risk-taking, fostering a culture of creativity and resilience as students navigate challenges and embrace new ideas. Through presentations during fests, students polished their communication skills, mastering the art of articulating ideas persuasively and confidently, essential for professional success. Additionally, networking opportunities provided by the fest facilitated the development of interpersonal skills, as students engaged with diverse stakeholders, building relationships and collaborating effectively. By actively participating in a management fest, students not only bridged the gap between academia and industry but also emerged as well-rounded professionals equipped with the diverse skill set required to thrive in today's competitive job market. As a testimony to the above, our students showcased exceptional achievements in the State / National Management Fest, as illustrated in the below table.

Performance of the Students in Management Fests: A testimony of institutional distinctiveness

Year	Fests Attended	Awards	Championships
2018-19	13	80	7
2019-20	10	52	7
2020-21	3	14	1
2021-22	14	64	4
2022-23	12	74	12

Conclusion

By fostering a culture of participation in management fests, institut empoewers students to excel not only academically but also professionally. These events provide a launchpad for building industry connections, well-rounded skillset that bridges the gap between theory and practice and Institute brand recognition. The evident achievements of students, as showcased above, are a testament to the effectiveness of this approach. Investing in management fests fosters not only student success but also strengthens the Institution's reputation as a leader in developing future-ready professionals.

File Description	Document
Any other relevant information	[View Document](#)
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Sister Institutions of A J Institute of Management Functioning under Laxmi Memorial Education Trust

A.J Hospital & Research Centre	Moti Mahal College of Hotel Managment
A J Institute of Medical Sciences	Laxmi Memorial College of Hotel Management
A J Institute of Dental Sciences	A J Institute of Management
Laxmi Memorial College of Physiotherapy	Laxmi Institute of Para-Medical Sciences
Laxmi Memorial College of Nursing	A J Institute of Hospital Management
Laxmi Memorial Institute of Nursing	A J Institute of Alied Health Sciences
A J Institute of Engineering and Technology	

Concluding Remarks :

A J Institute of Management (AJIM), under the auspices of Laxmi Memorial Education Trust (LMET), embodies a commitment to excellence in Management Education. Founded by Dr. A J Shetty, LMET has evolved into a multifaceted institution offering programmes in various disciplines. AJIM, reflecting on its Silver Jubilee, is offering quality education, emphasizing holistic development and industry relevance. Guided by forward-thinking leadership, a committed faculty and a plethora of extracurricular engagements supported by quality infrastructure and MOU's, AJIM strives to exceed traditional limitations, constantly measuring itself against elite institutions. Despite challenges, including curriculum alignment and funding, AJIM seizes opportunities for autonomy, international collaborations, and expanding its infrastructure, reinforcing its mission to prepare ethical leaders for a dynamic world. Through concerted efforts across various domains, the Institution has managed to leave its imprint through the implementation of exceptional curriculum practices and achievements that extend beyond traditional academic boundaries.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

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)**
	
	        Answer before DVV Verification :
	        Answer After DVV Verification :20
	    Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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*
	
	    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
	        Answer before DVV Verification:
	
		2022-23	2021-22	2020-21	2019-20	2018-19

---	---	---	---	---
345	347	295	230	227 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
93	1	289	245	146	 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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*
	
	        Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
	        Answer After DVV Verification: D. Feedback collected
	    Remark : As per clarification received from HEI, and feedback analysis is not provided, thus DVV input is recommended.

2.6.3	**Pass percentage of Students during last five years (excluding backlog students)** 2.6.3.1. **Number of final year students who passed the university examination year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
174	164	159	119	115

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
180	164	164	119	115

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
180	174	167	119	115

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
180	174	167	119	115

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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)*

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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3.25	.50	0	0	1.25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.00	0.50	0	0	1.25

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
33	15	16	17	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	14	11	11	08

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
05	03	16	10	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	05	08	04

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.4.3

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	07	06	07	11

Answer After DVV Verification :

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

06	00	00	00	01

Remark : As per the revised data and clarification received from HEI, only extension and outreach programs to be considered, thus based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
51.25	15.20	54.61	41.26	3.67

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
47.00	11.02	53.78	34.56	1.20

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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)*

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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
90.76	27.41	48.38	52.77	57.09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7.41	2.87	3.12	4.98	6.25

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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*

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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
205	260	278	229	182

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, and audited statement is not provided, thus based on that DVV input is recommended.

| 5.1.3 | **Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
340	170	206	258	226

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
312	310	216	266	226

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended. |

| 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
70	119	76	44	23

Answer After DVV Verification :

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

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70	119	76	44	23

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
180	174	167	119	115

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
180	164	164	119	115

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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 | |---|---|---|---|---| | 46 | 35 | 07 | 32 | 42 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19 | |---|---|---|---|---| | 16 | 15 | 03 | 14 | 18 | Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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 | |---|---|---|---|---| | 28 | 29 | 04 | 15 | 21 | Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	09	03	06	07

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
09	10	08	04	09

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that financial support less than Rs. 5000/- could not be considered as per manual so DVV input is recommended accordingly.

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
21	20	17	15	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	0	2	1

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

12	13	12	13	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	13	12	13	10

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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 : 27 Answer after DVV Verification : 23