



YEARLY STATUS REPORT - 2023-2024

| Part A | |
|--|--|
| Data of the Institution | |
| 1.Name of the Institution | St Joseph Engineering College, Mangaluru |
| • Name of the Head of the institution | Dr Rio D'Souza |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Phone No. of the Principal | 08242263753 |
| • Alternate phone No. | |
| • Mobile No. (Principal) | 9663380761 |
| • Registered e-mail ID (Principal) | iqac@sjec.ac.in |
| • Address | St Joseph Engineering College, Vamanjoor, Mangaluru, Karnataka. |
| • City/Town | Mangaluru |
| • State/UT | Karnataka |
| • Pin Code | 575028 |
| 2.Institutional status | |
| • Autonomous Status (Provide the date of conferment of Autonomy) | 18/06/2021 |
| • Type of Institution | Co-education |
| • Location | Rural |

| | | | | | |
|--|---|--|-----------------------------|-------------------|-------------------|
| • Financial Status | Self-financing | | | | |
| • Name of the IQAC Co-ordinator/Director | Dr Pavana Kumara B | | | | |
| • Phone No. | 08242263758 | | | | |
| • Mobile No: | 9901630288 | | | | |
| • IQAC e-mail ID | head.iqac@sjec.ac.in | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year)) | https://sjec.ac.in/storage/files/documents/dynamic-pages/naac-sjec/aqar/AQAR%202022-2023.pdf | | | | |
| 4.Was the Academic Calendar prepared for that year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://sjec.ac.in/academic-calendar | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | A+ | 3.39 | 2021 | 23/02/2021 | 22/02/2026 |
| 6.Date of Establishment of IQAC | | | 16/11/2018 | | |
| 7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)? | | | | | |
| Institution/ Department/Faculty/School | Scheme | Funding Agency | Year of Award with Duration | Amount | |
| Department of Civil Engineering Dr. ESTR Chandrasekhar Bhojaraju | Teachers Associateship for Research Excellence (TARE). | Science & Engineering Research Board (SERB) | 01/01/2024 | 1800000 | |
| 8.Provide details regarding the composition of the IQAC: | | | | | |
| • Upload the latest notification regarding the composition of the IQAC by the HEI | View File | | | | |

| | | |
|--|--|--|
| 9.No. of IQAC meetings held during the year | 2 | |
| <ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? | Yes | |
| <ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded | |
| 10.Did IQAC receive funding from any funding agency to support its activities during the year? | No | |
| <ul style="list-style-type: none"> If yes, mention the amount | | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| Received accreditation for Business Administration (MBA), Computer Applications (MCA) and Civil Engineering Programs. | | |
| Organized IQAC Peer Team visit to inspect the implementation of Autonomy. | | |
| 12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year: | | |
| Plan of Action | Achievements/Outcomes | |
| Organizing FDPs regarding Outcome Based Education | Training on submission of Teir 1 SAR for NBA | |
| 13.Was the AQAR placed before the statutory body? | Yes | |
| <ul style="list-style-type: none"> Name of the statutory body | | |
| Name of the statutory body | Date of meeting(s) | |
| IQAC | 15/03/2024 | |
| 14.Was the institutional data submitted to AISHE ? | Yes | |

- Year

| Year | Date of Submission |
|------|--------------------|
| 2024 | 20/03/2024 |

15. Multidisciplinary / interdisciplinary

At St Joseph Engineering College, multidisciplinary and interdisciplinary courses are designed to break down traditional academic silos, fostering collaboration between diverse engineering disciplines and integrating non-engineering perspectives. These courses typically cover a range of topics that intersect with engineering, such as technology and society, sustainable development, and innovation management. Such courses are introduced from the First Year of Study for Engineering students. Students also engage in collegiate clubs such as SAE, ISIE, ARC SJEC etc. and do collaborative projects that require expertise from various fields, encouraging a holistic approach to problem-solving. Interdisciplinary activities included joint research projects, where students from different engineering disciplines collaborated to address complex challenges. Cross-disciplinary workshops and seminars have provided opportunities for students to explore the intersection of engineering with fields like business, environmental science, or social sciences. Moreover, institution has often organized hackathons, innovation challenges, and entrepreneurship programs that bring together students with varied expertise to develop solutions for real-world problems. Guest lectures by professionals from diverse industries contributed to a broader perspective on the application of engineering principles in different contexts. These multidisciplinary initiatives aimed to produce graduates who can navigate the complexities of the modern world, collaborate across disciplines, and contribute to innovative solutions that address multifaceted challenges. The goal is to prepare engineers with a well-rounded skill set and a capacity for holistic problem-solving in an interconnected global landscape.

16. Academic bank of credits (ABC):

The implementation of an "Academic Bank of Credits" (ABC) in an institution revolutionizes the traditional academic credit system by introducing a flexible and student-centric approach to learning. In this system, students accumulate credits not just for completing courses but for acquiring a diverse set of skills, competencies, and experiences. Students have the freedom to choose from a wide array

of courses, including interdisciplinary and skill-based modules, allowing for a more personalized and holistic education. The ABC system values experiential learning, such as internships, research projects, and industry collaborations, enabling students to earn credits for practical application of knowledge. Transparency and transferability are key features, as students can easily transfer earned credits across programs and institutions, fostering a dynamic and adaptable learning environment. Additionally, the ABC system promotes lifelong learning by recognizing and accrediting non-formal and informal learning experiences. Institution has taken steps to implement ABC that emphasize continuous assessment, breaking away from the conventional exam-centric evaluation. This encourages a deeper understanding of subjects and fosters critical thinking. Overall, the Academic Bank of Credits is expected to enhance the educational landscape by providing a flexible, inclusive, and learner-driven framework that aligns with the evolving needs of the modern workforce and promote a more comprehensive approach to education.

17.Skill development:

Skill development courses and activities in an institution play a crucial role in shaping well-rounded and industry-ready professionals. These offerings go beyond technical expertise, focusing on enhancing essential soft skills and practical competencies. Communication skills workshops helped students articulate ideas effectively, while technical writing courses has refined their ability to document and present complex engineering concepts. To foster teamwork and leadership, institution incorporate project management courses and collaborative projects into the curriculum. Additionally, coding bootcamps and software development courses equip students with programming skills essential in the technology-driven landscape. Workshops on presentation techniques and public speaking contribute to effective knowledge dissemination. AICTE-IDEA lab hands-on training is a key component, with laboratory sessions, internships, and industry-oriented projects providing practical experience. Career development programs assisted students in resume building, interview preparation, and networking. Entrepreneurship courses are introduced in all UG and PG courses to encourage an entrepreneurial mindset, nurturing the ability to innovate and create new ventures. Furthermore, exposure to emerging technologies through seminars, conferences, and industry partnerships ensured that students stay updated with the latest trends. Overall, these skill development initiatives aim to produce engineers who not only excel in technical prowess but also possess the interpersonal and professional skills necessary for success in a

dynamic and competitive job market.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Our institution is dedicated to fostering a culturally enriched and inclusive learning environment through the appropriate integration of the Indian knowledge system. The students are admitted to various programs from different states, with varying ethnicity, gender, culture, location, background, etc. As a result, the institution emphasizes cooperation, mutual respect, and understanding. The courses are designed to make the students worldwide competitive while also considering general regulatory standards, local, regional, and global needs. Additionally, the institution arranges regional language sessions for out-of-state students, exposing them to regional traditional values. The exchange of knowledge on coexistence, culture, language, food, and hobbies among students. Colleges regularly host cultural and sporting activities that allow students to display their traditional values. This cultural integration extends to available online courses, where digital platforms are utilized to seamlessly deliver content in Indian languages, ensuring accessibility and inclusivity for learners across the nation. The integration of the Indian knowledge system goes beyond language and culture; it encompasses the incorporation of traditional wisdom, practices, and philosophies into the academic framework. Through this approach, we seek to empower students with a well-rounded education that bridges the gap between modernity and heritage. By embracing the appropriate integration of the Indian knowledge system, our institution strives to create a learning environment that not only imparts knowledge but also instills a sense of pride and identity among students, fostering a deeper understanding of their cultural roots in the context of contemporary education.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Our institution places a significant emphasis on Outcome-Based Education (OBE) as a foundational framework to enhance the quality and relevance of our academic programs. OBE is a student-centric approach that shifts the focus from traditional teaching methods to a more results-oriented model, ensuring that students acquire specific skills, knowledge, and competencies by the end of their academic journey. The curriculum design under OBE is meticulously aligned with predefined learning outcomes, clearly articulating what students should know and be able to do upon completion of each program. This approach allows for a transparent and measurable assessment of student achievements, providing a comprehensive

understanding of their academic progress. Assessment strategies within OBE include continuous evaluation methods, authentic assessments, and a variety of formative and summative tools. This ensures that students not only grasp theoretical concepts but also develop practical skills and critical thinking abilities essential for their future careers. Regular feedback loops and data-driven insights are incorporated into the OBE framework, allowing for continuous improvement and adaptation of teaching methodologies. The ultimate goal is to produce graduates who are not only academically proficient but also well-prepared for the challenges of their professional and personal lives, contributing meaningfully to society. The institution's commitment to OBE reflects a dedication to providing a high-quality, outcome-driven education that aligns with the evolving needs of the global landscape. All the eligible programs offered by the institution are accredited from NBA New Delhi under the OBE system. The institution is also having NAAC A+ Accreditation. Various committees such as Industry Alumni Advisory Board (IAAB), Internal Quality Assurance Cell (IQAC), Department Advisory Board (DAB), and Program Assessment Committee (PAC), have been formed by drawing members from Industry, Alumni, Parents, Management, Faculty, Staff and Students. These committees guide and monitor the implementation of OBE in the college.

20.Distance education/online education:

The institution has an ICT infrastructure that enables technology-based teaching and learning practices across all the constituent units for all its programs. The Wi-Fi-enabled campus, broadband internet access, LAN system, and lecture halls and equipped with LCD projectors, smart classrooms with interactive whiteboards, and projection displays to aid in the online mode of education. The Institution incorporates a studio that generates video content that is accessible to students through a dedicated online portal. Students can access the lecture videos anytime from anywhere, including from hostels and off-campus locations. The videos/lectures can be viewed in their entirety or any selected section for quick reviews and revisions. Students also utilize the services of online e-resources from VTU-Consortium, SHODHGANGA, and e-resources that are in the Central Library. Various online platforms such as Zoom, Canvas, Google Classrooms, etc. are extensively used for online/remote learning.

Extended Profile

1.Programme

1.1

11

Number of programmes offered during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

2.Student

2.1 3220

Total number of students during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional data in Prescribed format | View File |

2.2 701

Number of outgoing / final year students during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

2.3 718

Number of students who appeared for the examinations conducted by the institution during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

3.Academic

3.1 11

Number of courses in all programmes during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

3.2 170

Number of full-time teachers during the year:

| Extended Profile | |
|---|---------------------------|
| 1.Programme | |
| 1.1 Number of programmes offered during the year: | 11 |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 2.Student | |
| 2.1 Total number of students during the year: | 3220 |
| File Description | Documents |
| Institutional data in Prescribed format | View File |
| 2.2 Number of outgoing / final year students during the year: | 701 |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 2.3 Number of students who appeared for the examinations conducted by the institution during the year: | 718 |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 3.Academic | |
| 3.1 Number of courses in all programmes during the year: | 11 |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |

| | |
|--|---------------------------|
| 3.2 | 170 |
| Number of full-time teachers during the year: | |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 3.3 | 170 |
| Number of sanctioned posts for the year: | |
| 4.Institution | |
| 4.1 | 448 |
| Number of seats earmarked for reserved categories as per GOI/State Government during the year: | |
| 4.2 | 74 |
| Total number of Classrooms and Seminar halls | |
| 4.3 | 2127 |
| Total number of computers on campus for academic purposes | |
| 4.4 | 1863.31 |
| Total expenditure, excluding salary, during the year (INR in Lakhs): | |

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

The institute follows a systematic process for curriculum development, revision, and implementation across all programs, addressing emerging technologies and opportunities at local, regional, national, and international levels. The curriculum is designed to ensure students gain the required domain knowledge, skills, and attitude as per NBA specifications.

It is developed by referencing VTU Belagavi's curriculum, the AICTE Model Curriculum, and curricula from reputed Indian and international universities. Inputs are collected from faculty, industry experts, subject experts, alumni, and bodies under the autonomy structure. In the initial phase, types of courses, electives, and detailed syllabi are framed. Subsequently, Course Outcomes (COs) are mapped to the Program Outcomes (POs) and Program Specific Outcomes (PSOs) aligned with NBA guidelines. PO and PSO attainment is monitored annually to ensure Outcome-Based Education (OBE).

The draft curriculum undergoes discussions with stakeholders and is presented to the Departmental Academic Affairs Committee for feedback. It is then reviewed by the Board of Studies (BoS), comprising experts from academia, industry, alumni, and senior faculty. Finally, the curriculum is approved by the Academic Council (AC) and published. This comprehensive process ensures the curriculum aligns with academic and industry standards.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload additional information, if any | No File Uploaded |
| Link for additional information | Nil |

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

11

| File Description | Documents |
|--|---------------------------|
| Minutes of relevant Academic Council/BOS meeting | View File |
| Details of syllabus revision during the year | View File |
| Any additional information | View File |

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

600

| File Description | Documents |
|---|---------------------------|
| Curriculum / Syllabus of such courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses | View File |
| MoUs with relevant organizations for these courses, if any | View File |
| Any additional information | View File |

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

550

| File Description | Documents |
|---|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | View File |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

550

| File Description | Documents |
|--|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | View File |
| List of Add on /Certificate programs (Data Template) | View File |

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

The institute integrates crosscutting issues such as professional

ethics, gender, human values, environment, and sustainability into the curriculum.

Professional Ethics: A mandatory course, "Constitution of India and Professional Ethics," is offered to second-year UG students. It helps students understand the significance of ethics and values in personal, social, and professional contexts.

Gender Sensitization: The institute has JAGRUTHI Cell and Grievance Redressal Cell to promote gender equity and ensure the safety of female students. The campus is secured with CCTV surveillance and high-level security. Separate hostels for boys and girls within the campus provide a safe environment for all.

Human Values: The mandatory "Universal Human Values" course for second-year UG students fosters self-reflection, confidence, and a better understanding of life at individual, societal, and existential levels.

Environment and Sustainability: The course "Environmental Studies," mandatory for third-year engineering students, educates them on environmental issues related to land, air, and water while emphasizing sustainable development.

To further reinforce these values, the institute organizes quizzes, poster competitions, and invited talks, ensuring students are actively engaged and aware of these critical issues.

| File Description | Documents |
|---|------------------|
| Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum | No File Uploaded |
| Any additional information | No File Uploaded |

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

37

| File Description | Documents |
|--|---------------------------|
| List of value-added courses | View File |
| Brochure or any other document relating to value-added courses | View File |
| Any additional information | View File |

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

1527

| File Description | Documents |
|----------------------------|---------------------------|
| List of students enrolled | View File |
| Any additional information | View File |

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

956

| File Description | Documents |
|---|---------------------------|
| List of programmes and number of students undertaking field projects / internships / student projects | View File |
| Any additional information | View File |

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni **A. All 4 of the above**

| File Description | Documents |
|---|---------------------------|
| Provide the URL for stakeholders' feedback report | Nil |
| Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | No File Uploaded |
| Any additional information | View File |

1.4.2 - The feedback system of the Institution comprises the following

B. Feedback collected, analysed and action taken

| File Description | Documents |
|---|---------------------------|
| Provide URL for stakeholders' feedback report | Nil |
| Any additional information | View File |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

979

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

380

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

The institution conducts induction programs for students and parents after enrolment to familiarize them with the system and gather stakeholders' expectations. Bridge Courses are offered to align students with institutional requirements.

Monitoring and Evaluation Systems: A dedicated First Year Coordinator oversees student learning levels, supported by a

faculty advisor for each class and mentors for every 15-20 students.

Support for Slow Learners: Slow learners are counseled by mentors to address academic and personal challenges. Tutorials are provided for challenging subjects, along with language laboratory sessions and communication skills classes to improve their soft skills. Lateral entry students receive additional Bridge Courses in mathematics to aid subject comprehension.

Opportunities for Advanced Learners: Department-specific student associations foster leadership and interpersonal skills for advanced learners. They are encouraged to participate in symposiums, paper and poster presentations, quizzes, and events organized by professional bodies.

These initiatives ensure all students, irrespective of their learning levels, receive tailored support and opportunities to excel academically and personally.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

2.2.2 - Student – Teacher (full-time) ratio

| Year | Number of Students | Number of Teachers |
|------------|--------------------|--------------------|
| 01/07/2023 | 3220 | 170 |

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

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:

Our institution prioritizes student-centric education, emphasizing experiential learning, participative learning, and problem-solving methodologies to enhance the overall learning experience. These approaches are designed to actively involve students in their

educational journey.

Experiential Learning: Hands-on activities enable students to apply theoretical knowledge in practical scenarios, fostering deeper understanding and critical thinking. As a recognized Virtual Lab Nodal Center under NITK Surathkal, the institution facilitates cutting-edge experiential learning opportunities to develop practical skills.

Participative Learning: Collaborative learning environments, including discussions, group projects, and peer engagement, create a vibrant community where students contribute actively to the collective learning experience, enhancing interpersonal and teamwork skills.

Problem-Solving Methodologies: Analytical and creative thinking is cultivated by integrating real-world challenges into the curriculum. This promotes a solutions-oriented mindset, encouraging students to approach problems proactively.

These methodologies extend beyond traditional classrooms, accommodating diverse learning styles and preparing students for a dynamic and evolving world. Through this holistic, student-centered approach, the institution is committed to empowering students with the knowledge, skills, and mindset essential for lifelong success.

| File Description | Documents |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Link for additional Information | Nil |

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

Our institution emphasizes integrating Information and Communication Technology (ICT) tools to enhance the teaching-learning process, aligning with the evolving educational landscape. Teachers are equipped to use a variety of ICT-enabled tools, including interactive presentations, educational software, virtual simulations, and collaborative platforms, to create engaging and effective learning experiences.

ICT tools enable dynamic lessons with multimedia-rich content,

facilitating the visualization of complex concepts through videos, visual aids, and interactive exercises. These tools cater to diverse learning styles and ensure real-time assessments, allowing teachers to provide immediate feedback, tailor approaches, and monitor student progress effectively.

Through the institution's Teaching Learning Center–SANJOSH, regular training and professional development sessions keep teachers updated on the latest ICT advancements and methodologies. This proactive approach not only enhances teaching efficiency but also prepares students with critical digital literacy skills essential for their future pursuits.

The institution's commitment to ICT integration reflects its dedication to fostering a modern, inclusive, and innovative learning environment that equips students to thrive in the digital age.

| File Description | Documents |
|--|------------------|
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | Nil |
| Upload any additional information | No File Uploaded |

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

132

| File Description | Documents |
|---|---------------------------|
| Upload year-wise number of students enrolled and full-time teachers on roll | View File |
| Circulars with regard to assigning mentors to mentees | View File |

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

The affiliated University provides an academic calendar for odd and even semesters separately. The College, in turn, prepares a college-level calendar, and each department will put forth a departmental calendar, which is in line with the college calendar

to ensure timely execution of micro-level activities. The academic calendar provides total effective working days in each semester. The college calendar includes list of examinations date (both CIE and SEE), vacations, holidays, festivals and major college level activities etc. The department level calendar includes additional information such as seminars, conferences, workshops, industrial visits etc.

Each faculty in the college prepares a teaching plan for each subject at the beginning of every semester. This is recorded in the Teachers Work Diary. This plan serves as a guide to conduct the activities in and outside the classroom for the students. The faculty are required to submit their work diary on weekly basis to the respective HODs and HODs check the progress of each course in a timely manner and ensure the successful completion of course.

| File Description | Documents |
|---|---------------------------|
| Upload the Academic Calendar and Teaching Plans during the year | View File |

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

170

| File Description | Documents |
|--|---------------------------|
| Year-wise full-time teachers and sanctioned posts for the year | View File |
| List of the faculty members authenticated by the Head of HEI | View File |
| Any additional information | View File |

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

48

| File Description | Documents |
|---|---------------------------|
| List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years | View File |
| Any additional information | View File |

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

1470

| File Description | Documents |
|---|---------------------------|
| List of teachers including their PAN, designation, Department and details of their experience | View File |
| Any additional information | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

42

| File Description | Documents |
|--|---------------------------|
| List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result | View File |
| Any additional information | View File |

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

1

| File Description | Documents |
|---|---------------------------|
| Upload the number of complaints and total number of students who appeared for exams during the year | View File |
| Upload any additional information | No File Uploaded |

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

The institution is using the Examination Management System (EMS) developed by "Contineo". The EMS Module is supported by the "Admission Module" and "Student Information System (SIMS) Module". The Admission Module is used to acquire the student's information as per the requirements and norms. The data acquired in the Admission Module will be imported into SIMS and EMS. Students' attendance and Continuous Internal Assessment entries are made in the SIMS Module by the course coordinator. The data will be imported to EMS after the due approval by the Dean (Academics) and Principal. The EMS Module has two sub-modules as, Seating Arrangement Module and Exam Instance Module. The Seating Arrangement Module is used for Pre-Exam processes like the generation of examination admit cards for the eligible students and seating arrangements, examination attendance forms as per the room allotments, question paper indents, etc. The Exam Instance Module is used for post-Exam processes viz, generation of barcodes for answer script coding and packeting, examiner assignment for valuation, result processing, result sheets, result analysis, the printing of grade cards, generation of an eligibility list as per norms, etc. The SEE results will be published through the Online Result portal.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

The institution is committed to transparency and clarity in its educational offerings, ensuring that both teachers and students are well-informed about the expected outcomes of each program and course. To achieve this, detailed program and course outcomes are meticulously formulated and prominently displayed on the institution's official website. These outcomes serve as a comprehensive guide, offering a clear understanding of the knowledge, skills, and competencies that students are expected to acquire upon completion of their respective programs.

Regular communication channels are established to disseminate this critical information to both teachers and students, fostering a shared understanding of the educational objectives. By providing accessible and up-to-date documentation on the institution's website, stakeholders can easily reference and align their expectations with the goals of each program. This commitment to transparency not only enhances the overall learning experience but also facilitates a collaborative and informed educational community within the institution. Ultimately, the institution strives to empower students with a roadmap for success and equip educators with the necessary tools to guide and assess student progress effectively.

| File Description | Documents |
|--|------------------|
| Upload COs for all courses (exemplars from the Glossary) | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Link for additional Information | Nil |

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

Program outcomes and course outcomes undergo rigorous evaluation during annual Program Assessment Committee (PAC) meetings, facilitated by program coordinators, department heads, and selected faculty members. These meetings serve as critical forums where the effectiveness of both the overall program outcomes and specific course outcomes are assessed in detail.

Following the PAC meetings, the evaluation process continues with a Department Advisory Board (DAB) meeting. This meeting plays a pivotal role in gathering comprehensive feedback from a diverse array of stakeholders, including students, alumni, parents, and industry representatives. Their insights and perspectives are

crucial in providing a holistic understanding of how well the program and its individual courses align with the needs and expectations of various stakeholders.

The DAB meeting serves as a platform for discussing strategies to enhance program quality, curriculum relevance, and overall educational experience. By incorporating feedback from all stakeholders, the department aims to continuously improve and adapt its educational offerings to meet current industry standards and societal needs. This iterative process of assessment and feedback ensures that the educational programs remain dynamic and responsive to evolving trends and demands in the field.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | Nil |

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

701

| File Description | Documents |
|---|---------------------------|
| Upload list of Programmes and number of students appear for and passed in the final year examinations | View File |
| Upload any additional information | View File |
| Paste link for the annual report | Nil |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

https://sjec.ac.in/storage/files/Student_Survey/Student_Satisfaction_Survey_2023-2024_Response.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution's research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented

Our institution continually enhances research facilities, making them accessible to both internal and external faculty. These facilities are widely utilized by faculty and students to foster research and innovation. Notable recent acquisitions include:

1. XILINX ARTEX-7 FPGA Evaluation Kit: Includes EK-47-AC701-G Base Board, AMS 101 Evaluation Card, and Xilinx Vivado Design Suite.
2. Tubular Muffle Furnace: For high-temperature applications.
3. Ball Mill (AIMIL): Facilitates material grinding for research applications.
4. Pulverizer (AIMIL): For reducing materials to fine particles.
5. Balance Eye Detector: Includes dual eye-tracking cameras, compatible with Windows 10 and higher.
6. UV-Visible Spectrophotometer: Microprocessor-based with high-visibility touch panel display for precise spectrophotometric analysis.
7. Fluorescence Spectrophotometer: Features standalone or PC operation, a 150W Xenon lamp, and advanced sensitivity with high-speed wavelength scanning capabilities.

The institute has implemented the SJEC Research Policy, outlining obligations, collaborative research, ownership of Intellectual Property Rights, and commercialization of research. This comprehensive policy is accessible via the college website and in booklet form for faculty and staff, underscoring the institution's commitment to fostering a robust research environment.

| File Description | Documents |
|--|---------------------------|
| Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | No File Uploaded |
| Provide URL of policy document on promotion of research uploaded on the website | Nil |
| Any additional information | View File |

3.1.2 - The institution provides seed money to its teachers for research**3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)**

25.185

| File Description | Documents |
|---|---------------------------|
| Minutes of the relevant bodies of the institution regarding seed money | No File Uploaded |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | View File |
| List of teachers receiving grant and details of grant received | No File Uploaded |
| Any additional information | View File |

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

1

| File Description | Documents |
|---|---------------------------|
| e-copies of the award letters of the teachers | View File |
| List of teachers and details of their international fellowship(s) | View File |
| Any additional information | No File Uploaded |

3.2 - Resource Mobilization for Research**3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)**

30.545

| File Description | Documents |
|--|---------------------------|
| e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations | View File |
| List of projects and grant details | No File Uploaded |
| Any additional information | View File |

3.2.2 - Number of teachers having research projects during the year

17

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |
| List of research projects during the year | View File |

3.2.3 - Number of teachers recognised as research guides

30

| File Description | Documents |
|---|---------------------------|
| Upload copies of the letter of the university recognizing teachers as research guides | View File |
| Institutional data in Prescribed format | View File |

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

5

| File Description | Documents |
|---|---------------------------|
| Supporting document from Funding Agencies | View File |
| Paste link to funding agencies' website | Nil |
| Any additional information | View File |

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

The IPR cell established in collaboration with Karnataka Science Council for Science and Technology (KSCST) helps bring awareness about IPR, enables patent searches, guides inventors in respect of patenting searches, facilitates filing of patents, etc.

The SJEC AICTE IDEA Lab established in 2021 with the support of AICTE is aimed at encouraging students to apply Science, Technology, Engineering, and Mathematics (STEM) fundamentals towards enhanced hands-on experience, learning by doing, and product visualization. The IDEA Lab makes engineering students more imaginative and creative in addition to imbibing skills of critical thinking, problem-solving, design thinking, collaboration, communication, and lifelong learning. The lab has an area of 5000 sq. ft equipped with advanced machinery, tools, and consumables to support the translation of an idea to prototype development or solution of a problem.

SJEC has gotten the approval for implementation of the National Innovation and Start-up Policy (NISIP) by the MoE.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

48

| File Description | Documents |
|--|---------------------------|
| Report of the events | View File |
| List of workshops/seminars conducted during the year | View File |
| Any additional information | View File |

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check | No File Uploaded |
| Any additional information | View File |

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

24

| File Description | Documents |
|--|---|
| URL to the research page on HEI website | https://sites.google.com/sjec.ac.in/sjecresearch/home |
| List of PhD scholars and details like name of the guide, title of thesis, and year of registration | View File |
| Any additional information | View File |

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

79

| File Description | Documents |
|---|---------------------------|
| List of research papers by title, author, department, and year of publication | View File |
| Any additional information | View File |

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

31

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed**3.4.5.1 - Total number of Citations in Scopus during the year**

1754

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Bibliometrics of the publications during the year | View File |

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University**3.4.6.1 - h-index of Scopus during the year**

7

| File Description | Documents |
|--|---------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | View File |
| Any additional information | No File Uploaded |

3.5 - Consultancy**3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)**

3.813

| File Description | Documents |
|--|---------------------------|
| Audited statements of accounts indicating the revenue generated through consultancy and corporate training | View File |
| List of consultants and revenue generated by them | No File Uploaded |
| Any additional information | View File |

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0

| File Description | Documents |
|---|---------------------------|
| Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy | View File |
| List of training programmes, teachers and staff trained for undertaking consultancy | No File Uploaded |
| List of facilities and staff available for undertaking consultancy | No File Uploaded |
| Any additional information | No File Uploaded |

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

AICUF (All India Catholic University Federation): This association is deeply involved in social service through the student community. Also, it instills spirituality among the students. It conducts visits to different primary and high schools, retreat homes, nursing homes, hospitals etc. serves the people and sensitizes the civil culture and responsibility among the students. **NSS and Youth Red Cross:** This cell organizes and promotes government initiatives such as Swacch Bharath, Save Water, Abolish Plastics, Tree Plantation, AIDS Awareness campaigns/ programmes/

Rallies, Road Safety week etc. to adapt the graduate attributes such as Engineering and Society, Environment and Sustainability, and Lifelong learning. Moreover, it organizes blood donation camps every year and conducts charity programmes for the neighbourhood. Every department conducts ESR activities and students are encouraged to take up mini and capstone projects during their course to align their engineering knowledge with society and mankind. Moreover, management arranges events of commemoration and observance of all-important days and occasions, Special technical programmes for the school children, Personality development training activities, Digital literacy campaigns, and Adult Education- Physical, Spiritual and Psychological Counselling for the students. Further, the cultural committee organizes events to pervade cultural and religious diversity.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

42

| File Description | Documents |
|--|---------------------------|
| Number of awards for extension activities in during the year | View File |
| e-copy of the award letters | View File |
| Any additional information | View File |

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

54

| File Description | Documents |
|---------------------------------|---------------------------|
| Reports of the events organized | View File |
| Any additional information | View File |

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

1897

| File Description | Documents |
|----------------------------|---------------------------|
| Reports of the events | View File |
| Any additional information | View File |

3.7 - Collaboration**3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work**

146

| File Description | Documents |
|--|---------------------------|
| Copies of documents highlighting collaboration | View File |
| Any additional information | View File |

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

49

| File Description | Documents |
|---|---------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house | View File |
| Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year | View File |
| Any additional information | View File |

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

The institution has adequate facilities for Teaching - Learning activities, viz., classrooms, laboratories, computing equipment

etc. In keeping up with the evolving needs of the students and the increase in admissions, necessary facilities were added. A summary of newly added facilities, in terms of Classrooms and Laboratories during 2023-2024 are provided below. Photographs of these facilities added are uploaded separately.

1. No. of Classrooms added in 2023-24

SL No.

Department

No of Classrooms Added

1

Computer Science & Engineering

01

2

Intelligent Computing & Business Systems

05

Total

06

1. No. of Laboratories added in 2023-24:

SL No.

Department

No of Laboratories Added

1

Intelligent Computing & Business Systems

03

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://drive.google.com/drive/folders/1_48kwxso1L_oxAuek-aYVqRRmWMjmCoZ?usp=drive_link |

4.1.2 - The institution has adequate facilities for cultural activities, yoga, sports and games (indoor and outdoor) including gymnasium, yoga centre, auditorium etc.)

The institution is well-equipped with all the necessary facilities to support and promote cultural activities, sports, games, and fitness. A dedicated infrastructure ensures that students can engage in diverse extracurricular activities, fostering their holistic development alongside academic pursuits. Cultural activities are supported by fully functional auditoriums and open spaces designed for performances, workshops, and events. These facilities encourage creativity and provide a platform for students to showcase their talents in music, dance, drama, and other art forms.

For sports and games, the institution boasts well-maintained playgrounds, catering to a wide range of disciplines. These facilities aim to enhance physical fitness and team spirit while promoting a competitive yet healthy sports culture among students. Additionally, the gymnasium is equipped with modern fitness equipment, enabling students and staff to prioritize their physical health and wellness.

During the academic year 2023-24, no new facilities were added to the existing infrastructure. However, regular maintenance and updates ensured the continued functionality and quality of the existing facilities. The institution remains committed to providing a vibrant environment that nurtures cultural and physical development, contributing to a well-rounded educational experience.

| File Description | Documents |
|---------------------------------------|------------------|
| Geotagged pictures | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

74

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

487.82

| File Description | Documents |
|--|---------------------------|
| Upload audited utilization statements | View File |
| Details of Expenditure, excluding salary, during the years | View File |
| Any additional information | View File |

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

Name of the Software: - EASYLIB 6.4a Cloud-Based Library Management System Software.

Nature of Automation: - Fully automated

Version: - 6.4a Cloud Version

Year of Automation: 2003

1. EASYLIB 6.4a Cloud-Based Library Management System Software has been deployed for automating the entire library operations.
2. Barcode technology is employed for the library housekeeping transactions.

The library uses EASYLIB 6.4a Cloud Based Library Management System Software which supports the in-house operation of the library such as acquisition, cataloguing, circulation, serial control, and WEB OPAC. It is an integrated system with all the necessary modules needed for running a library professionally and efficiently. It runs on GUI (Graphical User Interface) environment giving ease of data entry and operation. It has web components that enable sharing of library data across the campus. It also has built-in email and web publication support. As it follows internationally accepted Library Science standards like MARC, AACR2, ISO 2709, Dublin Core, etc., it is easy to interconnect with other libraries. In addition, barcode technology is employed for library housekeeping.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://sjec.easylib.net/index.php |

4.2.2 - Institution has access to the following: A. Any 4 or more of the above
e-journals e-ShodhSindhu Shodhganga
Membership e-books Databases Remote
access to e-resources

| File Description | Documents |
|---|---------------------------|
| Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership | View File |
| Upload any additional information | View File |

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

45.58

| File Description | Documents |
|--|---------------------------|
| Audited statements of accounts | View File |
| Any additional information | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

161

| File Description | Documents |
|--|---------------------------|
| Upload details of library usage by teachers and students | View File |
| Any additional information | View File |

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

The institution ensures secure network connectivity and efficient bandwidth management through the deployment of a SonicWALL NSA 5700 firewall, Ruckus ZD3050, and Ruckus SmartZone 144 Wi-Fi controllers. The campus hosts 2004 computers, 131 projectors, 95 laptops, and 156 printers, all maintained with regular software updates.

A robust network of 176 Wi-Fi devices, centrally managed by Wi-Fi controllers, provides comprehensive wireless coverage. The campus, including hostels, is under 24/7 surveillance through 411 high-definition CCTV cameras connected via campus network links. A bulk data storage unit supports long-term footage storage.

The Centralized Computing Center (CCC) is equipped with servers and bulk storage units, ensuring seamless IT operations. The institution has implemented an IT Policy governing the purchase,

maintenance, and use of IT facilities across all departments and central facilities, overseen by the CCC.

The CCC also prepares the annual IT infrastructure budget, incorporating additional departmental requirements as a separate budgetary component. This structured approach highlights the institution's commitment to modern, secure, and efficient IT infrastructure for academic and operational excellence.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://drive.google.com/file/d/1jOy2xOm1Wi-HAj1MW2hY-iwXPYbe3bfG/view?usp=sharing |

4.3.2 - Student - Computer ratio

| Number of Students | Number of Computers |
|--------------------|---------------------|
| 3220 | 1711 |

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. 50 Mbps

| File Description | Documents |
|---|---------------------------|
| Details of bandwidth available in the Institution | View File |
| Upload any additional information | View File |

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

A. All four of the above

| File Description | Documents |
|--|---|
| Upload any additional information | View File |
| Paste link for additional information | https://docs.google.com/spreadsheets/d/1S0DkPFolXzSwWezDIx5vchkulJCriBBY/edit?usp=sharing&ouid=115983770222989771010&rtpof=true&sd=true |
| List of facilities for e-content development (Data Template) | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

983.22

| File Description | Documents |
|-----------------------------------|---------------------------|
| Audited statements of accounts | View File |
| Upload any additional information | No File Uploaded |

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities – classrooms, laboratory, library, sports complex, computers, etc.

The institution maintains advisory committees to ensure the effective operation and enhancement of its supporting facilities.

Development & Planning Group of Committees:

This group oversees renovations, repairs, and new facility additions through the following sub-committees:

1. Committee for Development Projects
2. Central Computer Center (CCC) - Advisory Committee
3. Administrative Office & Campus Planning

These committees meet regularly with management to provide feedback for system improvement. Additionally, the Library, Sports, and CCC function as independent departments with dedicated staff to manage daily activities.

Facility Maintenance:

The institution follows a structured policy to replace or upgrade equipment as per university syllabus updates, tracked through ledgers and stock registers. Utilization reports and departmental status are reviewed through audits.

Infrastructure: All classrooms are equipped with ICT facilities, well-ventilated, furnished, and cleaned daily by housekeeping staff under supervision. Laboratory facilities meet statutory standards, and furniture is regularly maintained.

Campus Facilities:

The entire campus is Wi-Fi enabled, requiring students and staff to register through the CCC. The Central Library is well-stocked with ample copies of volumes across various subjects, ensuring sufficient resources for both students and faculty.

These measures reflect the institution's commitment to providing high-quality facilities and a supportive learning environment.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

478

| File Description | Documents |
|---|---------------------------|
| Upload self-attested letters with the list of students receiving scholarships | View File |
| Upload any additional information | View File |

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

922

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Institutional data in prescribed format | View File |

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | https://www.sjec.ac.in/training.php |
| Details of capability development and schemes | View File |
| Any additional information | View File |

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

760

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances

A. All of the above

through appropriate committees

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee | No File Uploaded |
| Details of student grievances including sexual harassment and ragging cases | View File |
| Upload any additional information | No File Uploaded |

5.2 - Student Progression**5.2.1 - Number of outgoing students who got placement during the year**

458

| File Description | Documents |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |

5.2.2 - Number of outgoing students progressing to higher education

34

| File Description | Documents |
|---|---------------------------|
| Upload supporting data for students/alumni | View File |
| Details of students who went for higher education | View File |
| Any additional information | No File Uploaded |

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year**5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year**

10

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for students/alumni | View File |
| Any additional information | View File |

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

8

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | View File |

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

The institution operates through 12 committee groups that facilitate smooth functioning and holistic development. Each committee incorporates student representatives, ensuring their involvement in decision-making processes.

The committees include:

1. Culture and Community Group: Promotes cultural activities and community engagement.
2. Library and Learning Group: Oversees library resources and learning enhancements.
3. Wellness & Sports Group: Focuses on student health and sports activities.
4. Discipline and Equity Group: Ensures campus discipline and promotes equity.
5. Academics and Assessment Group: Manages academic programs and evaluation systems.
6. Professional Societies Group: Supports student engagement in professional societies.
7. Placement and Training Group: Enhances employability through training and placements.
8. Development and Planning Group: Plans and executes infrastructure and facility development.

9. **Research and Facilities Group:** Encourages research and maintains research facilities.
10. **Industry and Innovation Group:** Strengthens industry relations and fosters innovation.
11. **Quality and Governance Group:** Focuses on institutional quality and governance practices.
12. **Student Welfare Group:** Addresses student well-being and overall welfare.

This structure ensures collaborative governance, with students actively contributing to institutional growth and decision-making across diverse areas.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

5.3.3 - Number of sports and cultural events / competitions organised by the institution

12

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| List of sports and cultural events / competitions organised per year | View File |
| Upload any additional information | No File Uploaded |

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

SJEC is now the Alma Mater to more than 10000 engineers and post-graduates across the globe. The SJEC alumni association strives to

1. Improve the prominence of the SJEC Alumni Association.
2. Elevate Alumni recognition and engagement
3. Maintain an up-to-date Alumni database and

4. Build a strong working relationship between the Alumni and the students.

The SJEC has a registered Alumni Association and from offering feedback on courses and curriculum to promoting campus placements,

The SJEC alumni are the off-campus brand ambassadors. The association provides a bridge for the alumni to connect with the students and interact with them. The alumni association hosts REMINISCIA - an annual conclave where alumni who have graduated over the years and are serving in various industry sectors, academia, and government bodies come together to participate in various events, including cultural sports and moderated discussions. An online portal, alumni.sjec.ac.in offers a platform for the alumni to interact with their peers and maintain a good relationship with the Institution.

Along with this, the association can also be contacted via

Email: alumni@sjec.ac.in

LinkedIn: www.linkedin.com/in/alumni-sjec-mangalore

Twitter: www.twitter.com/AlumniSjec

Instagram: [alumni_sjec](https://www.instagram.com/alumni_sjec)

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | Nil |

5.4.2 - Alumni's financial contribution during the year E. <2 Lakhs

| File Description | Documents |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership in tune with the

vision and mission of the Institution

Vision: 'To be a global premier Institution of professional education and research'

Mission

- Provide opportunities to deserving students of all communities, the Christian students in particular, for quality professional education.
- Design and deliver curricula to meet the national and global changing needs through student- centric learning methodologies.
- Attract, nurture, and retain the best faculty and technical manpower.
- Consolidate the state- of-the- art infrastructure and equipment for teaching and research activities.
- Promote all- round personality development of the students through interaction with alumni, academia, and industry.
- Strengthen the Educational Social Responsibilities of the Institution.

The Institution is managed by the Diocese of Mangalore, known for its service to mankind across the globe. The Governing Board is the chief policy-framing body of the College. The Director of the College is the Secretary of the governing board, which holds meetings at least twice a year and takes all policy decisions for the College. The college trust has appointed a Governing Council to deal with specific policies of the College. The Principal is the Secretary of the Governing Council, which holds regular meetings once every six months to discuss the policies and academic matters of the College mainly.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | Nil |

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

The administration of the College is decentralized, and this responsibility is given to three committees.

Management Committee (MC): It comprises a Director, Assistant

Directors, Principal, and HR Manager and conducts a meeting every Wednesday. It has the authority to plan and execute the administrative needs and takes major administrative decisions for the College.

College Level Committee: The College Committee consists of MC members, Deans, and Heads of all the Departments (the Chairman/Coordinators of the College Association & Committees are its special invitees when specific issues related to association activities are to be discussed). It meets at least twice a semester. It shoulders the responsibility of planning academic and other supporting activities.

Department Level Committees, including Hostels: This Committee involves MC members, respective HOD, and the department staff and meets once a month. It is responsible for preparing the department budget, planning manpower requirements, and arranging department-level activities, including academics.

Participative Management: Students are involved in PAC, DAB, and IQAC to solicit ideas and opinions to strengthen the system. Moreover, the alumni, academicians, and industry experts are actively involved in DAB and IQAC to suggest and frame deployment plans to enhance the system.

| File Description | Documents |
|---|------------------|
| Upload strategic plan and deployment documents on the website | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | Nil |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

A strategic plan called the Institutional Development Plan (IDP) has been prepared and implemented in alignment with the vision of the National Education Policy (NEP) 2020. This comprehensive plan serves as a blueprint for enhancing institutional growth and aligning academic and administrative activities with the transformative goals outlined in NEP-2020.

The IDP focuses on key areas such as curriculum restructuring, faculty development, research and innovation, infrastructure upgrades, and fostering collaborations with industry and academia. It emphasizes the integration of technology, promoting interdisciplinary learning, and encouraging the adoption of skill-based and experiential teaching methods. Special attention has been given to inclusivity and sustainability, ensuring equitable access to education for all students while fostering a greener and more resource-efficient campus environment.

To ensure its effective implementation, the IDP includes measurable goals, timelines, and monitoring mechanisms. Stakeholder involvement, including inputs from students, faculty, alumni, and industry experts, has played a crucial role in shaping the plan's objectives and execution strategies

By adhering to NEP-2020's principles, the IDP aims to equip students with 21st-century skills, foster global competencies, and create a robust ecosystem for lifelong learning. The plan aspires to position the institution as a leader in delivering quality education and driving socio-economic development.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://drive.google.com/drive/folders/1s4JzwbX07vPUGyMCE7Ldlp_s9GzYULeEa?usp=sharing |
| Upload any additional information | View File |

6.2.2 - The functioning of the various institutional bodies is effective and efficient as visible from the policies, administrative set-up, appointment and service rules, procedures, etc.

Service Rules

Service rules are prepared and approved by the Governing Board. The procedure of requirements, promotion policy, leave rules, etc., are explained in the service rules. The same is disseminated to all the faculty and staff. Printed books are made available to all the staff of the College. Any changes made to the service rule are made known through circulars.

Procedures

- The Principal organizes the conduct, valuation, and documentation of internal examinations.
- Norms are established for student etiquette, behaviour, and campus/hostel discipline.
- The Selection Committee makes an appointment of staff after ascertaining the qualifications, interview, and demonstration lectures.
- Training, probation, and confirmation are generally followed for selected appointees.
- Financial/Administrative issues are routed through proper channels (HOD & Principal) for approval by the Director.

Policies

- The Governing Board approves all faculty allocations, and the Governing Board ratifies all appointments.
- Appointments are instituted only after due advertisement, interview, and demonstration lectures to ensure fairness and transparency in the selection process.
- The roles of the Director and the Principal in financial, administrative, and academic matters are well-defined.
- The ensures autonomy and administrative ease, and the post of deans are created as and when the need arises.

| File Description | Documents |
|---|------------------|
| Paste link to Organogram on the institution webpage | Nil |
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | Nil |

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Documen | No File Uploaded |
| Screen shots of user interfaces | View File |
| Details of implementation of e-governance in areas of operation | View File |
| Any additional information | No File Uploaded |

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The institution prioritizes the well-being and professional growth of its staff through a range of support measures, including:

- **Research Support:** Awards for best publications and presentations.
- **Conference and FDP Sponsorship:** Faculty sponsorship for conferences, workshops, and FDPs.
- **Higher Education Support:** Opportunities for pursuing higher education (full-time or part-time) with salary.
- **Performance Evaluation:** Implementation of a Performance-Based Appraisal System (PBAS).
- **Statutory Benefits:** Provisions for Provident Fund, Gratuity, ESI, and maternity benefits in line with the Maternity Act.
- **Insurance:** Group Accident Insurance policy for all staff members.
- **Accommodation:** Staff quarters for those from distant locations.
- **Creche Facility:** On-campus childcare services.
- **Transport:** Institution-provided transportation.
- **Free Wi-Fi:** Complimentary Wi-Fi access across the campus.

These initiatives reflect the institution's commitment to fostering a supportive and growth-oriented environment for its staff.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

136

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

17

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres) | View File |
| Upload any additional information | View File |

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

123

| File Description | Documents |
|---|---------------------------|
| Summary of the IQAC report | View File |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | View File |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

Every financial year, budget proposals are prepared by the Finance

Committee and submitted to the GB for consideration and approval. The Management notifies all the departments at the end of the financial year to prepare budgets for their respective departments. The departments get involved in budget preparation and pre-budget exercises to ensure adequate funds for each department. Institutional requirements such as facilities, equipment, consumables, services, faculty and staff need, etc., are included in the budget. Non-budgeted/ Unforeseen expenditures are met out of the allotted institutional budget. If any, additional expenditures are sanctioned during the college development meetings held from time to time. The College borrows funds whenever the capital expenditure overshoots due to cost escalation and other similar reasons.

Internal

All the Collections are verified daily and maintained transparency in the process. Budget proposals, Payments of bills and vouchers, and supporting documents of every event and the entire financial year are scrutinized by the Internal Financial Committee, which may advise the concerned departments on any possible improvement.

External

Every year, Government-recognized Chartered Accountants audit the accounts and prepare a balance sheet under the Income Tax Act. Also, audited statements are made available via the college website.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

0.49

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | View File |
| Details of funds / grants received from non-government bodies, individuals, philanthropists during the year | View File |
| Any additional information | No File Uploaded |

6.4.3 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

The main source of income for the College is in the form of tuition fees and charity. The Institution treats each department as a separate cost center and all expenses incurred as debits. Each department prepares the budgets before the new financial year, and the Management/Financial Committee reviews the same. If any anomaly is noticed, the concerned bill is approved by the Management after explanation or justification. This helps to avoid unnecessary purchases and optimal utilization of the available resources. The tuition fees are maintained in the current account and used towards the salary and maintenance of the College. The Alumni Association is requested to contribute monetarily to the development of the system through various activities. The College also generates funds for R&D through sponsored research projects from government and non-governmental agencies. In addition, a small amount is also generated through consultancy projects. For maintaining transport and hostel facilities, a separate fee is collected. Since the Institution is a charitable organization, the Management provides funds through its sources or avails loans from banks whenever there is a shortage of funds.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | Nil |

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

The IQAC was established on 16th November 2018. Before this, the Institute Alumni Advisory Board (IAAB) and the Accreditation Cell initiated and sustained quality assurance activities. Presently, the IQAC has been revised as per the regulations put forth by NAAC.

The Cell has contributed significantly to creating a healthy/favourable learner-centric environment for quality professional education by adopting the OBE philosophy since 2011.

It has been fine-tuned and institutionalized through focused policy formation and training. At the end of every semester, IQAC conducts FDPs related to quality assurance, accreditation, and OBE under various themes to ensure continual quality improvement in the system.

To guide and monitor the implementation of OBE in the College, various committees such as DAB, and PAC have been formed by attracting members from the Industry, Alumni, Parents, Management, Faculty, Staff, and Students.

To strengthen and sustain the quality initiatives, Cell has framed Standard Operating Procedures (SOP) at every level of the organization. Further, it has developed quality metrics for internal AAA by synchronizing the requirements of both the NBA and NAAC and the institutional mission. Further, it ensures documentation of all the committees as per the standard format prescribed by the Institution.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

At the end of every semester, IQAC conducts FDPs/Workshops/Seminars/Activities to adopt new engagement pedagogies and ensure continual improvement in the teaching-learning process. The programmes discuss accreditation, teaching-learning, course design, harnessing technology in teaching, course web page development, engineering education research, etc.

Further, the Cell facilitates implementing these programmes' learning in the coming semester with a structured post-implementation analysis. Moreover, IQAC proposes to the management to send the faculty to engineering education conferences, workshops, seminars, certification programmes, etc.

The course files are designed based on Deming's Plan-Do-Check-Act Cycle to ensure continual improvements in the system for the sustainment of quality initiatives. Further, extreme care is taken to confirm COs and TLOs as per Bloom's Taxonomy through a well-framed checklist. Moreover, the Cell ensures that all departments develop, verify, and share course plans with the stakeholders before the commencement of the semester. In addition, it facilitates scientifically mapping the COs to POs with proper justification, identifying the right assessment tools and Balancing the Course-PO matrix of the programme. Apart from this, it aids in determining the right strategy to enhance the attainment of POs through PAC, DAB, and IQAC meetings by documenting the action plans categorically and following them up structurally.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| Paste the web link of annual reports of the Institution | Nil |
| Upload e-copies of accreditations and certification | View File |
| Upload details of quality assurance initiatives of the institution | View File |
| Upload any additional information | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

1. Safety and Security: The Institution considers 'Safety and Security as paramount to the system. Thus, it has invested all its available resources to safeguard its stakeholders within the Campus. Some of the major initiatives are 24x7 CCTV surveillance across the Campus, including college corridors, classrooms, enough security guards, highly intensive illumination at all prominent places, full-time hostel wardens, etc.

2. Counselling: The counselling service at SJEC is a part of the academic activity. The Management has appointed a qualified Campus Counsellor. The College has adopted the following counselling mechanism: **General Counselling:** The College identifies a few staff members as mentors and a training programme is held during the semester vacation. **Behavioural Counselling:** The Campus Counsellor takes care of students with behavioural problems.

3. Common Room: Separate and well-maintained washrooms are provided on every floor of the buildings for boys and girls. Different common rooms are provided for boys and girls to meet their rest and personal requirements. In addition, separate common rooms are provided in the workshops/machine shops to cater to the needs of the students.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy conservation, Biogas plant, Wheeling to the Grid, Sensor-based energy conservation, Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geotagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

A) Solid Waste Management:

- Solid waste is collected daily by housekeeping staff and disposed of by a private agency as per statutory regulations.
- Dustbins are placed in prominent areas to maintain hygiene.
- Dry waste, such as leaves, is sent to the campus vermicompost unit, with the compost utilized on campus or sold externally.
- Wet waste from hostels, canteens, and amenities blocks is processed in a biogas plant, producing biogas for kitchen use.

B) Liquid Waste Management:

- Liquid waste from sources like canteens, toilets, and hostels is directed to a centralized sewage treatment plant.
- Treated water is repurposed for gardening and flushing, contributing to groundwater replenishment.

C) E-Waste Management:

- **Reduce:** High-speed campus-wide Wi-Fi minimizes dependence on physical computers.

- **Reuse:** Usable electronics are donated for re-purposing after minor repairs.
- **Recycle:** Irreparable e-waste is disposed of in accordance with statutory regulations.

These sustainable practices emphasize environmental stewardship and resource conservation, aligning with statutory requirements and institutional values.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | View File |
| Geotagged photographs of the facilities | View File |
| Any other relevant information | No File Uploaded |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

| File Description | Documents |
|--|---------------------------|
| Geotagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | No File Uploaded |
| Any other relevant documents | No File Uploaded |

7.1.6 - Quality audits on environment and energy undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

B. Any 3 of the above

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions/awards
5. Beyond the campus environmental promotional activities

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | View File |
| Certificates of the awards received | View File |
| Any other relevant information | View File |

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance,

A. Any 4 or all of the above

reader, scribe, soft copies of reading materials, screen reading, etc.

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of facilities | View File |
| Policy documents and brochures on the support to be provided | No File Uploaded |
| Details of the software procured for providing assistance | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

NSS and Youth Red Cross: This cell organizes and promotes government initiatives such as Swacch Bharath, Save Water, Abolish Plastics, Tree Plantation, AIDS Awareness campaigns/ programmes/ Rallies, Road Safety week etc. to adapt the graduate attributes such as Engineering and Society, Environment and Sustainability, and Lifelong learning. Moreover, it organizes blood donation camps every year and conducts charity programmes for the neighbourhood. Every department conducts ESR activities and students are encouraged to take up mini and capstone projects during their course to align their engineering knowledge along with society and mankind. Moreover, management arranges events of commemoration and observance of all-important days and occasions, Special technical programmes for the school children, Personality development training activities, Digital literacy campaigns, and Adult Education- Physical, Spiritual and Psychological Counselling for the students. Further, the cultural committee organizes events to pervade cultural and religious diversity.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

The college conducts Universal Human Values Education classes for all newly admitted students. Key topics covered include:

- Aspirations and Concerns
- Peer Pressure
- Reverence for Excellence
- Gratitude and Love
- Foundations of Relationships - Trust

Additionally, eminent speakers deliver talks on health, hygiene, psychological well-being, and adolescence. Faculty are encouraged to complete the Universal Human Values course offered by AICTE.

Other Initiatives:

- Expert-led talks on various life-related topics.
- Appointment of a student counselor for personalized support.
- Sessions on effective assignment writing for students.
- Talks for faculty on key occasions:
 - Foundation Day
 - Teacher's Day

These measures foster holistic development, emotional well-being, and enhanced faculty-student engagement.

| File Description | Documents |
|---|---------------------------|
| Details of activities that inculcate values necessary to transform students into responsible citizens | View File |
| Any other relevant information | No File Uploaded |

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Code of Ethics - policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The college actively organizes diverse festivals to honor national leaders and foster a sense of patriotism and unity among stakeholders. Key events include:

- **National Festivals:** Republic Day, Independence Day, and Teachers' Day.
- **State-Level Celebrations:** Karnataka Rajyothsava and Engineer's Day.
- **Religious Festivals:** Onam, Moharam, Nativity, and others, embracing unity in diversity.

A pluralistic approach is practiced, encouraging students and faculty to celebrate and respect all religious and cultural functions.

Death anniversaries of prominent national figures are observed with tributes and homage, reflecting on their contributions to the nation. Special prayers are also conducted in the college chapel to honor these leaders and instill a spirit of reverence and gratitude.

| File Description | Documents |
|--|---------------------------|
| Annual report of the celebrations and commemorative events for during the year | View File |
| Geotagged photographs of some of the events | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Best Practice 1: Implementation of Active Learning Strategies

Objective: To enhance student engagement and deeper understanding through active participation. **Context:** Traditional lectures often face attention and retention challenges after 10-15 minutes, requiring active strategies to sustain learning. **Practice:** Activities like Class Polls, Think-Pair-Share, Concept Tests, Summarizing, and Muddiest Point keep students involved. These techniques encourage analyzing, creating, and reflecting on material. **Evidence of Success:** Improved recall, critical thinking, and engagement, particularly benefiting lower-performing students. **Challenges:** Resistance to activities, time constraints, and group collaboration issues. **Solutions Needed:** Structured preparation, effective group formation, and promoting active learning benefits.

Best Practice 2: Intensifying Student Performance

Objective: To motivate students to engage in group discussions, collaborative learning, and concept application. **Context:** Focus on active learner involvement, effective time management, and class control during group activities. **Practice:** Implement tutorials, build strong student-teacher relationships, foster positive peer groups, and promote a growth mindset. Encourage social and academic development through engagement in group discussions and activities. **Evidence of Success:** Improved learning experience, enhanced peer learning, and greater involvement of low-performing students. However, some students were disengaged due to lack of foundational knowledge. **Challenges:** Learner engagement and time management. **Solutions Needed:** Continuous reminders, effective group formation, and educating students on active learning strategies.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://sjec.ac.in/department/master-of-business-administration/activity/outreach-program-by-ii-mba |
| Any other relevant information | https://drive.google.com/file/d/10Ud-ofFMrYRmFcZp4iANIjgarFD85ROa/view?usp=drive_link https://drive.google.com/file/d/1pYJo9UbeiD0nRlUchGFGfwd85xS0jd0d/view?usp=drive_link |

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

- Inculcating innovative pedagogy among faculty for OBE. More specifically, structured deployment of Bloom's Taxonomy in implementing the OBE.
- Every department has come up with the Teaching-Learning Process (TLP) documents to strengthen the OBE system.
- The research strategy covers all the major academic disciplines. Faculty and students are actively involved in research in key areas of Science, Technology, and Management. The research is clearly visible in terms of wide publications and various projects securing grants from external agencies.
- A Teaching-Learning Centre (TLC) has been established to bring new pedagogies of engagement and assist the faculty members in the OBE deployment process.

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

The institute follows a systematic process for curriculum development, revision, and implementation across all programs, addressing emerging technologies and opportunities at local, regional, national, and international levels. The curriculum is designed to ensure students gain the required domain knowledge, skills, and attitude as per NBA specifications.

It is developed by referencing VTU Belagavi's curriculum, the AICTE Model Curriculum, and curricula from reputed Indian and international universities. Inputs are collected from faculty, industry experts, subject experts, alumni, and bodies under the autonomy structure. In the initial phase, types of courses, electives, and detailed syllabi are framed. Subsequently, Course Outcomes (COs) are mapped to the Program Outcomes (POs) and Program Specific Outcomes (PSOs) aligned with NBA guidelines. PO and PSO attainment is monitored annually to ensure Outcome-Based Education (OBE).

The draft curriculum undergoes discussions with stakeholders and is presented to the Departmental Academic Affairs Committee for feedback. It is then reviewed by the Board of Studies (BoS), comprising experts from academia, industry, alumni, and senior faculty. Finally, the curriculum is approved by the Academic Council (AC) and published. This comprehensive process ensures the curriculum aligns with academic and industry standards.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload additional information, if any | No File Uploaded |
| Link for additional information | Nil |

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

| 11 | |
|---|---------------------------|
| File Description | Documents |
| Minutes of relevant Academic Council/BOS meeting | View File |
| Details of syllabus revision during the year | View File |
| Any additional information | View File |
| 1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year | |
| 600 | |
| File Description | Documents |
| Curriculum / Syllabus of such courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses | View File |
| MoUs with relevant organizations for these courses, if any | View File |
| Any additional information | View File |
| 1.2 - Academic Flexibility | |
| 1.2.1 - Number of new courses introduced across all programmes offered during the year | |
| 550 | |
| File Description | Documents |
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | View File |
| Institutional data in prescribed format (Data Template) | View File |
| 1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System | |
| 550 | |

| File Description | Documents |
|--|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | View File |
| List of Add on /Certificate programs (Data Template) | View File |

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

The institute integrates crosscutting issues such as professional ethics, gender, human values, environment, and sustainability into the curriculum.

Professional Ethics: A mandatory course, "Constitution of India and Professional Ethics," is offered to second-year UG students. It helps students understand the significance of ethics and values in personal, social, and professional contexts.

Gender Sensitization: The institute has JAGRUTHI Cell and Grievance Redressal Cell to promote gender equity and ensure the safety of female students. The campus is secured with CCTV surveillance and high-level security. Separate hostels for boys and girls within the campus provide a safe environment for all.

Human Values: The mandatory "Universal Human Values" course for second-year UG students fosters self-reflection, confidence, and a better understanding of life at individual, societal, and existential levels.

Environment and Sustainability: The course "Environmental Studies," mandatory for third-year engineering students, educates them on environmental issues related to land, air, and water while emphasizing sustainable development.

To further reinforce these values, the institute organizes quizzes, poster competitions, and invited talks, ensuring students are actively engaged and aware of these critical issues.

| File Description | Documents |
|---|------------------|
| Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum | No File Uploaded |
| Any additional information | No File Uploaded |

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

37

| File Description | Documents |
|--|---------------------------|
| List of value-added courses | View File |
| Brochure or any other document relating to value-added courses | View File |
| Any additional information | View File |

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

1527

| File Description | Documents |
|----------------------------|---------------------------|
| List of students enrolled | View File |
| Any additional information | View File |

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

956

| File Description | Documents |
|---|---------------------------|
| List of programmes and number of students undertaking field projects / internships / student projects | View File |
| Any additional information | View File |

1.4 - Feedback System

| 1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni | A. All 4 of the above | | | | | | | | |
|--|---|-----------|---|---------------------------|---|---------------------------|----------------------------|---------------------------|--|
| <table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Provide the URL for stakeholders' feedback report</td> <td>Nil</td> </tr> <tr> <td>Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management</td> <td>No File Uploaded</td> </tr> <tr> <td>Any additional information</td> <td>View File</td> </tr> </tbody> </table> | File Description | Documents | Provide the URL for stakeholders' feedback report | Nil | Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | No File Uploaded | Any additional information | View File | |
| File Description | Documents | | | | | | | | |
| Provide the URL for stakeholders' feedback report | Nil | | | | | | | | |
| Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | No File Uploaded | | | | | | | | |
| Any additional information | View File | | | | | | | | |
| 1.4.2 - The feedback system of the Institution comprises the following | B. Feedback collected, analysed and action taken | | | | | | | | |
| <table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Provide URL for stakeholders' feedback report</td> <td>Nil</td> </tr> <tr> <td>Any additional information</td> <td>View File</td> </tr> </tbody> </table> | File Description | Documents | Provide URL for stakeholders' feedback report | Nil | Any additional information | View File | | | |
| File Description | Documents | | | | | | | | |
| Provide URL for stakeholders' feedback report | Nil | | | | | | | | |
| Any additional information | View File | | | | | | | | |
| TEACHING-LEARNING AND EVALUATION | | | | | | | | | |
| 2.1 - Student Enrollment and Profile | | | | | | | | | |
| 2.1.1 - Enrolment of Students | | | | | | | | | |
| 2.1.1.1 - Number of students admitted (year-wise) during the year | | | | | | | | | |
| 979 | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Any additional information</td> <td>View File</td> </tr> <tr> <td>Institutional data in prescribed format</td> <td>View File</td> </tr> </tbody> </table> | File Description | Documents | Any additional information | View File | Institutional data in prescribed format | View File | | | |
| File Description | Documents | | | | | | | | |
| Any additional information | View File | | | | | | | | |
| Institutional data in prescribed format | View File | | | | | | | | |
| 2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats) | | | | | | | | | |
| 380 | | | | | | | | | |

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

The institution conducts induction programs for students and parents after enrolment to familiarize them with the system and gather stakeholders' expectations. Bridge Courses are offered to align students with institutional requirements.

Monitoring and Evaluation Systems: A dedicated First Year Coordinator oversees student learning levels, supported by a faculty advisor for each class and mentors for every 15-20 students.

Support for Slow Learners: Slow learners are counseled by mentors to address academic and personal challenges. Tutorials are provided for challenging subjects, along with language laboratory sessions and communication skills classes to improve their soft skills. Lateral entry students receive additional Bridge Courses in mathematics to aid subject comprehension.

Opportunities for Advanced Learners: Department-specific student associations foster leadership and interpersonal skills for advanced learners. They are encouraged to participate in symposiums, paper and poster presentations, quizzes, and events organized by professional bodies.

These initiatives ensure all students, irrespective of their learning levels, receive tailored support and opportunities to excel academically and personally.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

2.2.2 - Student – Teacher (full-time) ratio

| Year | Number of Students | Number of Teachers |
|------------|--------------------|--------------------|
| 01/07/2023 | 3220 | 170 |

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

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:

Our institution prioritizes student-centric education, emphasizing experiential learning, participative learning, and problem-solving methodologies to enhance the overall learning experience. These approaches are designed to actively involve students in their educational journey.

Experiential Learning: Hands-on activities enable students to apply theoretical knowledge in practical scenarios, fostering deeper understanding and critical thinking. As a recognized Virtual Lab Nodal Center under NITK Surathkal, the institution facilitates cutting-edge experiential learning opportunities to develop practical skills.

Participative Learning: Collaborative learning environments, including discussions, group projects, and peer engagement, create a vibrant community where students contribute actively to the collective learning experience, enhancing interpersonal and teamwork skills.

Problem-Solving Methodologies: Analytical and creative thinking is cultivated by integrating real-world challenges into the curriculum. This promotes a solutions-oriented mindset, encouraging students to approach problems proactively.

These methodologies extend beyond traditional classrooms, accommodating diverse learning styles and preparing students for a dynamic and evolving world. Through this holistic, student-centered approach, the institution is committed to empowering students with the knowledge, skills, and mindset essential for lifelong success.

| File Description | Documents |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Link for additional Information | Nil |

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

Our institution emphasizes integrating Information and Communication Technology (ICT) tools to enhance the teaching-learning process, aligning with the evolving educational landscape. Teachers are equipped to use a variety of ICT-enabled tools, including interactive presentations, educational software, virtual simulations, and collaborative platforms, to create engaging and effective learning experiences.

ICT tools enable dynamic lessons with multimedia-rich content, facilitating the visualization of complex concepts through videos, visual aids, and interactive exercises. These tools cater to diverse learning styles and ensure real-time assessments, allowing teachers to provide immediate feedback, tailor approaches, and monitor student progress effectively.

Through the institution's Teaching Learning Center—SANJOSH, regular training and professional development sessions keep teachers updated on the latest ICT advancements and methodologies. This proactive approach not only enhances teaching efficiency but also prepares students with critical digital literacy skills essential for their future pursuits.

The institution's commitment to ICT integration reflects its dedication to fostering a modern, inclusive, and innovative learning environment that equips students to thrive in the digital age.

| File Description | Documents |
|--|------------------|
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | Nil |
| Upload any additional information | No File Uploaded |

2.3.3 - Ratio of students to mentor for academic and other related issues**2.3.3.1 - Number of mentors**

132

| File Description | Documents |
|---|---------------------------|
| Upload year-wise number of students enrolled and full-time teachers on roll | View File |
| Circulars with regard to assigning mentors to mentees | View File |

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

The affiliated University provides an academic calendar for odd and even semesters separately. The College, in turn, prepares a college-level calendar, and each department will put forth a departmental calendar, which is in line with the college calendar to ensure timely execution of micro-level activities. The academic calendar provides total effective working days in each semester. The college calendar includes list of examinations date (both CIE and SEE), vacations, holidays, festivals and major college level activities etc. The department level calendar includes additional information such as seminars, conferences, workshops, industrial visits etc.

Each faculty in the college prepares a teaching plan for each subject at the beginning of every semester. This is recorded in the Teachers Work Diary. This plan serves as a guide to conduct the activities in and outside the classroom for the students. The faculty are required to submit their work diary on weekly basis to the respective HODs and HODs check the progress of each course in a timely manner and ensure the successful completion of course.

| File Description | Documents |
|---|---------------------------|
| Upload the Academic Calendar and Teaching Plans during the year | View File |

2.4 - Teacher Profile and Quality**2.4.1 - Number of full-time teachers against sanctioned posts during the year**

170

| File Description | Documents |
|--|---------------------------|
| Year-wise full-time teachers and sanctioned posts for the year | View File |
| List of the faculty members authenticated by the Head of HEI | View File |
| Any additional information | View File |

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

48

| File Description | Documents |
|---|---------------------------|
| List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years | View File |
| Any additional information | View File |

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

1470

| File Description | Documents |
|---|---------------------------|
| List of teachers including their PAN, designation, Department and details of their experience | View File |
| Any additional information | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

42

| File Description | Documents |
|--|---------------------------|
| List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result | View File |
| Any additional information | View File |

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

1

| File Description | Documents |
|---|---------------------------|
| Upload the number of complaints and total number of students who appeared for exams during the year | View File |
| Upload any additional information | No File Uploaded |

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

The institution is using the Examination Management System (EMS) developed by "Contineo". The EMS Module is supported by the "Admission Module" and "Student Information System (SIMS) Module". The Admission Module is used to acquire the student's information as per the requirements and norms. The data acquired in the Admission Module will be imported into SIMS and EMS. Students' attendance and Continuous Internal Assessment entries are made in the SIMS Module by the course coordinator. The data will be imported to EMS after the due approval by the Dean (Academics) and Principal. The EMS Module has two sub-modules as, Seating Arrangement Module and Exam Instance Module. The Seating Arrangement Module is used for Pre-Exam processes like the generation of examination admit cards for the eligible students and seating arrangements, examination attendance forms as per the room allotments, question paper indents, etc. The Exam Instance Module is used for post-Exam processes viz, generation of barcodes for answer script coding and packeting, examiner assignment for valuation, result processing, result sheets, result analysis, the printing of grade cards, generation of an eligibility list as per norms, etc. The SEE results will be published through the Online

Result portal.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

The institution is committed to transparency and clarity in its educational offerings, ensuring that both teachers and students are well-informed about the expected outcomes of each program and course. To achieve this, detailed program and course outcomes are meticulously formulated and prominently displayed on the institution's official website. These outcomes serve as a comprehensive guide, offering a clear understanding of the knowledge, skills, and competencies that students are expected to acquire upon completion of their respective programs.

Regular communication channels are established to disseminate this critical information to both teachers and students, fostering a shared understanding of the educational objectives. By providing accessible and up-to-date documentation on the institution's website, stakeholders can easily reference and align their expectations with the goals of each program. This commitment to transparency not only enhances the overall learning experience but also facilitates a collaborative and informed educational community within the institution. Ultimately, the institution strives to empower students with a roadmap for success and equip educators with the necessary tools to guide and assess student progress effectively.

| File Description | Documents |
|--|------------------|
| Upload COs for all courses (exemplars from the Glossary) | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Link for additional Information | Nil |

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

Program outcomes and course outcomes undergo rigorous evaluation during annual Program Assessment Committee (PAC) meetings, facilitated by program coordinators, department heads, and selected faculty members. These meetings serve as critical forums where the effectiveness of both the overall program outcomes and specific course outcomes are assessed in detail.

Following the PAC meetings, the evaluation process continues with a Department Advisory Board (DAB) meeting. This meeting plays a pivotal role in gathering comprehensive feedback from a diverse array of stakeholders, including students, alumni, parents, and industry representatives. Their insights and perspectives are crucial in providing a holistic understanding of how well the program and its individual courses align with the needs and expectations of various stakeholders.

The DAB meeting serves as a platform for discussing strategies to enhance program quality, curriculum relevance, and overall educational experience. By incorporating feedback from all stakeholders, the department aims to continuously improve and adapt its educational offerings to meet current industry standards and societal needs. This iterative process of assessment and feedback ensures that the educational programs remain dynamic and responsive to evolving trends and demands in the field.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | Nil |

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

701

| File Description | Documents |
|---|---------------------------|
| Upload list of Programmes and number of students appear for and passed in the final year examinations | View File |
| Upload any additional information | View File |
| Paste link for the annual report | Nil |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

https://sjec.ac.in/storage/files/Student_Survey/Student_Satisfaction_Survey_2023-2024_Response.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution's research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented

Our institution continually enhances research facilities, making them accessible to both internal and external faculty. These facilities are widely utilized by faculty and students to foster research and innovation. Notable recent acquisitions include:

1. XILINX ARTEX-7 FPGA Evaluation Kit: Includes EK-47-AC701-G Base Board, AMS 101 Evaluation Card, and Xilinx Vivado Design Suite.
2. Tubular Muffle Furnace: For high-temperature applications.
3. Ball Mill (AIMIL): Facilitates material grinding for research applications.
4. Pulverizer (AIMIL): For reducing materials to fine particles.
5. Balance Eye Detector: Includes dual eye-tracking cameras, compatible with Windows 10 and higher.
6. UV-Visible Spectrophotometer: Microprocessor-based with high-visibility touch panel display for precise spectrophotometric analysis.
7. Fluorescence Spectrophotometer: Features standalone or PC

operation, a 150W Xenon lamp, and advanced sensitivity with high-speed wavelength scanning capabilities.

The institute has implemented the SJEC Research Policy, outlining obligations, collaborative research, ownership of Intellectual Property Rights, and commercialization of research. This comprehensive policy is accessible via the college website and in booklet form for faculty and staff, underscoring the institution's commitment to fostering a robust research environment.

| File Description | Documents |
|--|---------------------------|
| Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | No File Uploaded |
| Provide URL of policy document on promotion of research uploaded on the website | Nil |
| Any additional information | View File |

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

25.185

| File Description | Documents |
|---|---------------------------|
| Minutes of the relevant bodies of the institution regarding seed money | No File Uploaded |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | View File |
| List of teachers receiving grant and details of grant received | No File Uploaded |
| Any additional information | View File |

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year**1**

| File Description | Documents |
|---|---------------------------|
| e-copies of the award letters of the teachers | View File |
| List of teachers and details of their international fellowship(s) | View File |
| Any additional information | No File Uploaded |

3.2 - Resource Mobilization for Research**3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)****30.545**

| File Description | Documents |
|--|---------------------------|
| e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations | View File |
| List of projects and grant details | No File Uploaded |
| Any additional information | View File |

3.2.2 - Number of teachers having research projects during the year**17**

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |
| List of research projects during the year | View File |

3.2.3 - Number of teachers recognised as research guides

30

| File Description | Documents |
|---|---------------------------|
| Upload copies of the letter of the university recognizing teachers as research guides | View File |
| Institutional data in Prescribed format | View File |

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

5

| File Description | Documents |
|---|---------------------------|
| Supporting document from Funding Agencies | View File |
| Paste link to funding agencies' website | Nil |
| Any additional information | View File |

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

The IPR cell established in collaboration with Karnataka Science Council for Science and Technology (KSCST) helps bring awareness about IPR, enables patent searches, guides inventors in respect of patenting searches, facilitates filing of patents, etc.

The SJEC AICTE IDEA Lab established in 2021 with the support of AICTE is aimed at encouraging students to apply Science, Technology, Engineering, and Mathematics (STEM) fundamentals towards enhanced hands-on experience, learning by doing, and product visualization. The IDEA Lab makes engineering students more imaginative and creative in addition to imbibing skills of critical thinking, problem-solving, design thinking, collaboration, communication, and lifelong learning. The lab has an area of 5000 sq. ft equipped with advanced machinery, tools, and consumables to support the translation of an idea to prototype development or solution of a problem.

SJEC has gotten the approval for implementation of the National Innovation and Start-up Policy (NISIP) by the MoE.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

48

| File Description | Documents |
|--|---------------------------|
| Report of the events | View File |
| List of workshops/seminars conducted during the year | View File |
| Any additional information | View File |

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check | No File Uploaded |
| Any additional information | View File |

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

24

| File Description | Documents |
|--|---|
| URL to the research page on HEI website | https://sites.google.com/sjec.ac.in/sjecresearch/home |
| List of PhD scholars and details like name of the guide, title of thesis, and year of registration | View File |
| Any additional information | View File |

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

79

| File Description | Documents |
|---|---------------------------|
| List of research papers by title, author, department, and year of publication | View File |
| Any additional information | View File |

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

31

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed**3.4.5.1 - Total number of Citations in Scopus during the year**

1754

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Bibliometrics of the publications during the year | View File |

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

7

| File Description | Documents |
|--|---------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | View File |
| Any additional information | No File Uploaded |

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

3.813

| File Description | Documents |
|--|---------------------------|
| Audited statements of accounts indicating the revenue generated through consultancy and corporate training | View File |
| List of consultants and revenue generated by them | No File Uploaded |
| Any additional information | View File |

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0

| File Description | Documents |
|---|---------------------------|
| Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy | View File |
| List of training programmes, teachers and staff trained for undertaking consultancy | No File Uploaded |
| List of facilities and staff available for undertaking consultancy | No File Uploaded |
| Any additional information | No File Uploaded |

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

AICUF (All India Catholic University Federation): This association is deeply involved in social service through the student community. Also, it instills spirituality among the students. It conducts visits to different primary and high schools, retreat homes, nursing homes, hospitals etc. serves the people and sensitizes the civil culture and responsibility among the students. **NSS and Youth Red Cross:** This cell organizes and promotes government initiatives such as Swacch Bharath, Save Water, Abolish Plastics, Tree Plantation, AIDS Awareness campaigns/ programmes/

Rallies, Road Safety week etc. to adapt the graduate attributes such as Engineering and Society, Environment and Sustainability, and Lifelong learning. Moreover, it organizes blood donation camps every year and conducts charity programmes for the neighbourhood. Every department conducts ESR activities and students are encouraged to take up mini and capstone projects during their course to align their engineering knowledge with society and mankind. Moreover, management arranges events of commemoration and observance of all-important days and occasions, Special technical programmes for the school children, Personality development training activities, Digital literacy campaigns, and Adult Education-Physical, Spiritual and Psychological Counselling for the students. Further, the cultural committee organizes events to

pervade cultural and religious diversity.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

42

| File Description | Documents |
|--|---------------------------|
| Number of awards for extension activities in during the year | View File |
| e-copy of the award letters | View File |
| Any additional information | View File |

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

54

| File Description | Documents |
|---------------------------------|---------------------------|
| Reports of the events organized | View File |
| Any additional information | View File |

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

1897

| File Description | Documents |
|----------------------------|---------------------------|
| Reports of the events | View File |
| Any additional information | View File |

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

146

| File Description | Documents |
|--|---------------------------|
| Copies of documents highlighting collaboration | View File |
| Any additional information | View File |

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

49

| File Description | Documents |
|---|---------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house | View File |
| Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year | View File |
| Any additional information | View File |

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

The institution has adequate facilities for Teaching - Learning activities, viz., classrooms, laboratories, computing equipment etc. In keeping up with the evolving needs of the students and the increase in admissions, necessary facilities were added. A summary of newly added facilities, in terms of Classrooms and Laboratories during 2023-2024 are provided below. Photographs of these facilities added are uploaded separately.

1. No. of Classrooms added in 2023-24

SL No.

Department

No of Classrooms Added

1

Computer Science & Engineering

01

2

Intelligent Computing & Business Systems

05

Total

06

1. No. of Laboratories added in 2023-24:

SL No.

Department

No of Laboratories Added

1

Intelligent Computing & Business Systems

03

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://drive.google.com/drive/folders/148kwxso1L_oxAuek-aYVqRRmWMjmCoZ?usp=drive_link |

4.1.2 - The institution has adequate facilities for cultural activities, yoga, sports and games (indoor and outdoor) including gymnasium, yoga centre, auditorium etc.)

The institution is well-equipped with all the necessary facilities to support and promote cultural activities, sports, games, and fitness. A dedicated infrastructure ensures that students can engage in diverse extracurricular activities, fostering their holistic development alongside academic pursuits. Cultural activities are supported by fully functional auditoriums and open spaces designed for performances, workshops, and events. These facilities encourage creativity and provide a platform for students to showcase their talents in music, dance, drama, and other art forms.

For sports and games, the institution boasts well-maintained playgrounds, catering to a wide range of disciplines. These facilities aim to enhance physical fitness and team spirit while promoting a competitive yet healthy sports culture among students. Additionally, the gymnasium is equipped with modern fitness equipment, enabling students and staff to prioritize their physical health and wellness.

During the academic year 2023-24, no new facilities were added to the existing infrastructure. However, regular maintenance and updates ensured the continued functionality and quality of the existing facilities. The institution remains committed to providing a vibrant environment that nurtures cultural and physical development, contributing to a well-rounded educational experience.

| File Description | Documents |
|---------------------------------------|------------------|
| Geotagged pictures | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

74

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

487.82

| File Description | Documents |
|--|---------------------------|
| Upload audited utilization statements | View File |
| Details of Expenditure, excluding salary, during the years | View File |
| Any additional information | View File |

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

Name of the Software: - EASYLIB 6.4a Cloud-Based Library Management System Software.

Nature of Automation: - Fully automated

Version: - 6.4a Cloud Version

Year of Automation: 2003

1. EASYLIB 6.4a Cloud-Based Library Management System Software has been deployed for automating the entire library operations.
2. Barcode technology is employed for the library housekeeping transactions.

The library uses EASYLIB 6.4a Cloud Based Library Management System Software which supports the in-house operation of the library such as acquisition, cataloguing, circulation, serial control, and WEB OPAC. It is an integrated system with all the necessary modules needed for running a library professionally and efficiently. It runs on GUI (Graphical User Interface) environment giving ease of data entry and operation. It has web components that enable sharing of library data across the campus. It also has built-in email and web publication support. As it follows internationally accepted Library Science standards like MARC, AACR2, ISO 2709, Dublin Core, etc., it is easy to interconnect with other libraries. In addition, barcode technology is employed for library housekeeping.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://sjec.easylib.net/index.php |

4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources

A. Any 4 or more of the above

| File Description | Documents |
|---|---------------------------|
| Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership | View File |
| Upload any additional information | View File |

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

45.58

| File Description | Documents |
|--|---------------------------|
| Audited statements of accounts | View File |
| Any additional information | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

161

| File Description | Documents |
|--|---------------------------|
| Upload details of library usage by teachers and students | View File |
| Any additional information | View File |

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

The institution ensures secure network connectivity and efficient bandwidth management through the deployment of a SonicWALL NSA 5700 firewall, Ruckus ZD3050, and Ruckus SmartZone 144 Wi-Fi controllers. The campus hosts 2004 computers, 131 projectors, 95 laptops, and 156 printers, all maintained with regular software updates.

A robust network of 176 Wi-Fi devices, centrally managed by Wi-Fi controllers, provides comprehensive wireless coverage. The campus, including hostels, is under 24/7 surveillance through 411 high-definition CCTV cameras connected via campus network links. A bulk data storage unit supports long-term footage storage.

The Centralized Computing Center (CCC) is equipped with servers and bulk storage units, ensuring seamless IT operations. The institution has implemented an IT Policy governing the purchase, maintenance, and use of IT facilities across all departments and central facilities, overseen by the CCC.

The CCC also prepares the annual IT infrastructure budget, incorporating additional departmental requirements as a separate budgetary component. This structured approach highlights the institution's commitment to modern, secure, and efficient IT infrastructure for academic and operational excellence.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://drive.google.com/file/d/1j0y2x0m1Wi-HAj1MW2hY-iwXPYbe3bfG/view?usp=sharing |

4.3.2 - Student - Computer ratio

| Number of Students | Number of Computers |
|--------------------|---------------------|
| 3220 | 1711 |

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. 750 Mbps

| File Description | Documents |
|---|---------------------------|
| Details of bandwidth available in the Institution | View File |
| Upload any additional information | View File |

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

A. All four of the above

| File Description | Documents |
|--|---|
| Upload any additional information | View File |
| Paste link for additional information | https://docs.google.com/spreadsheets/d/1S0DkPFo1XzSwWezDIx5vchkulJCriBBY/edit?usp=sharing&ouid=115983770222989771010&rtpof=true&sd=true |
| List of facilities for e-content development (Data Template) | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

983.22

| File Description | Documents |
|-----------------------------------|---------------------------|
| Audited statements of accounts | View File |
| Upload any additional information | No File Uploaded |

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities – classrooms, laboratory, library, sports complex, computers, etc.

The institution maintains advisory committees to ensure the effective operation and enhancement of its supporting facilities.

Development & Planning Group of Committees:

This group oversees renovations, repairs, and new facility additions through the following sub-committees:

1. Committee for Development Projects
2. Central Computer Center (CCC) - Advisory Committee
3. Administrative Office & Campus Planning

These committees meet regularly with management to provide feedback for system improvement. Additionally, the Library, Sports, and CCC function as independent departments with dedicated staff to manage daily activities.

Facility Maintenance:

The institution follows a structured policy to replace or upgrade equipment as per university syllabus updates, tracked through ledgers and stock registers. Utilization reports and departmental status are reviewed through audits.

Infrastructure: All classrooms are equipped with ICT facilities, well-ventilated, furnished, and cleaned daily by housekeeping staff under supervision. Laboratory facilities meet statutory standards, and furniture is regularly maintained.

Campus Facilities:

The entire campus is Wi-Fi enabled, requiring students and staff to register through the CCC. The Central Library is well-stocked with ample copies of volumes across various subjects, ensuring sufficient resources for both students and faculty.

These measures reflect the institution's commitment to providing high-quality facilities and a supportive learning environment.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

STUDENT SUPPORT AND PROGRESSION**5.1 - Student Support****5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year**

478

| File Description | Documents |
|---|---------------------------|
| Upload self-attested letters with the list of students receiving scholarships | View File |
| Upload any additional information | View File |

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

922

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Institutional data in prescribed format | View File |

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | https://www.sjec.ac.in/training.php |
| Details of capability development and schemes | View File |
| Any additional information | View File |

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

760

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines

A. All of the above

of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee | No File Uploaded |
| Details of student grievances including sexual harassment and ragging cases | View File |
| Upload any additional information | No File Uploaded |

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

458

| File Description | Documents |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |

5.2.2 - Number of outgoing students progressing to higher education

34

| File Description | Documents |
|---|---------------------------|
| Upload supporting data for students/alumni | View File |
| Details of students who went for higher education | View File |
| Any additional information | No File Uploaded |

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

10

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for students/alumni | View File |
| Any additional information | View File |

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

8

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | View File |

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

The institution operates through 12 committee groups that facilitate smooth functioning and holistic development. Each committee incorporates student representatives, ensuring their involvement in decision-making processes.

The committees include:

1. Culture and Community Group: Promotes cultural activities and community engagement.
2. Library and Learning Group: Oversees library resources and learning enhancements.
3. Wellness & Sports Group: Focuses on student health and sports activities.
4. Discipline and Equity Group: Ensures campus discipline and promotes equity.
5. Academics and Assessment Group: Manages academic programs and evaluation systems.
6. Professional Societies Group: Supports student engagement

in professional societies.

7. Placement and Training Group: Enhances employability through training and placements.
8. Development and Planning Group: Plans and executes infrastructure and facility development.
9. Research and Facilities Group: Encourages research and maintains research facilities.
10. Industry and Innovation Group: Strengthens industry relations and fosters innovation.
11. Quality and Governance Group: Focuses on institutional quality and governance practices.
12. Student Welfare Group: Addresses student well-being and overall welfare.

This structure ensures collaborative governance, with students actively contributing to institutional growth and decision-making across diverse areas.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

5.3.3 - Number of sports and cultural events / competitions organised by the institution

12

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| List of sports and cultural events / competitions organised per year | View File |
| Upload any additional information | No File Uploaded |

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

SJEC is now the Alma Mater to more than 10000 engineers and post-graduates across the globe. The SJEC alumni association strives to

1. Improve the prominence of the SJEC Alumni Association.
2. Elevate Alumni recognition and engagement
3. Maintain an up-to-date Alumni database and
4. Build a strong working relationship between the Alumni and the students.

The SJEC has a registered Alumni Association and from offering feedback on courses and curriculum to promoting campus placements,

The SJEC alumni are the off-campus brand ambassadors. The association provides a bridge for the alumni to connect with the students and interact with them. The alumni association hosts REMINISCIA - an annual conclave where alumni who have graduated over the years and are serving in various industry sectors, academia, and government bodies come together to participate in various events, including cultural sports and moderated discussions. An online portal, alumni.sjec.ac.in offers a platform for the alumni to interact with their peers and maintain a good relationship with the Institution.

Along with this, the association can also be contacted via

Email: alumni@sjec.ac.in

LinkedIn: www.linkedin.com/in/alumni-sjec-mangalore

Twitter: www.twitter.com/AlumniSjec

Instagram: [alumni_sjec](https://www.instagram.com/alumni_sjec)

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | Nil |

5.4.2 - Alumni's financial contribution during the year

E. <2 Lakhs

| File Description | Documents |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Vision: 'To be a global premier Institution of professional education and research'

Mission

- Provide opportunities to deserving students of all communities, the Christian students in particular, for quality professional education.
- Design and deliver curricula to meet the national and global changing needs through student- centric learning methodologies.
- Attract, nurture, and retain the best faculty and technical manpower.
- Consolidate the state- of-the- art infrastructure and equipment for teaching and research activities.
- Promote all- round personality development of the students through interaction with alumni, academia, and industry.
- Strengthen the Educational Social Responsibilities of the Institution.

The Institution is managed by the Diocese of Mangalore, known for its service to mankind across the globe. The Governing Board is the chief policy-framing body of the College. The Director of the College is the Secretary of the governing board, which holds meetings at least twice a year and takes all policy decisions for the College. The college trust has appointed a Governing Council to deal with specific policies of the College. The Principal is the Secretary of the Governing Council, which holds regular meetings once every six months to discuss the policies and academic matters of the College mainly.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | Nil |

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

The administration of the College is decentralized, and this responsibility is given to three committees.

Management Committee (MC): It comprises a Director, Assistant Directors, Principal, and HR Manager and conducts a meeting every Wednesday. It has the authority to plan and execute the administrative needs and takes major administrative decisions for the College.

College Level Committee: The College Committee consists of MC members, Deans, and Heads of all the Departments (the Chairman/Coordinators of the College Association & Committees are its special invitees when specific issues related to association activities are to be discussed). It meets at least twice a semester. It shoulders the responsibility of planning academic and other supporting activities.

Department Level Committees, including Hostels: This Committee involves MC members, respective HOD, and the department staff and meets once a month. It is responsible for preparing the department budget, planning manpower requirements, and arranging department-level activities, including academics.

Participative Management: Students are involved in PAC, DAB, and IQAC to solicit ideas and opinions to strengthen the system. Moreover, the alumni, academicians, and industry experts are actively involved in DAB and IQAC to suggest and frame deployment plans to enhance the system.

| File Description | Documents |
|---|------------------|
| Upload strategic plan and deployment documents on the website | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | Nil |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

A strategic plan called the Institutional Development Plan (IDP) has been prepared and implemented in alignment with the vision of the National Education Policy (NEP) 2020. This comprehensive plan serves as a blueprint for enhancing institutional growth and aligning academic and administrative activities with the transformative goals outlined in NEP-2020.

The IDP focuses on key areas such as curriculum restructuring, faculty development, research and innovation, infrastructure upgrades, and fostering collaborations with industry and academia. It emphasizes the integration of technology, promoting interdisciplinary learning, and encouraging the adoption of skill-based and experiential teaching methods. Special attention has been given to inclusivity and sustainability, ensuring equitable access to education for all students while fostering a greener and more resource-efficient campus environment.

To ensure its effective implementation, the IDP includes measurable goals, timelines, and monitoring mechanisms. Stakeholder involvement, including inputs from students, faculty, alumni, and industry experts, has played a crucial role in shaping the plan's objectives and execution strategies

By adhering to NEP-2020's principles, the IDP aims to equip students with 21st-century skills, foster global competencies, and create a robust ecosystem for lifelong learning. The plan aspires to position the institution as a leader in delivering quality education and driving socio-economic development.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://drive.google.com/drive/folders/1s4JzwbX07vPUGyMCE7Ldlp_s9GzYU1Ea?usp=sharing |
| Upload any additional information | View File |

6.2.2 - The functioning of the various institutional bodies is effective and efficient as visible from the policies, administrative set-up, appointment and service rules, procedures, etc.

Service Rules

Service rules are prepared and approved by the Governing Board. The procedure of requirements, promotion policy, leave rules, etc., are explained in the service rules. The same is disseminated to all the faculty and staff. Printed books are made available to all the staff of the College. Any changes made to the service rule are made known through circulars.

Procedures

- The Principal organizes the conduct, valuation, and documentation of internal examinations.
- Norms are established for student etiquette, behaviour, and campus/hostel discipline.
- The Selection Committee makes an appointment of staff after ascertaining the qualifications, interview, and demonstration lectures.
- Training, probation, and confirmation are generally followed for selected appointees.
- Financial/Administrative issues are routed through proper channels (HOD & Principal) for approval by the Director.

Policies

- The Governing Board approves all faculty allocations, and the Governing Board ratifies all appointments.
- Appointments are instituted only after due advertisement, interview, and demonstration lectures to ensure fairness

and transparency in the selection process.

- The roles of the Director and the Principal in financial, administrative, and academic matters are well-defined.
- The ensures autonomy and administrative ease, and the post of deans are created as and when the need arises.

| File Description | Documents |
|---|------------------|
| Paste link to Organogram on the institution webpage | Nil |
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | Nil |

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Documen | No File Uploaded |
| Screen shots of user interfaces | View File |
| Details of implementation of e-governance in areas of operation | View File |
| Any additional information | No File Uploaded |

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The institution prioritizes the well-being and professional growth of its staff through a range of support measures, including:

- **Research Support:** Awards for best publications and presentations.
- **Conference and FDP Sponsorship:** Faculty sponsorship for conferences, workshops, and FDPs.
- **Higher Education Support:** Opportunities for pursuing higher education (full-time or part-time) with salary.

- **Performance Evaluation:** Implementation of a Performance-Based Appraisal System (PBAS).
- **Statutory Benefits:** Provisions for Provident Fund, Gratuity, ESI, and maternity benefits in line with the Maternity Act.
- **Insurance:** Group Accident Insurance policy for all staff members.
- **Accommodation:** Staff quarters for those from distant locations.
- **Creche Facility:** On-campus childcare services.
- **Transport:** Institution-provided transportation.
- **Free Wi-Fi:** Complimentary Wi-Fi access across the campus.

These initiatives reflect the institution's commitment to fostering a supportive and growth-oriented environment for its staff.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

136

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

17

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres) | View File |
| Upload any additional information | View File |

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

123

| File Description | Documents |
|---|---------------------------|
| Summary of the IQAC report | View File |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | View File |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

Every financial year, budget proposals are prepared by the Finance Committee and submitted to the GB for consideration and approval. The Management notifies all the departments at the end of the financial year to prepare budgets for their respective departments. The departments get involved in budget preparation and pre-budget exercises to ensure adequate funds for each department. Institutional requirements such as facilities, equipment, consumables, services, faculty and staff need, etc., are included in the budget. Non-budgeted/ Unforeseen expenditures are met out of the allotted institutional budget. If any, additional expenditures are sanctioned during the college development meetings held from time to time. The College borrows funds whenever the capital expenditure overshoots due to cost escalation and other similar reasons.

Internal

All the Collections are verified daily and maintained transparency in the process. Budget proposals, Payments of bills and vouchers, and supporting documents of every event and the entire financial year are scrutinized by the Internal Financial Committee, which may advise the concerned departments on any possible improvement.

External

Every year, Government-recognized Chartered Accountants audit the accounts and prepare a balance sheet under the Income Tax Act. Also, audited statements are made available via the college website.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

0.49

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | View File |
| Details of funds / grants received from non-government bodies, individuals, philanthropists during the year | View File |
| Any additional information | No File Uploaded |

6.4.3 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

The main source of income for the College is in the form of tuition fees and charity. The Institution treats each department as a separate cost center and all expenses incurred as debits. Each department prepares the budgets before the new financial year, and the Management/Financial Committee reviews the same. If any anomaly is noticed, the concerned bill is approved by the Management after explanation or justification. This helps to avoid unnecessary purchases and optimal

utilization of the available resources. The tuition fees are maintained in the current account and used towards the salary and maintenance of the College. The Alumni Association is requested to contribute monetarily to the development of the system through various activities. The College also generates funds for R&D through sponsored research projects from government and non-governmental agencies. In addition, a small amount is also generated through consultancy projects. For maintaining transport and hostel facilities, a separate fee is collected. Since the Institution is a charitable organization, the Management provides funds through its sources or avails loans from banks whenever there is a shortage of funds.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | Nil |

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

The IQAC was established on 16th November 2018. Before this, the Institute Alumni Advisory Board (IAAB) and the Accreditation Cell initiated and sustained quality assurance activities. Presently, the IQAC has been revised as per the regulations put forth by NAAC.

The Cell has contributed significantly to creating a healthy/favourable learner-centric environment for quality professional education by adopting the OBE philosophy since 2011.

It has been fine-tuned and institutionalized through focused policy formation and training. At the end of every semester, IQAC conducts FDPs related to quality assurance, accreditation, and OBE under various themes to ensure continual quality improvement in the system.

To guide and monitor the implementation of OBE in the College, various committees such as DAB, and PAC have been formed by

attracting members from the Industry, Alumni, Parents, Management, Faculty, Staff, and Students.

To strengthen and sustain the quality initiatives, Cell has framed Standard Operating Procedures (SOP) at every level of the organization. Further, it has developed quality metrics for internal AAA by synchronizing the requirements of both the NBA and NAAC and the institutional mission. Further, it ensures documentation of all the committees as per the standard format prescribed by the Institution.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

At the end of every semester, IQAC conducts FDPs/Workshops/Seminars/Activities to adopt new engagement pedagogies and ensure continual improvement in the teaching-learning process. The programmes discuss accreditation, teaching-learning, course design, harnessing technology in teaching, course web page development, engineering education research, etc.

Further, the Cell facilitates implementing these programmes' learning in the coming semester with a structured post-implementation analysis. Moreover, IQAC proposes to the management to send the faculty to engineering education conferences, workshops, seminars, certification programmes, etc.

The course files are designed based on Deming's Plan-Do-Check-Act Cycle to ensure continual improvements in the system for the sustainment of quality initiatives. Further, extreme care is taken to confirm COs and TLOs as per Bloom's Taxonomy through a well-framed checklist. Moreover, the Cell ensures that all departments develop, verify, and share course plans with the stakeholders before the commencement of the semester. In addition, it facilitates scientifically mapping the COs to POs with proper justification, identifying the right assessment tools and Balancing the Course-PO matrix of the programme.

Apart from this, it aids in determining the right strategy to enhance the attainment of POs through PAC, DAB, and IQAC meetings by documenting the action plans categorically and following them up structurally.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| Paste the web link of annual reports of the Institution | Nil |
| Upload e-copies of accreditations and certification | View File |
| Upload details of quality assurance initiatives of the institution | View File |
| Upload any additional information | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

1. Safety and Security: The Institution considers 'Safety and Security as paramount to the system. Thus, it has invested all its available resources to safeguard its stakeholders within the Campus. Some of the major initiatives are 24x7 CCTV surveillance across the Campus, including college corridors, classrooms, enough security guards, highly intensive

illumination at all prominent places, full-time hostel wardens, etc.

2. **Counselling:** The counselling service at SJEC is a part of the academic activity. The Management has appointed a qualified Campus Counsellor. The College has adopted the following counselling mechanism: **General Counselling:** The College identifies a few staff members as mentors and a training programme is held during the semester vacation. **Behavioural Counselling:** The Campus Counsellor takes care of students with behavioural problems.

3. **Common Room:** Separate and well-maintained washrooms are provided on every floor of the buildings for boys and girls. Different common rooms are provided for boys and girls to meet their rest and personal requirements. In addition, separate common rooms are provided in the workshops/machine shops to cater to the needs of the students.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geotagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

A) Solid Waste Management:

- Solid waste is collected daily by housekeeping staff and disposed of by a private agency as per statutory regulations.

- Dustbins are placed in prominent areas to maintain hygiene.
- Dry waste, such as leaves, is sent to the campus vermicompost unit, with the compost utilized on campus or sold externally.
- Wet waste from hostels, canteens, and amenities blocks is processed in a biogas plant, producing biogas for kitchen use.

B) Liquid Waste Management:

- Liquid waste from sources like canteens, toilets, and hostels is directed to a centralized sewage treatment plant.
- Treated water is repurposed for gardening and flushing, contributing to groundwater replenishment.

C) E-Waste Management:

- **Reduce:** High-speed campus-wide Wi-Fi minimizes dependence on physical computers.
- **Reuse:** Usable electronics are donated for re-purposing after minor repairs.
- **Recycle:** Irreparable e-waste is disposed of in accordance with statutory regulations.

These sustainable practices emphasize environmental stewardship and resource conservation, aligning with statutory requirements and institutional values.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | View File |
| Geotagged photographs of the facilities | View File |
| Any other relevant information | No File Uploaded |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the

A. Any 4 or all of the above

| campus | |
|---|-------------------------------------|
| File Description | Documents |
| Geotagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |
| 7.1.5 - Green campus initiatives include | |
| 7.1.5.1 - The institutional initiatives for greening the campus are as follows: <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping | A. Any 4 or All of the above |
| File Description | Documents |
| Geotagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | No File Uploaded |
| Any other relevant documents | No File Uploaded |
| 7.1.6 - Quality audits on environment and energy undertaken by the institution | |
| 7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities | B. Any 3 of the above |

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | View File |
| Certificates of the awards received | View File |
| Any other relevant information | View File |

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

A. Any 4 or all of the above

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of facilities | View File |
| Policy documents and brochures on the support to be provided | No File Uploaded |
| Details of the software procured for providing assistance | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

NSS and Youth Red Cross: This cell organizes and promotes government initiatives such as Swacch Bharath, Save Water, Abolish Plastics, Tree Plantation, AIDS Awareness campaigns/ programmes/ Rallies, Road Safety week etc. to adapt the

graduate attributes such as Engineering and Society, Environment and Sustainability, and Lifelong learning. Moreover, it organizes blood donation camps every year and conducts charity programmes for the neighbourhood. Every department conducts ESR activities and students are encouraged to take up mini and capstone projects during their course to align their engineering knowledge along with society and mankind. Moreover, management arranges events of commemoration and observance of all-important days and occasions, Special technical programmes for the school children, Personality development training activities, Digital literacy campaigns, and Adult Education- Physical, Spiritual and Psychological Counselling for the students. Further, the cultural committee organizes events to pervade cultural and religious diversity.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

The college conducts Universal Human Values Education classes for all newly admitted students. Key topics covered include:

- Aspirations and Concerns
- Peer Pressure
- Reverence for Excellence
- Gratitude and Love
- Foundations of Relationships - Trust

Additionally, eminent speakers deliver talks on health, hygiene, psychological well-being, and adolescence. Faculty are encouraged to complete the Universal Human Values course offered by AICTE.

Other Initiatives:

- Expert-led talks on various life-related topics.
- Appointment of a student counselor for personalized support.
- Sessions on effective assignment writing for students.
- Talks for faculty on key occasions:

- **Foundation Day**
- **Teacher's Day**

These measures foster holistic development, emotional well-being, and enhanced faculty-student engagement.

| File Description | Documents |
|---|---------------------------|
| Details of activities that inculcate values necessary to transform students into responsible citizens | View File |
| Any other relevant information | No File Uploaded |

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Code of Ethics - policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The college actively organizes diverse festivals to honor national leaders and foster a sense of patriotism and unity among stakeholders. Key events include:

- **National Festivals:** Republic Day, Independence Day, and Teachers' Day.
- **State-Level Celebrations:** Karnataka Rajyothsava and Engineer's Day.
- **Religious Festivals:** Onam, Moharam, Nativity, and others, embracing unity in diversity.

A pluralistic approach is practiced, encouraging students and faculty to celebrate and respect all religious and cultural functions.

Death anniversaries of prominent national figures are observed with tributes and homage, reflecting on their contributions to the nation. Special prayers are also conducted in the college chapel to honor these leaders and instill a spirit of reverence and gratitude.

| File Description | Documents |
|--|---------------------------|
| Annual report of the celebrations and commemorative events for during the year | View File |
| Geotagged photographs of some of the events | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Best Practice 1: Implementation of Active Learning Strategies

Objective: To enhance student engagement and deeper understanding through active participation. **Context:** Traditional lectures often face attention and retention challenges after 10-15 minutes, requiring active strategies to sustain learning. **Practice:** Activities like Class Polls, Think-Pair-Share, Concept Tests, Summarizing, and Muddiest Point keep students involved. These techniques encourage analyzing, creating, and reflecting on material. **Evidence of Success:** Improved recall, critical thinking, and engagement, particularly benefiting lower-performing students. **Challenges:** Resistance to activities, time constraints, and group collaboration issues. **Solutions Needed:** Structured preparation,

effective group formation, and promoting active learning benefits.

Best Practice 2: Intensifying Student Performance

Objective: To motivate students to engage in group discussions, collaborative learning, and concept application. **Context:** Focus on active learner involvement, effective time management, and class control during group activities. **Practice:** Implement tutorials, build strong student-teacher relationships, foster positive peer groups, and promote a growth mindset. Encourage social and academic development through engagement in group discussions and activities. **Evidence of Success:** Improved learning experience, enhanced peer learning, and greater involvement of low-performing students. However, some students were disengaged due to lack of foundational knowledge. **Challenges:** Learner engagement and time management. **Solutions Needed:** Continuous reminders, effective group formation, and educating students on active learning strategies.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://sjec.ac.in/department/master-of-business-administration/activity/outreach-program-by-ii-mba |
| Any other relevant information | https://drive.google.com/file/d/10Ud-ofFMryRmFcZp4iANIjqarFD85ROa/view?usp=drive_link https://drive.google.com/file/d/lpYJo9UbeiD0nRlUchGFGfwd85xS0jd0d/view?usp=drive_link |

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

- Inculcating innovative pedagogy among faculty for OBE. More specifically, structured deployment of Bloom's Taxonomy in implementing the OBE.
- Every department has come up with the Teaching-Learning Process (TLP) documents to strengthen the OBE system.
- The research strategy covers all the major academic disciplines. Faculty and students are actively involved in research in key areas of Science, Technology, and

Management. The research is clearly visible in terms of wide publications and various projects securing grants from external agencies.

- A Teaching-Learning Centre (TLC) has been established to bring new pedagogies of engagement and assist the faculty members in the OBE deployment process.

| File Description | Documents |
|---|------------------|
| Appropriate link in the institutional website | Nil |
| Any other relevant information | No File Uploaded |

7.3.2 - Plan of action for the next academic year

The institution plans to establish specialized research centers in emerging fields like AI, Renewable Energy, and Advanced Materials, while strengthening partnerships with industries to create joint research labs. Workshops on advanced research methodologies, tools (e.g., Scopus, Web of Science), and grant writing will be organized. A mentorship program for faculty will help guide junior faculty in publishing and securing research grants. Targets will be set for faculty to publish papers in indexed journals and high-quality conferences.

The institution plans to encourage interdisciplinary research and establish an undergraduate research program, where students can work on publishing papers or patents under faculty guidance. The introduction of an innovation center will support the development of student/faculty ideas into business ventures.

Other initiatives include the planning of an indoor stadium for students, an industrial baking unit, and additional hostel blocks. The campus will undergo a green audit and a plantation area will be created to attract butterflies. An extension of the STP capacity and implementation of organic integrated STPs are planned.

Faculties are encouraged to complete PhDs, publish in high-impact journals, and promote research culture. AI applications will be integrated into the curriculum, and skill-enhancing programs will be organized for students. The institution aims to improve industry interaction, conduct industrial visits, and increase the number of research publications. ABET accreditation and improved NIRF ranking are also targeted.

